Model Florida Charter School Application

Submitted To

Broward County School Board Offices
Charter Schools Support
Attn: Jody Perry, Director
Kathleen C. Wright Administration Center

600 SE 3rd Ave., 13th floor
Fort Lauderdale, FL 33301

Submitted On

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One (1) Hard Copy, One (1) Flash Drive
On Line: https://www.dropbox.com/sh/4rkdmkjhxm65nzz/4tzX1nZuPm

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Innovation Charter School

NAME OF FLORIDA NONPROFIT CORPORATION THAT WILL HOLD THE CHARTER: Innovation Charter School, Inc.

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

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TITLE/RELATIONSHIP TO NONPROFIT: Potential School Team Member

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NAME OF EDUCATION SERVICE PROVIDER (if any): _____

Projected School Opening: Fall X Spring ___ School Year 2014

Term of Charter Requested: 5 years

School Year	Grade Levels	Total Project Student Enrollment
First Year	K-5	up to 330 students
Second Year	K-5	up to 330 students
Third Year	K-5	up to 330 students
Fourth Year	K-5	up to 330 students
Fifth Year	K-5	up to 330 students

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

_____ Chairman
Signature *Title*

Chad Causey 07/30/2013
Printed Name *Date*

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I. EDUCATIONAL PLAN

Section 1. Mission, Guiding Principles and Purpose

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

Vision of the Charter School:
Innovation Charter School Inc. (ICS) of Pompano Beach, Florida will serve the children and families of our culturally diverse community by facilitating each student's path of learning through a dynamic curriculum, in a welcoming learning environment through interactive, interdisciplinary teaching strategies, methodologies and techniques. Our pedagogy is routed in Piaget and Vygotsky's theories of constructivism in that learners build meaning based on their previous experiences and the body of knowledge gained from those experiences. The teachers and support staff will help build further, deeper understanding as each learning experience will lend itself to drawing from the varied, personal experiences of all engaged as well as the resources and curriculum related to the task at hand.

Mission of the Charter School:
The vision and mission of the School were cast by the Governing Board of ICS and reflect their passions, dreams, and desires to serve the community of Pompano Beach, FL. The mission of the charter school is to:

- Be an active and interactive learning environment where learners develop academically, socially, emotionally and creatively
- Promote synergy through catalyzing a depth of learning not possible in a competitive, individualistic educational experience through the shared respect of all engaged
- Enrich progress toward our students becoming local and global stewards of time, resource and talent by participation of parents, teachers and community members in the learning environment

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

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

Innovation Charter School will be guided by the principles in section 1002.33(2)(a),

F.S., in that most students will meet or exceed achievement expectations set by the State of Florida through a curriculum plan that aligns with the Next Generation Sunshine State Standards (NGSSS) and the Common Core Standards. The curriculum, teacher training and available resources will be constantly reviewed for areas of potential weakness and revised so as to maintain a high level of student achievement.

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

In order to comply with 1002.33(2)(a)2, F.S., the School will be held accountable to use allocated funds for the specific intended purpose by the Governing Board and an independent certified public accountant familiar with the potential weakness and financial responsibilities of charter schools in Florida so as to maintain a high level of student achievement.

- ***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 at the charter school.***

Parents will receive progress reports and quarterly report cards as well as be encouraged to connect with teachers any time when a concern about student progress in any area arises, i.e., academically, socially, emotionally and/or creatively in order to meet 1002.33(2)(a)3, F.S. Additionally, teachers will notify parents immediately upon observing any behavior and/or formative assessment not in character.

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.

To meet the purpose of a charter school according to 1002.33(2)(b), F.S., ICS will evaluate students' prior academic records, FCAT scores, VPK assessments, etc., as well as conduct our own skill level assessment so as to determine the base level of understanding for each student. From this information, teachers will create relevant lesson plans to align the curriculum plan with the NGSSS and Common Core Standards to improve student learning and academic achievement (1002.33(2)(b)1, F.S.).

By using this approach, students will receive instruction that engages them with the required learning while inspiring them to be lifelong learners. Students who would benefit from specialized instruction and/or require learning accommodations will find the appropriate resources through the Exceptional Learners program, i.e., on-site tutoring, and student-tailored reading blocks that emphasize the keys to reading, i.e. phonemic awareness, fluency, vocabulary, phonics, and reading comprehension. Special attention to helping students learn how to read so they are equipped to read for understanding will be the priority of instruction aligned with the Next Generation Sunshine State and Common Core Standards (1002.33(2)(b)2, F.S.). All students will be assessed in a set, data-driven format so teachers have easy access to current levels of progress allowing for immediate adjustments to materials, delivery and pacing information so students do not fall behind and/or to permit timely alterations to the curriculum (1002.33(2)(b)4, F.S).

Learners of all kinds will find the intelligent adaptive software, innovative teaching methods, strategies of constructivism and collaborative learning atmosphere aids him/her to accomplish even the most challenging learning feats (1002.33(2)(b)3, F.S.). The teach/re-teach open approach to sharing information between students and teachers will welcome students into the ongoing formative assessment process that promotes a staged outcome, where results build to greater and deeper understanding as opposed to constant frustration when learning does not reach an application level and students are forced to continue on to more difficult tasks before mastering foundational skills.

Teachers will add to their skill sets by participating in in-house professional development programs as well as by attending district workshops and training sessions available regarding innovative learning methods, new and/or improved resources and tools and classroom management techniques. Such an environment will promote measurement of teachers' professional growth and require they are constantly measuring the goals sets, achieved or revised for teach/re-reteach in order to gauge the outcomes of learning.

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

- ***In accordance with the law, charter schools may fulfill the following purposes:***
  -Create innovative measurement tools.
  -Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.
  -Expand the capacity of the public school systems.
  -Mitigate the education impact created by the development of new residential dwelling units.

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

F.S. 1002.33(2)(c)1, will be evidenced in teacher collaboration to design assessments of students in the interdisciplinary learning environment in that those teachers with strengths in Subject Matter A will cross-reference the topics taught in Subject Matters B, C, and D so that students see the connections across topics as this will be a key for life success. For instance, a student learning about sea turtles will visit Deerfield Beach with a wildlife expert and create artwork to reflect his/her experiences. A few weeks later that same student, having studied a unit on poetry will have the opportunity to create his/her own poem about safety and the threat of pollution to our Florida beaches. Students learn in very diverse ways and as such will be given diverse opportunities to express that learning through a wide range of assessments. The tools by which their achievement and level of understanding are measured will be unique to the learning unit at hand and determined by the type of assessment mechanism chosen as a group effort amongst students, teachers, and administration.

Such creative expressions of learning would be eligible for entrance into appropriate district-wide school competitions with the School offering our facilities to hold a display of art, projects, writing samples, etc., produced by students in area district schools F.S. 1002.33(2)(c)2. The students of ICS will participate in various annual district competitive events including those sponsored by outside entities such as math competitions, spelling bees, young author competitions, Doodle 4 Google, poster contests (SHADE Sun Safety, CDC's Be Heads Up, and Broward County Air Quality), Conservation and Climate Change (C3) Challenge, BEF cover design, STEM video game challenge, Kids Science Challenge, Environmental Clean-up/Conservation projects, etc.

The capacity of public school students, which could be housed at ICS, will be approximately 330 students at full enrollment (F.S. 1002.33(2)(c)3). The student roster will be open for all eligible students without any act of discrimination based on religion, race, socioeconomic status, etc. The influx of families resulting from new residential dwelling units in the School's vicinity would be served by having a charter school located within a reasonable distance of their homes and/or within a minimal distance from a parent's place of work (F.S. 1002.33(2)(c)4).

Teachers will gain experience and learn from teachers of all grade levels and subject matters. To promote this, we plan to house a minimum of two professional development workshops where teachers from all district schools are invited to participate (F.S. 102.33(2)(c)5). This will enrich learning not only for our teachers, but all stakeholders who attend.

Section 2. Target Population and Student Body

A. Describe the anticipated target population to be served.

Students eligible for admission to the School will be so due to the provisions of section 1002.33(10)(e), F.S. in that any student in grades K-5 may gain admission to Innovation Charter School, per 1002.33(20)(c), F.S. The School will be based in Pompano Beach, FL and will aim to serve that community.

The student population will not consist of any biased and/or discrimination in its admission policies and procedures and aims to include a representative population mirroring the diverse cultural communities in Pompano Beach. The 2010 Census reports the racial population statistics of Pompano Beach, FL as: 62.6% White, 28.9% Black, 1.3% Asian, 2.4 % Two or More Races with 17.5% reporting Hispanic/Latino origin.

The School anticipates reflecting the racial and ethnic diversity present among schools in Pompano Beach, FL. Public elementary schools in Pompano Beach, FL have the following racial and ethnic characteristics: 17.4% White, 63.5% Black, 0.7% Asian, 0.6% Two or More Races with 14% reporting Hispanic/Latino origin. ICS expects that its student population in terms of racial and ethnic diversity will be similar to other public elementary schools in the city.

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

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

Year of Charter	Grades Served	Total # Enrolled	# Students per grade	# Students each class
Years 1-5 2014-2019	Kindergarten – 5th	Up to 330 students	Up to 55 students	Up to 18 students

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

The student population projections were developed by examining demographic information of Pompano Beach, Florida. It is expected that the population of the city will grow over the next twenty years. The population of Pompano Beach was estimated at 99,878 in the 2010 census with projections to increase to 103,000 by

2015 and to 113,245 by 2030. Student enrollment in Broward County's schools is also increasing. The twentieth day enrollment reports reveal that 2012-2013 district-wide school enrollment increased by 1,993 students compared with the 2011-2012 twentieth day enrollment figures. Similar enrollment trends are present among elementary schools in Pompano Beach. For example, Cypress Elementary, McNab Elementary, Palmview Elementary, Park Ridge Elementary, Pompano Beach Elementary, and Sanders Park Elementary all experienced an increase in student enrollment as per the 2011-2012 and 2012-2013 twentieth day enrollment reports.

Innovation Charter School will aim to serve Pompano Beach by offering a warm, welcoming learning environment staffed with highly qualified teachers and support staff that effectively deliver curriculum and resources to ensure student progress academically, socially, emotionally and creatively. Class size will be capped at 18 students per teacher so as to ensure quality classroom management and an effective teaching-learning exchange.

Section 3. Education Program Design

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

The School will follow the annual calendar set forth by Broward County. The hours of instructional time are aligned with state and district requirements for elementary school grades, including the Next Generations Sunshine State Standards and the transition to the Common Core Standards. The School will have a minimum of 180 instructional days, consistent with state and district requirements.

Please visit Appendix A for a copy of the 2013-2014 school calendar set forth by Broward County.

Daily Schedule:
The instructional day at the School will begin at 8:00 am and will end at 3:00 pm each day, Monday through Friday. A sample daily schedule is presented below. Kindergarten classes will be dismissed at 2:30pm, with an after care option for parents who also have students in upper elementary grades.

Please view the tables below for information regarding the ICS daily schedule.

Sample School Schedule:	
Start bell	8:00am
End bell	3:00pm
Total minutes in day	420.00 minutes
Lunch time	30.00 minutes
Recess	30.00 minutes
Total instructional minutes	360.00 minutes

Subject	Number of Minutes
Homeroom	10
Reading	90
Language Arts	55
Mathematics	60
Lunch	30
Recess	30
Science	45
Social Studies	45
Specials	45
End of day activities/clean up	10

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

Innovation Charter School will be established on the premise that all children can learn and deserve the opportunity to do so. Along with this basic principle, we believe the whole child can learn academically, socially, emotionally, and creatively. Each child is unique and learns differently, developing at his or her own rate. Learning takes place when this is recognized and reinforced by professionals who love children and have the tools to facilitate learning.

Research has also shown that learning takes place best when children are allowed to discover and experiment, which results in ownership of the learning. Piaget's theory of constructivism has long surpassed the days of rote, prescriptive learning. This is not to say that the strategy of direct instruction is not still needed at times in the classroom. However, the role of the teacher is much more interactive now, more that of a coach, as the children are actively engaged in their learning. Performance tasks, projects, dialogue, and technology have replaced worksheets, packets, textbooks, workbooks and silence in the classroom. Students' answers are valued and discussed among peers. An environment in which students are free to ask questions without fear promotes interaction in small groups of busy, thinking minds. Hands-on learning increases student engagement and motivation. Big ideas and conceptual learning are prevalent throughout each subject. Knowledge grows

and, knowledge being power, students become empowered to look to the future with hope to become productive members of society.

The curriculum at Innovation Charter School will be aligned with the Common Core State Standards (CCSS) and the Next Generation Sunshine State Standards (NGSSS). The final transition year of the blending of NGSSS and CCSS in ELA, which includes writing, and math will be complete in the spring of 2014. With the opening of ICS in the fall of 2014, the faculty and staff will be instructing and assessing a student population familiar with both CCSS and NGSSS. The curriculum will be taught in an integrated, interdisciplinary, standards-based environment, which empathizes big ideas, essential questions, and meaningful work and activities that lead to mastery of standards. The faculty and staff will follow curriculum pacing guides and Instructional Focus Calendars (IFCs) provided by the district in order to organize and sequence the curriculum to facilitate excellent teaching and student achievement.

Multiple intelligences and different learning styles will be kept in mind as thematic units and lessons are planned and developed. A variety of formative assessments will drive instruction, along with data from summative assessments and diagnostic testing. The formative assessments will mainly consist of observations and anecdotal notes, quizzes, projects, performance tasks, writing pieces assessed with appropriate rubrics, surveys, checklists, multi-media presentations, and group projects. Many of these pieces can be added to each student's individual portfolio. Portfolio assessment is also a relevant piece of data and a useful tool that will be used to communicate student performance with parents. With the complete transition from NGSSS to CCSS in ELA and math the year ICS opens, it is our understanding that several of these documents will be updated by Broward County and distributed to all elementary schools. NGSSS standards (http://www.fldoe.org/BII/curriculum/SSS/#read) and CSSS standards (http://www.cpalms.org/Standards/Common_Core_Standards.aspx) can be accessed online by the included links. Please visit Appendix B for samples of current pacing guides and IFCs that will be used at ICS and updated as and when new pacing guides and IFCs are created.

Baseline data with regular progress monitoring will be used throughout the year. This will consist of diagnostic testing and summative assessments. Summative/ formal assessments, such as standardized tests and benchmark testing, will be given according to the Florida Department of Education guidelines. This data will be entered into the student information system for easy access by administration and teachers. It will be discussed at regular data meetings among teachers at their grade level. Common planning will enable grade levels to assess this data, along with baseline data, which will then drive instructional planning. Differentiated instruction will meet the academic needs of each student based on their progress monitoring and/or formative assessments. Student goal setting will be done through the previous year's standardized tests, benchmark tests and fall baseline data. These goals will be evaluated and updated, as needed, by students and

teachers after each nine-week marking period. Student accountability, which includes focused revision, tracking, and reflection, will be taught starting in kindergarten. By following the gradual release model, students will become accountable for their own learning as they progress through ICS. Students can track their progress in writing improvements, math facts speed and accuracy, fluency, books read and conferenced/reported on, and standards learned, to name just a few areas.

Innovation Charter School's curriculum will also include an integrated character education program, health and physical education, technology program, and a strong arts program. Character education will focus on the following character traits: cooperation, responsibility, citizenship, kindness, respect, honesty, self-control, and tolerance. Foreign Language will be taught via a computer program in a classroom-facilitated lab setting, separate from the traditional classroom. The use of technology will be evident across all disciplines of the curriculum. Computer skills will be taught and personalized learning will be instituted, particularly in math. Interactive activities designed for white board use with Promethean or SMART flipcharts will engage students, along with iPads, iPods, LCD projectors, document cameras, and student interactive responders used in games and other forms of review.

C. Describe the research base for the educational program.

The principles of constructivism are credited mainly to Piaget and Vygotsky. The research of Piaget stressed the four stages of development a child goes through in his or her quest to learn, namely sensory-motor, preoperational, concrete and formal. The research of Vygotsky emphasized the importance of social interaction between students as the basis for gathering, sorting, analyzing and then reflecting upon what is being learned in real-life situations. The combining of these two philosophies has impacted public education for many years. Innovation Charter School, however, will be intentional in adhering to these principles as the faculty plans and organizes learning experiences for their students.

The implementation of the curriculum at Innovation Charter School will be based on standards-based instruction, as seen in active, collaborative, standards-based classrooms. Wiggins and McTighe support standards-based instruction in their book, *Understanding by Design*. The backward design process will be presented and reviewed periodically as part of the professional development provided for teachers and staff.

The three stages of this process are (1) identify desired results (2) determine acceptable evidence (3) plan learning experiences and instruction. The mastery of both the CCSS and the NGSSS is the desired result for each student at ICS in accordance with the high expectations for student achievement set forth by Broward County. These are the big ideas, enduring understandings, or broad

strokes of learning around which thematic units can be developed. Uncovering and discovering the big ideas in math and science, for instance, will enhance and bring more ownership to the learning of each student. Once the standards are discussed and understood by students at their developmental level, a learning target has been established. Some questions that need to be considered when planning stage 1 are:

- What overarching understandings are desired?
- What are the overarching "essential" questions?
- What will students understand because of this unit?
- What "essential" and "unit" questions will focus this unit?

The next step in backward design is deciding how students will be assessed on the standard(s) or big idea(s). If the desired big idea(s) or standard(s) will be assessed through a project, performance task, or writing, etc., a sample or model can be shown, giving students some ideas they can think about for their own work. Several forms of evidence and various types of formative assessment, as appropriate, can be used to evaluate the learning throughout the designated time spent on these standard(s). Remembering that not everyone learns at the same pace, some standards may require more time or may need to be readdressed throughout the school year.

The last step of backward design is planning learning experiences and instruction. Teachers will plan together at their grade level common planning time and share ideas and resources. Differentiated instruction ideas, leveled books, best practices, assessment ideas, field trips, hands-on activities, research-based strategies, technological ideas, etc. can all be used in this step of the planning process. Thematic, integrated, interdisciplinary units will be planned from pacing guides, teacher resources, and online resources, in conjunction with the IFCs provided by the district. The pacing guides/curriculum maps will be used to guide teachers in their instruction of the standards for each subject. They also will ensure that all grade levels' standards are taught in time for each benchmark testing as well as for the FCAT 2.0 and PARCC administrations.

Research-based recommendations about classroom assessment strategies are described in Jan Chappuis's *Seven Strategies of Assessment for Learning* manual from the Pearson Assessment Training Institute. Research on intelligent adaptive software and personalized learning has been produced by individuals at Stanford University. Carol Ann Tomlinson is credited with differentiated instruction. Wiggins and McTighe are the authors of the term "backward design". Piaget and Vygotsky are the designers of constructivism. Fountas and Pinnell strongly recommend a balanced literacy approach to reading and writing instruction. Research-based reading and math programs, other curricular textbooks and accompanying teacher resources, and instructional strategies for all students, particularly those students needing intervention, are based on Florida Center for Reading Research (FCRR) recommendations. This strong foundation of research undergirding the curriculum, along with proven resources and strategies, coupled with strong professional

learning and support, will bring a high level of achievement to the target population of Innovation Charter School.

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

Innovation Charter School will be an active and interactive learning environment where learners develop academically, socially, emotionally and creatively.

Innovation Charter School will serve the children and families of the culturally diverse community in Pompano Beach by facilitating each student's path of learning through a dynamic curriculum, in a welcoming learning environment, through interactive, interdisciplinary teaching strategies, methodologies and techniques. The School's pedagogy is rooted in Piaget and Vygotsky's theories of constructivism in that learners build meaning based on their previous experiences and the body of knowledge gained from those experiences so as to develop academically, socially, emotionally and creatively. The teachers and support staff will help build further, deeper understanding as each learning experience will lend itself to drawing from the varied, personal experiences of all engaged as well as the resources and curriculum related to the task at hand.

To promote synergy through catalyzing a depth of learning not possible in a competitive, individualistic educational experience through the shared respect of all engaged.

By integrating a character education program throughout the learning experience, students will acquire the moral base for continued societal contribution throughout their lives. Cooperation, citizenship, responsibility, kindness, respect, honesty, self-control and tolerance are key to establishing collaboration in learning in the classroom and in life. Through teacher and staff modeling, school awareness rallies, monthly highlighting of each character trait, and acknowledging successful student exampling of these traits, ICS will promote an atmosphere of shared achievement and performance where all involved readily experience the advantages of working together.

To enrich progress toward our students becoming local and global stewards of time, resource and talent by participation of parents, teachers and community members in the learning environment.

The School's belief in the principles of constructivism and backward design/standards-based instruction, coupled with personalized learning, strong parent and community involvement, and an integrated character program, supports the mission of our School. Students at ICS will grow in understanding and application of the knowledge they gain by interacting and working with their peers and with the encouragement of their teachers, parents, and other community volunteers.

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.

Innovation Charter School will meet the requirements of the CCSS and the NGSSS by upholding high expectations for all students and faculty. Students will be expected to always do their best with great effort. Teachers and staff will be expected to motivate, encourage and guide all students to achieve all that they can. Marzano states that student performance is increased by 53 percent when teacher effectiveness is at its best. Hiring teachers who have proven to be effective will lead to students attaining the NGSSS and CCSS standards (*What Works in Schools*). Teaching and learning will center on students meeting or exceeding the expectations of comprehension and application of the NGSSS and CCSS (F.S. 1003.41). These expectations will be supported by all stakeholders and maintained so as to secure the tenets of choice and flexibility in the education of the target population. The aspects of the Student Success Act will ensure optimal teacher effectiveness through the analysis of student achievement provided via FCAT 2.0 and PARCC assessment instruments as well as those assessments designed and implemented by Broward County for subject areas not covered in these tools.

Florida's Path to Success has advanced our state's ranking from near the bottom to eleventh nationally. By following our state's lead to hold schools accountable for attaining the high standards set and assessed through summative assessments and then raising those achievement levels after the first ten years of implementation, ICS will take a similar perspective in that students will strive diligently to attain the NGSSS and CCSS when held accountable by their teachers, parents, and school stakeholders as well as by taking ownership of their own learning achievement. Further information regarding NGSSS (http://www.fldoe.org/BII/curriculum /SSS/#read) and CSSS (http://www.cpalms.org/Standards/Common_Core _Standards.aspx) can be accessed online via the included links.

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.

Innovation Charter School's core academic curriculum will prepare students to master the CCSS in ELA and math and the NGSSS in social studies and science. A strong and effective curriculum should begin with the ultimate end in mind, which is the growth and development of each student to his or her greatest potential. In order to achieve this, ICS will base its instruction on the principles of backward design, as stated in *Understanding by Design* (Wiggins and McTighe, 1998). Standards-based instruction rests on the three parts of this framework, namely (1)

identifying desired results, (2) determining acceptable evidence, and (3) planning learning experiences and instruction.

Students and teachers will uncover the big ideas of the standards and compose essential questions for each lesson. Students will then begin to construct meaning from the varied and real-life performance tasks and/or teacher-designed projects. The role of the teacher as facilitator and coach will guide students in understanding the big ideas and enduring understandings of each integrated, interdisciplinary, thematic unit. A strong standards-based curriculum, highly effective teachers, supportive administration, staff, and parents, coupled with hard work, effort, and a strong motivation to succeed and meet personal goals will enable students at ICS to achieve the NGSSS and CCSS.

K-5 Reading

Reading is, by far, the most important skill any child can learn. It is fundamental to life and learning. Without it, children are less likely to succeed and become productive citizens. It is vital that all students understand what they read and be able to apply it throughout all of their learning.

ICS will follow the K-12 Comprehensive Reading Plan of Broward County. Please visit Appendix B for sample pacing guides and IFCs. In the National Reading Panel report on Teaching Children to Read (2000), the five components of reading, which are phonemic awareness, phonics, vocabulary, comprehension, and fluency, were all proven to be very effective. Phonemic awareness, the study of individual letter sounds, has been shown to be highly effective in young learners and is foundational to their reading success. Systematic instruction in phonics (letter-sound relations) has been found to have a significant, positive effect on the reading success of all subgroups of students. More practice in fluency, which is the ability to read aloud with expression, accuracy and speed, has been shown to increase comprehension. Vocabulary development is critical for reading and should be taught in context and in a variety of ways. Comprehension (the constructing of meaning from what is read) instruction should include at least seven strategies, which have been proven effective with most learners. They are:

1. comprehension monitoring
2. cooperative learning
3. graphic organizers
4. question answering
5. question generating
6. story structure
7. summarizing

These strategies increase comprehension in all subject areas when taught in combination. As stated in the CCSS, students are to increase their reading of informational/non-fiction material, eventually achieving a balance between literary

and informational text (50%/50%). This makes comprehension skills more important than in previous curriculum plans. Intentional, proper scaffolding of complex material will be carefully done to help struggling readers understand informational/non-fiction text being read in their classrooms. Other guidelines pertinent to achieving close reading of text as found in Just Read, Florida are:

1. close reading and rereading of text of a variety of lengths
2. text dependent questioning
3. evidence-based, supporting answers
4. opportunities for extensive research
5. proof in writing and sharing, explicit
6. direct instruction in vocabulary, grammar and conventions
7. more student independence

The five components of reading, along with oral language, will be taught in a research-based balanced literacy approach at ICS. With continued professional development and support for teachers and lessons that are aligned with CCSS and NGSSS, student achievement will increase in reading ability and performance.

Balanced Literacy includes modeled, guided, shared, and independent reading and is recommended by Fountas and Pinnell (1996). While all components of this approach are important, guided reading will be conducted with every student in grades K-3 every day. Phonics instruction will be direct and systematic to the whole class. A typical balanced literacy framework consists of whole group and small group instruction. During whole group instruction, teachers introduce new skills, teach phonics, plan cooperative learning story discussions, have modeled or shared reading, and readers' theater, to name just a few activities. During small group instruction, guided reading takes place while the other students are in literacy centers or stations, practicing skills and strategies.

Reading will be taught a minimum of 90 minutes per day in grades K-5. However, all ELA standards and skills are practiced in other content areas throughout the instructional day as well. Instruction will be differentiated, using leveled readers that connect to social studies and/or science standards of each grade level, supporting the School's interdisciplinary approach to instruction, as much as possible. Literature circles, particularly in grades 4-5, will be used to enhance reading instruction and challenge above average students. Students scoring a 4 or 5 on the FCAT 2.0 in reading do not have to participate in guided reading on a daily basis, providing time for further enrichment.

Running records will be given on a regular basis in grades K-2 and quarterly in grades 3-5. Reading Recovery strategies will be used in the regular education classrooms. In this way, students performing below grade level are receiving the benefits of this program from their classroom teacher. Some Reading Recovery strategies are listed below:

Meaning – Structure - Visual

Good readers use meaning, structure and visual information. They listen to make sure it makes sense and sounds right. They look to make sure it looks right all the way through.

Meaning – Does it make sense?
Reading must make sense. Children have to listen to themselves as they read. They must listen to see if it makes sense and goes with the story.

Structure – Does it sound right?
Can you say it that way? "The boy eat the hotdog." That doesn't sound right. It should be, "The boy eats the hotdog." or "The boy ate the hotdog."

Visual – Does it look right?
If the child said "like" and the word was "want", does it look right?
If the child said "play" and the word was "plays", does it look right at the end?

When Reading Stories With Children

K - 1st Grade
Before reading:
- Give the main idea.
- Tell what the story is about.
- Talk about the pictures as you look through the pages for a picture walk, making predictions.
- Use the vocabulary words found in the story.

While reading:
- Talk with the student about the story as you read.

After reading:
- Talk about what happened, why it happened, or confirm their predictions.

2nd - 5th Grade
Before reading:
- Help the student predict what story is about.
- Discuss pictures, headings, and title.
- Ask questions that encourage predictions about the story based on personal experiences or prior reading.
- Focus on meaning and what the story is about.

While reading:
- Ask child to read to confirm/reject predictions.

After reading:

- Briefly summarize together what the story was about.

The core textbook series used at ICS will be *Journeys: Common Core* published by Houghton Mifflin/Harcourt. This series immerses students into the CCSS and promotes student engagement and ownership in learning. It is a comprehensive instructional program that also focuses on close reading skills, repeated reading of a variety of complex text, and the development of academic vocabulary. Some of the features of this series include: digital learning, interactive whiteboard activities, guided reading and leveled readers, intervention materials, model lessons for teachers, and assessment and performance tasks. Supplemental, interdisciplinary, inquiry-based units, provided by the district, will be used to teach close analytical reading skills and the research process, allowing students to practice evidential textual writing.

The county has developed CCSS curriculum frameworks for grades K-2, which integrate reading, writing, listening, and speaking (oral language) standards into units of study, based on Macmillan/McGraw-Hill *Treasures*. They incorporated other fiction and non-fiction books, etc. into the units to provide opportunities for students to read more complex texts. These frameworks provide a curriculum map to guide instruction in CCSS in ELA. ICS will update these frameworks for *Journeys: Common Core*. It is assumed that the frameworks for grades 3-5 will be available to schools upon their completion. If they are based on *Treasures,* ICS will update the 3-5 frameworks, to ready by the fall of 2014, or the existing IFCs, to reflect *Journeys: Common Core*. Copies of some of the K-2 CCSS Curriculum Frameworks and the 3-5 IFCs for *Treasures* are included in Appendix B.

The School will also use the Small Group Plan chart for each grade level, included with the existing IFCs for grades K-5 provided by the county. These charts help plan small group instruction in phonics, phonemic awareness, fluency, vocabulary development, and comprehension for those students approaching, on, or beyond grade level. They can be strategic tools for teachers in ensuring that small group instruction takes places in the classroom every day. These will be updated, as well, for *Journeys: Common Core.*

Other suggestions for complex informational/non-fiction texts can be found, along with the Three Part Model of Text Complexity, which include qualitative and quantitative dimensions and reader/task considerations. Additional resources may include Saxon Phonics, Rigby, etc. leveled readers, both fiction and non-fiction, books across disciplines, journal entries, biographies, *Time for Kids* and other publications.

Teachers will also make use of the Language Arts/Writing Non-fiction Unit Plans developed by the district for grades K-5. These units are composed of standards-based research activities focused on inquiry and critical thinking skills, which can be used in interdisciplinary assignments. Reference and Research lesson plans, aligned with the existing core reading program, *Treasures*, will be rewritten for *Journeys:*

Common Core, if implemented by Broward County and will then be used at ICS, for grades K-5. These lessons also build critical thinking skills as well as reading and research skills. Students will also use reading logs to track the books they have read. This tool increases comprehension and fluency in most students and can serve as another motivational piece in the school-wide emphasis on reading.

Universal screenings from Florida Assessments for Instruction in Reading (FAIR) (grades K-2) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next (grades 3-5) will identify struggling readers in all grades. Depending on their scores, these students may require more intense instruction at Tier 2 of the School's Response to Intervention/Instruction (RtI) program. This instruction will be in addition to the 90 minutes of required classroom instruction. Research-based programs, such as Great Leaps K-5, Reading Mastery K-2, Six-Minute Solution K-5, Macmillan/McGraw-Hill's Triumphs Intervention Program or others approved by the FCRR will be used to further instruct these students in a small group setting. Regular progress monitoring and grade level data meetings will track progress and drive instruction. Electronic progress monitoring plans (PMP) will be used for all students in need of intervention at any tier. If students do not make improvement at Tier 2, they will be moved to Tier 3 for more intensive small group or possibly one-on-one instruction in reading. Research-based programs such as Wilson Reading, SRA Corrective Reading, or others approved by the FCRR will be used. Visit Appendix C to view information regarding the RtI model of Broward County Schools.

School-wide reading motivational programs, such as Reading Across Broward, family literacy nights, book clubs, visiting authors, and others will be instituted and promoted on a regular basis.

CCSS for ELA are written so as to promote the teaching of several standards in one thematic unit. These standards can be taken from any of the six big ideas. Teachers, incorporating many of these big ideas, will write integrated thematic units for each grade level. Social studies and science standards from NGSSS will also be incorporated into these units, ensuring the School's interdisciplinary approach is carried out school-wide on a regular basis.

In addition to the 90 minutes of reading instruction, there will be a 55-minute language arts block. Since writing, speaking and listening are integrated into reading and other core curriculum subjects, this block can be used for Sitton Spelling and direct instruction of grammar and/or the writing process and specific writing skills, as needed. Sitton Spelling is a research-based spelling program for grades 1-6. It uses 1200 most frequently used words, dividing them over the six grade levels. Proper use of the program leads to correct spelling and usage in writing. Numerous best practice activities are provided in the teacher's manual, which is the only cost of the program.

The writing process is widely used to help children develop their writing skills. It consists mainly of pre-writing, rough draft, revision, editing, and a final copy with

presentation. This process will be taught starting in kindergarten. One important aspect of the writing process is to have samples of writing, with rubrics for assessment, posted in each classroom. Students can self-assess their work with displayed copies of the rubric or by comparing their writing to several samples that show stages and/or progress. Each grade level can establish a writing train, or other method, of 6 or 7 levels of writing for student self-assessment. The classroom teachers will conference with each student, giving next steps for revision and editing, as well as encouragement. Balanced Literacy includes modeled/interactive, guided, shared, and independent writing. An integrated curriculum provides opportunities for students to use the writing process in content subjects.

Common Core ELA big ideas for grades K-5 are:

- Literature
- Foundational Skills
- Informational Text
- Writing
- Speaking and Listening
- Language

K-5 Math

Mathematics will be another focal point in the curriculum at ICS. CCSS in math will be taught in grades K-5 for 60 minutes a day. ICS will use *Go Math!,* published by Houghton Mifflin/Harcourt, along with intelligent adaptive software. *Go Math!* emphasizes rigor and depth, supporting the principle of conceptual math. Conceptual math is the understanding of mathematical concepts, operations and relations. It is not just rote memory of how to do a math operation. It is discovering the whys and/or hows behind the operation and being able to explain them, either verbally, by using manipulatives, in drawings, or by any other way that supports the student's learning style. Some of the features of *Go Math!* are math boards for every student, Grab 'n Go math centers, interactive white board activities, videos, i-Tool, Destination Math, Mega Math, math talk prompts, differentiation ideas, and on-line intervention. Other resources include various assessments, benchmarks, integrated curriculum maps, and teacher podcasts. The county has provided IFCs for *Go Math!* with links to each lesson. Benchmarks, assessments, big ideas, and calendar math content are also included. Appendix B contains a sample of these pacing calendars.

A second component of the math curriculum at ICS revolves around digital learning. Most intelligent adaptive software programs for math help students understand the big ideas. The interactive digital experiences in the programs support conceptual math and use strategic skills to make sense of the learning. Digital learning supports differentiated and data-driven instruction. Each student follows their own path as the program guides them at their developmental level. Real-time data helps teachers personalize instruction for each student. Students are actively engaged in manipulating, exploring, practicing and problem solving.

A remediation and enrichment program in math will be another component of the math curriculum. A school-wide target time for continuous quality improvement will be held weekly in which all students on a grade level are focusing on one topic. Teacher-made pre/post tests on the topic taught in the previous week will determine homogeneous groups for remediation, review or enrichment. All available faculty members, as well as stakeholder volunteers, are involved, providing hands-on experiences, one-on-one instruction, or small group instruction to students needing extra help on that topic. Project-based learning is used for those students needing to be challenged. Teacher-made pacing charts, pre and posttest data and monthly data meetings will determine the effectiveness of the program. Data analysis determines if changes need to be made to the pacing charts, strategies, and/or student placement. Many students are motivated to do well on pretests so they can join the enrichment group for the next targeted topic.

Another component of the math curriculum will be math morning or math day. This will also be a school-wide program in which teachers at each grade level set up stations in their classrooms with active, hands-on math activities. All students from that grade level rotate from class to class, in designated groups, trying all of the different activities. This math celebration day is fun, interactive, and discovery-oriented.

With this four-pronged approach to math, ICS will ensure student achievement in math. The research expertise and practical experience of *Go Math!,* coupled with digital learning, Continuous Quality Improvement (CQI), and math day, along with the faculty, staff, and other stakeholders of our School, will increase student growth in math performance and understanding.

The big ideas in Common Core math for grades K-5 are:

- Counting and Cardinality – K
- Operations and Algebraic Thinking – K-5
- Number and Operations in Base 10 – K-5
- Number and Operations - Fractions – 3-5
- Measurement and Data – K-5
- Geometry – K-5

K-5 Science

The curriculum for K-5 grades integrates NGSSS and CCSS as well as meets the National Science Education Standards. As science is an exploration of the processes in our world, the curriculum will be intellectually rigorous. It will highlight scientific inquiry while investigating the attitudes and social values related to the same so as to encourage students to be prepared for the needs and challenges within the field of Science in the 21st Century. By building on prior understanding and using the scaffolding methods of Vygotsky's Constructivist Learning Theory, students will learn through being engaged physically and mentally with the subject

matter of living things, life cycles, and how living things interact, not only with each other, but also within their environment(s). An inquiry-based, student-centered approach to learning will further develop student curiosity regarding the world around him/her.

Teachers will lead students via their own understanding and perception of the world to help them adapt this perception to increasing their understanding, deepening their knowledge base and exploring their already creative application of the questions raised by individual and collaborative curiosities. Students are given the freedom to share their viewpoints and problem solving ideas so that they may reach conclusions based on scientific method and proof. These exercises will occur through learning activities that involve and include observation, hypotheses construction, experimentation, and explanation of the steps in the process of scientific discovery.

The curriculum will guide students through the exploration, understanding and application of Life Science, Earth Science, Physical Science, Space Science, Environmental Science, and the Skills and Processes of Science in general. NGSSS will be the foundation for the lesson planning and curriculum choice(s) of the same. The core program for science used at ICS will be Houghton Mifflin/Harcourt's Florida ScienceFusion 2012. This program is based on inquiry learning and hands-on experiences, supporting the curriculum design of the School. The IFCs provided by Broward County will assist teachers as they plan lessons and units. These calendars provide essential questions, big ideas, and performance tasks, supporting standards-based instruction. Strategies and activities from BEEP, Science Alive! and the Broward County Hands-On Science Kit will keep students motivated and engaged in their learning. The 5E Model of Instruction (Engagement, Exploration, Explanation, Elaboration, and Evaluation) and the many question stems will guide discovery and aid in journal writing topic selection. Visit Appendix B for copies of some of the science IFCs that will be used at ICS.

K-5 Social Studies

Students will examine the topics of citizenship, government, economics, geography, culture, current events and history in the Social Studies curriculum in order to promote the realization of each student's place in time and our global community. The basics of these topics will be presented in an interdisciplinary approach as they will be part of the Language and Arts curriculum, reading materials and resources, and will also be aligned with the NGSSS and CCSS appropriate for the K-5 learning environment. Intentional teaching will integrate these topics with the lesson plans in other subject areas so as to open the students to an area of understanding that deepens and enriches the context and meaning of the local community as well as the global context in which that community exists. The Harcourt Horizons curriculum aligns with the Common Core Sunshine State Standards to integrate learning and experience to lead students through acquiring and applying the subject matter. IFCs provided by the county give suggestions for integrating reading and writing with each social studies topic. Instructional strategies listed include map skills, academic

vocabulary development and comprehension skills. Home involvement ideas are also suggested. Copies of some of these IFCs for Social Studies can be found in Appendix B.

The NGSSS will implement a step-by-step method of searching through the topics of American History, Geography, Civics and Government, and Economics leading students to have an introduction and personal, working knowledge of the primary influences each of these areas has had on our society throughout history and in our world today. Some of the specific topics that will be taught in accordance with State Statutes and Broward County guidelines will be the Holocaust, African and African American History, Hispanic and Women's Contributions, Veterans' Recognition and Celebrate Freedom Week (F.S. 1003.421). The core program for Social Studies used at ICS will be Horizons, along with other resources that support Florida's NGSSS and CCSS.

The focus of Social Studies will be to prepare students for critical thinking about how to make thoughtful decisions considering the local, state, national and international arenas. It will help students attain the skills needed to gather information from various primary and secondary sources so as to evaluate and combine this information into well-thought-out and prepared writings. Additionally, students will be equipped to analyze differing viewpoints so as to compare and contrast historical events and the consequences and/or related happenings. Teachers will facilitate this process of learning so that students become familiar with the processes of investigating resource materials in order to gather related materials, evaluate them for relevance and apply them to critical thinking, problem solving situations. These activities will, at first, be a largely teacher-guided, but gradually and purposefully evolve into student initiated and generated learning experiences.

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

The curriculum will be developed around the principles stated in *Understanding by Design* by Wiggins and McTighe. This research supports standards-based instruction and planning with the end in mind. The backward design process lends itself to teaching standards and big ideas from which students can form enduring understandings and essential questions that will guide their learning. Vygotsky's theory of constructivism calls for intentional teaching that helps students draw from and build upon their previous experiences and understanding. Teachers will coordinate the curriculum taught so as to share the knowledge learned by students in their classroom with the grade level team and then with the group of teachers in the next grade level throughout the School. This collaboration will result in a

cohesive scaffolding of curriculum design with the end result of 6th-grade readiness always in mind.

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 a 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.

Reading at Innovation Charter School will be a priority as research has shown that it is the basis for continued learning and success. In keeping with Section 1011.62 of the Florida Statutes and Rule 6A6.053 of the Florida Administrative Code, Innovation Charter School will adhere to the following:

1.) The school level leadership of Innovation Charter School will guide and support the Comprehensive Research-Based Reading Plan of Broward County.
2.) Innovation Charter School will use data to make all educational decisions.
3.) Analysis of all student performance data will be used to guide professional development, targeting individual teacher needs.
4.) Innovation Charter School will establish yearly measureable student achievement goals.
5.) Innovation Charter School will use research-based instructional materials and strategies in order to properly and accurately address specific student needs.

These guidelines are aligned with the Multi-tiered System of Supports (MSS) framework, which includes data based problem solving using RtI and student-centered data to make educational decisions. The elements of MSS are:

1.) Effective core instruction for all students
2.) High quality assessments to mentor progress and identify students in need of intervention
3.) A wide variety of complex texts (text complexity) to challenge student vocabulary and comprehension
4.) Interventions that are designed and implemented to match student needs

The reading curriculum at ICS will be integrated and interdisciplinary with an emphasis on the reading of a wide variety of texts with various levels of text complexity. In order to produce excellent readers, teachers at ICS will teach reading skills and strategies explicitly and systematically, also providing many opportunities for students to engage in the reading of various genres of text. Instruction will be based on the needs of each student, the curricular guidelines as stated in the K-12 Comprehensive Reading Plan of Broward County, and the CCSS. Some of the specific standards for reading in the CCSS are to have students read 50% informational text and 50% literary text beginning in the fourth grade and to

increase text complexity with proper scaffolding strategies beginning in the early grades. Other skills to be taught are the use of textual evidence in writing, analysis of author's style, increased understanding of academic vocabulary in informational text, and peer and independent reading to improve fluency and prosody. Teachers will design differentiated and challenging tasks for students at all reading levels in their classes. These tasks will promote higher levels of comprehension and critical thinking skills. They will also ensure the development of research and inquiry skills, along with the generating of solid questioning techniques. Teachers will also follow the gradual release model that moves students to independence with complex literary and informational texts.

The five components of reading, namely phonemic awareness, phonics, fluency, vocabulary, and comprehension, along with oral language, will be taught in a research-based balanced literacy approach at ICS. With continued professional development and support for teachers and lessons that are aligned with CCSSS and NGSSS, student achievement will increase in reading ability and performance.

Balanced Literacy includes modeled, guided, shared, and independent reading and is recommended by Fountas and Pinnell (1996). While all components of this approach are important, guided reading will be conducted with every student in grades K-3 every day. Phonics instruction will be direct and systematic to the whole class. A typical balanced literacy framework consists of whole group and small group instruction. During whole group instruction, teachers introduce new skills, teach phonics, plan cooperative learning story discussions, have modeled or shared reading, and readers' theater, to name just a few activities. During small group instruction, guided reading takes place while the other students are in literacy centers or stations, practicing skills and strategies. Broward County provides many technological and digital tools for both teachers and students through various BEEP portals. The web-based library, *Destiny,* will also be used at ICS. These resources will add to the print-rich environment necessary for increased student achievement in reading. Word walls with vocabulary from all content areas will also be used in each classroom, along with student work and high interest visual displays.

Students reading below grade level will receive guided reading instruction every day and have a PMP. Based on universal screenings, other diagnostic tests, formal assessments, and classroom performance, these students will be taught with specific lesson plans that will improve their achievement in reading. The approved supplemental core reading program for struggling readers from Macmillan/McGraw-Hill, entitled *Triumphs*, will be used, providing text that is independent, instructional, and challenging at each student's level. They will also receive extra instruction, through the RtI model, beyond the required 90 minutes per day. Continued intervention for these students will be based on progress monitoring and other forms of assessment.

Students reading above grade level will meet with a teacher during small group instruction time as needed. They will mainly participate in literature circles and

other interdisciplinary, integrated projects and tasks. These will be used to enhance reading instruction in text complexity, academic vocabulary development, and evidential textual writing skills at higher levels, thus challenging above average students. Students scoring a 4 or 5 on the FCAT 2.0 in reading do not have to participate in guided reading on a daily basis, providing time for further enrichment.

In order to keep reading at the forefront of the curriculum, professional development will be provided to all teachers on a regular basis. Best practices will be reviewed, and the latest research will be studied. The School's progress as a whole and at each grade level will be discussed at regular data meetings. Strategies for improvement will be selected and put into practice to ensure continuous growth in the student population. Instructional time in reading will be a priority and protected throughout the day. Guided reading in small groups will be required daily in all K-2 classes, regardless of skill level. In grades 3-5, small group instruction will occur daily for on grade-level and below grade-level students. Data-driven instruction will ensure that lessons are prepared according to the needs of the students. Differentiated strategies will ensure accurate instruction for all developmental levels and learning styles. Interventions and progress monitoring in reading achievement will be continuous for below grade-level students. Computerized reading intervention programs will be used, as appropriate, and leveled, content-related materials will be used as much as possible. Literature circles, readers' theater, informational/non-fiction articles, etc. along with reading recovery strategies, explicit phonics instruction, vocabulary instruction, fluency practice, and the other components of balanced literacy will comprise the reading curriculum. School or district benchmarks, formal testing, and formative assessments will be used to monitor reading progress school-wide. In order to keep reading at the forefront of the student body, school-wide reading celebrations will be planned and implemented on a regular basis.

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

All students will be screened with a progress monitoring system, namely FAIR and/or DIBELS Next and other diagnostic tests to ensure that they are on track for attaining one year of growth in reading and math. Teachers will begin to observe new students and take anecdotal notes on weaknesses and strengths. Students who are performing below grade-level and/or below the designated cut-off scores from the universal screening in reading and math will be in the School's Response to Intervention/Instruction (RtI) Program. The RtI model will guide the School Collaborative Problem Solving (CPS) team in deciding if and when a student enters Tier 2 for more intense instruction in these areas. Teachers are held to fidelity of instruction practices, ensuring the interventions are being taught properly. Research-based strategies or programs will be used; these programs and strategies have been shown to accelerate progress in students performing below grade level.

Some of these programs are Triumphs, Great Leaps, Six-Minute Solution, Destination Math, Successmaker, and other programs recommended by the FCRR and used in Broward County. Progress monitoring will be done bi-weekly so as to make changes to the instruction. Differentiated instruction, using intentional scaffolding strategies, will continue in the classroom based on student assessment data to meet the specific needs of each student. Visit Appendix C for models depicting the RtI process.

Students who are above grade level will be served by the gifted program and enriched in content areas by the classroom teacher. In both reading and math, exceptional students will be allowed to learn at their own pace. This will be accomplished through intelligent adaptive software program, challenging performance tasks and project-based learning, as well as collaborative, cooperative learning tasks.

Parents and students will be involved in creating learning goals, which are evaluated at timely parent-teacher conferences, student-led conferences and at regular progress reports and report card distributions. Teachers will ensure that the students are fully engaged in this process so as to promote personal responsibility and ownership for and of their learning.

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

Music

A program using various vocal and instrumental music aspects will be offered. Teachers will include music in their classrooms as well as students having designated time to experience and learn music from different cultures, genres, styles, artists and instrumentations.

Music skills and theory will be shared in addition to music appreciation so as to establish music as an element of culture throughout history. The kinds of music enjoyed by different groups of people and/or during different time periods will allow for exploration of the musical instruments used to produce the music in these settings. Students will learn how music is an expression of emotions and current events, and provides an avenue by which individuals may connect through their personal and group performance of the same. The composers associated with related time periods will shine light on the political climate of these time periods.

The concepts of rhythm, note recognition, dynamics, tone, pitch, timing and keys, etc., will set the foundation for understanding how music is composed, performed, and appreciated as a form of art. Emphasis upon how music is a relevant part of learning will be evident in that teachers and students will use music to create ways of remembering academic material through rhymes set to music and by singing sets of information so as to make them part of a student's resources for developing

his/her own set of learning tools that can be used throughout their school years and beyond. Visit Appendix B for an example of an Instructional Focus Calendar for music.

Art

Art will be displayed throughout the School, in the classrooms and common areas so as to brighten and enrich the visual atmosphere of the School. Frequent use of student-created artwork will be the primary source for these displays. Teachers will include art as part of the interdisciplinary teaching approach to learning in classroom activities for all subject areas whenever fitting for the instruction, application and revision of concepts learned.

Students will learn how to create artwork, both in abstract and realistic form, in various mediums. Art specialists will introduce students to the artists and artwork from various times and cultures, and then will guide students in practicing techniques similar to those studied. As a result, students will begin to develop the artistic styles and mediums they especially enjoy and connect that recognition of personal preference to an understanding that the themes, methods and subjects of artwork reflect how the issues and events of different time periods as well as the background and setting of the artists and those who viewed their work were influenced. These will be facilitated as individual work, collaborative expressions of art and/or a combination of the two for such events as an annual art exhibition, etc. Visit Appendix B for an example of an Instructional Focus Calendar for art.

Technology

Holding to the strong belief that technology is and will continue to be a vital part of our learning, living and working experiences both individually and collectively, students and teachers will consider the media and technology tools available to them when expanding their knowledge base in all subject areas. CCSS encourage such integration of technology in learning at various grade levels and across all subjects. To be a contributing member of society and the workforce as adults, students will need to feel completely comfortable with exploring all kinds of technology and then determining whether that resource was suitable for the learning task at hand, whether that technology tool be from a safe Internet resource, a new software program or tablet app, or a separate piece of hardware, such as a scientific calculator or piece of laboratory equipment.

A basic foundation of technology-related skills will be part of student learning so that students will learn the process of identifying which technology tool(s) best fit a learning problem with the goal of deepening and broadening their understanding of topics and ideas. One example of this will be the use of technology for learning the research process, i.e., learning how to find, collect, evaluate, compare and produce information on a topic of interest that can be applied to critical thinking and problem solving in individual course work as well as in collaborative projects to comply with CCSS and NGSSS. This instance of applied learning through the use of

technology is just a representation of how technology will be an active part of the overall curriculum plan and learning experiences in the School.

Use of the Internet will be secured with filters and software to block access to inappropriate online content. The School understands that this will not totally guarantee that such sites will not be seen, accessed and/or used by students, so teachers and staff will always be involved in overseeing use of the Internet and technology tools when students are engaged in learning with/through these tools.

Health and Physical Education

Students will learn the aspects of making healthy choices, team cooperation and good sportsmanship through a minimum of 30 minutes of physical activity each day. The rules of various athletic games and the benefits of physical activity for improved quality of life will be the focus of the Health and Physical Education curriculum. A comprehensive program of health, nutrition, and instruction in learning athletic activities that develop gross and fine motor skills, first aid, personal hygiene, safety and team building will span the years as are age and developmentally appropriate practice for the School's K-5 grade levels. Visit Appendix B for an example of an Instructional Focus Calendar for physical education.

Library

The library will be a vital part of the learning process in the School. Students, teachers, staff, and parents will all be encouraged to participate in using the media, technology, digital resources, periodicals, reference materials, and books available as a constantly updated and vibrant aspect of gaining understanding available through the library. A sampling of materials related to the current instructional units would be shared directly in each classroom so as to give students and teachers immediate access to related materials at the very point of learning. Classes will also learn research methods and the library organizational system so as to create an ease of finding materials. Such skills will further enable students to seek information on their own as they grow into developing more specialized areas of interests and fields of expertise and expression. This skill set of familiarity with library and media sources will be of benefit throughout current and future learning experiences as well as in the workplace. By starting to plant such skills at the elementary level, students will only be of greater impact as a resource to those around them in life and learning.

Foreign Language

As language is the mode and method by which we all communicate, the ability to learn the process of language acquisition as it relates to community and culture will be the primary focus of the Foreign Language program in the School. Students will acquire the skills of oral and written communication with a context for comparing and connecting language skills to the culture and community in which we live. Exercises and activities will highlight the differences in the cultures of our community and the world at large as is appropriate for the ages and stages of the students in each grade level and group of students within a class. Further, the

sharing of a class-wise poem, song, dance or other cultural aspect of the focus foreign language will be integrated into an annual school-wide event and/or function.

Character Education

Cooperation, citizenship, responsibility, kindness, respect, honesty, self-control and tolerance as given in the Broward County Student Code of Conduct will be the character traits emphasized in the Character Education program implemented in the School (F.S. 1003.42). These tenets of personal character will be recognized when exercised by a student, teacher, administrator, parent and/or other School community stakeholder. Character Education will find a presence in all academic lines of study as well as in all social interactions at the School. The first month of the school year, the School will present an overview of the entire group of character traits followed by highlighting a different character trait each month with a review of all the traits again during the last month of the school year. Students in the upper grades will be involved in the class presentations to younger and/or newly enrolled students as part of the School's orientation program. A recognition system, in which students "get caught" displaying the character trait of the month, will promote and motivate school-wide involvement. Believing that character education will enrich the welcoming environment, teachers, staff, parents and community members will also be encouraged to identify those people of influence studied in the learning materials who exercised the character traits in their own lives, further exampling and modeling the character traits themselves for student reference.

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

The effectiveness of the curriculum will be evaluated in several ways. Pacing charts/curriculum maps help keep the curriculum sequenced and organized. Teachers are to follow the charts/maps, thus ensuring that the entire curriculum is addressed in the instructional time available. This gives each student the opportunity to show what has been learned, understood and applied throughout the year. Progress reports and quarterly report cards indicate student achievement or lack of understanding and mastery in particular subjects. Benchmark tests indicate areas of the curriculum that need patient reteaching. Portfolios and student-led conferences indicate growth and improvement in core subjects. FAIR, FLKRS, and other diagnostic tests given throughout the year also indicate the progress being made by each student in the curriculum.

Throughout the year, informal walk-throughs will be conducted to assess instruction, student engagement, motivation, teacher preparedness and pacing. Formal observations will be conducted to more fully assess teacher performance in all areas of the profession. Asking the right questions on teacher, student, and parent surveys can give insight into the curriculum as well.

The FCAT 2.0 and the PARCC will ultimately show the effectiveness of the curriculum. The final transition year of the blending of NGSSS and CCSS in ELA, which includes writing and math will be complete in the spring of 2014. With the opening of ICS in the fall of 2014, the faculty and staff will be instructing and assessing a student population familiar with both CCSS and NGSSS. The PARCC assessments will be new to everyone and will form the baselines needed in planning school improvement goals for the school year 2015-2016. Some of the questions that will be addressed at the end of the first year of ICS will be: Have the students gained one year's worth of learning? Have they achieved and shown growth in each area as compared with where they were performing one year ago? Have they met their personal educational goals? How different was the PARCC from the FCAT 2.0, and what was the learning curve?

After all data has been analyzed and discussed, changes can be made to the curriculum to bring about the desired results in the target population, increasing the effectiveness in the following year. The changes will be shown in the ICS School Improvement Plan for 2015-2016.

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 success will be evaluated, and the specific results to be attained.

Innovation Charter School will focus on student achievement as a school, at each grade level, and for each student. Believing that all students can learn, the School will ensure that every student receives the opportunity to discover and work with knowledge in meaningful ways. The integrated, standards-based curriculum blended with personalized learning and the use of intelligent adaptive software, will increase the probability of high student achievement. Differentiated and data-driven instruction, along with the support of stakeholders and the high expectations held for students will also ensure the meeting and/or exceeding of school, teacher and student goals. Having highly effective teachers on the faculty of ICS will also ensure that most students attain a minimum of one year of academic growth in each subject area. According to Marzano in *What Works in Schools*, effective teachers are one of the most, if not the most, influential factors in student achievement. By having a "most effective teacher", student achievement gain can be as much as 53 percentage points in one year.

Student Achievement Differences Affected by Teachers	
Teacher	**Student achievement gain in one year**
Least effective	14 percentage points
Most effective	53 percentage points

Teachers of grades K-5 will set measurable goals in reading (K, 1st and 2nd), ELA and math (3rd through 5th), and science (5th), wherein achievement will be measured for each child in their classroom. Students will set personal goals based on previous FAIR and FCAT 2.0 scores, where applicable, and fall baseline assessments appropriate to each grade level. Students will also be able to set more appropriate goals in the second year of the school, using the scores from assessments they have taken in the 2014-2015 school year. The evaluation of student goals should be based on a combination of summative and formative assessments, as no one assessment by itself accurately defines student achievement.

Innovation Charter School will set school-wide goals as follows:

	Reading/ELA	Math	Science
Kindergarten			
Assessment	FAIR	-----	-----
Goal	90% of students will attain one year of growth reading		
1st Grade			
Assessment	FAIR	-----	-----
Goal	90% of students will attain one year of growth reading		
2nd Grade			
Assessment	FAIR	-----	-----
Goal	90% of students will attain one year of growth reading		
3rd Grade			
Assessment	PARCC	PARCC	-----
Goal	80% of students will score meets or exceeds standards	85% of students will score meets or exceeds standards	
4th Grade			
Assessment	PARCC	PARCC	-----
Goal	80% of students will score meets or exceeds standards	85% of students will score meets or exceeds standards	
5th Grade			
Assessment	PARCC	PARCC	FCAT 2.0
Goal	80% of students will score meets or exceeds standards	85% of students will score meets or exceeds standards	75% of students will attain Level 3 or higher

Kindergarten, First and Second Grades

Kindergarten, first, and second graders will be assessed in the area of reading, using FAIR, the Florida Assessments for Instruction in Reading. This assessment measures probability of reading success and provides diagnostic and progress monitoring information for guiding instruction. The assessment will be given three times during the 2014-2015 school year. Growth for Kindergarten students will be based on a comparison of spring scores of 2015 with fall scores of 2014. Baseline data for 1st and 2nd graders will be the spring FAIR scores from the 2013-2014 school year.

The measureable goal will be:

90% of kindergarten, first, and second graders at Innovation Charter School, in the school year 2014-2015, will attain one year of growth in their probability of reading success scores.

Third, Fourth, and Fifth Grades

Since the inception of No Child Left Behind, making adequate yearly progress (AYP) in the areas of reading and math has been a priority in public schools across our nation. Innovation Charter School will set school-wide goals in grades 3-5 in the areas of ELA and math. As of this writing, the PARCC, Partnership for Assessment of Readiness for College and Careers, is slated to replace the FCAT2.0 in the areas of reading in grades 3-8, writing in grade 4, and math in grades 3-8 in the school year 2014-2015. At Innovation Charter School, the PARCC will be given in the areas of ELA and Math to all 3rd, 4th, and 5th graders. The School will also set a school-wide goal in 5th grade science. This subject will be taught according to Next Generation Sunshine State Standards and assessed using the FCAT 2.0. Data from the previous year's FCAT 2.0 will serve as the baseline for determining growth in each student. If the PARCC is not given for any reason, ICS will then give the FCAT 2.0 in reading, math, and writing, along with 5th grade science.

Third, fourth, and fifth graders will be assessed in the area of ELA using the PARCC test for Common Core Standards in ELA. The measureable goal will be:

80% of third, fourth, and fifth graders will attain a score that meets or exceeds on the PARCC ELA test for their respective grades in the 2014-2015 school year. 60% of fourth and fifth graders who scored in the 25th percentile or lower on the 2013-2014 FCAT 2.0 in reading will attain one year of academic growth at Innovation Charter School, in the school year 2014-2015.

Third, fourth, and fifth graders will be assessed in the area of math using the PARCC test for Common Core Standards in math. The measureable goal will be:

85% of third, fourth, and fifth graders will attain a score meets or exceeds on the PARCC math test for their respective grades in the 2014-2015 school year. 60% of fourth, and fifth graders who scored in the 25th percentile or lower on the 2013-2014 FCAT 2.0 in math will gain one year in academic growth at Innovation Charter School, in the school year 2014-2015.

Fifth graders will be assessed in the area of science using the FCAT 2.0 for the Next Generation Sunshine State Standards in science. The measureable goal will be:

75% of fifth graders at Innovation Charter School, in the school year 2014-2015, will attain Level 3 or higher on the FCAT 2.0 in science.

Innovation Charter School will surpass the percentages used in the first year of their school-wide goals by 3-5 % in the second year. They also will surpass a school

grade of "B" in the first year, depending on requirements set by the Department of Education of Florida for the PARCC test.

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

Innovation Charter School will follow the pupil placement and promotion standards set by the district in accordance with Broward County's Student Progression Plan, Policy 6000.1, and the Florida Department of Education guidelines.

In accordance with the Florida Statue, F.S. 1003.21, children who are five years of age on or before September 1 of the school year will be eligible for admission in ICS's kindergarten class during that school year. For children who are six years of age on or before September 1 and have successfully completed the requirement for kindergarten shall progress according to the district's student progression plan.

As per Broward County's promotion standards, the evaluation of each student's academic progress at ICS will be based upon classroom work, observations, tests, district and state assessments and other relevant information. Specific criteria, per grade, are outlined in Policy 6000.1. ICS will create a Progress Monitoring Plan (PMP) for any student who does not meet the specific levels of performance as stated in Policy 6000.1 in reading, writing, mathematics, and science. For students who do not achieve the specified criteria, ICS will follow Broward County's promotion via Good Cause criteria as specified in F.S. 1008.25. These criteria are also stated in Policy 6000.1 and are presented in Appendix D.

Students at ICS who must be retained will receive an intensive program, different from the previous year's program. ICS recognizes that if the retained students do not make progress, state and district approved assessments must be conducted in order to determine appropriate interventions.

Please reference Broward County's Student Progression Plan, Policy 6001.1, located in Appendix D for additional information.

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

ICS will not serve high school students.

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

Innovation Charter School will establish baseline data on each student in a variety of ways. Student assessment information prior to the fall of 2014 will be received electronically by Innovation Charter School's student information system for easy access by teachers, administrators, and parents. This will consist of standardized/formal tests, VPK assessments, FLKRS, writing samples, and other diagnostic tests from previous schools. Teachers will examine this data along with the new baseline data given in the fall of 2014. From this point on, baseline data taken each fall, along with the results of formal tests given in accordance with the Florida Department of Education, namely the FAIR, PARCC, and the FCAT 2.0 will be used to measure the academic growth of each student at Innovation Charter School.

Starting in the fall of 2014, school-wide baseline data for Innovation Charter School will consist of screening tests in reading, math, and writing. Universal screenings will be conducted three times a year, measuring academic growth in these three areas throughout the school year. DIBELS Next is an extensive set of assessments used for universal screening and weekly or bi-weekly progress monitoring. Early grades are tested in phonetic skills and fluency, as appropriate. Older grades are tested in comprehension and fluency. Since ICS will be administering the FAIR in grades K-2, DIBELS Next may or may not be used in these grade levels. This will be left to the discretion of the administration in conjunction with each teacher of those grades on a case-by-case basis. FLKRS will be administered to all kindergarten students as recommended by Broward County guidelines.

The administration will train a School Wide Assessment Team (SWAT) to administer a reading fluency test to all students in grades 1-5. They will also screen early readers in phonetic understandings. Older readers will take comprehension tests (mazes), as directed by the classroom teachers. A screener for Word Use Fluency is also available. Teachers or SWAT team members may enter the data into the DIBELS Next Data System. DIBELS Next provides researched benchmark goals and composite scores, along with cut risk points, which help identify students in need of intervention. These scores are then entered into the student information system. Universal screening in reading occurs three times per year in order to measure academic growth in this subject for each student.

For math, numeracy diagnostic assessments will be used. CBM (curriculum-based measurement) math tests found at Intervention Central are research-based, diagnostic tests for use in universal screening and progress monitoring. The scores can be entered into the DIBELS Next Data System, as well. All math scores are then entered into the student information system. CBMs are given three times a year and indicate academic growth in each student. They will also be used for weekly or bi-weekly progress monitoring.

For writing, each student in grades K-5 will produce three writing samples each school year. The fall writing sample establishes a baseline and the subsequent two writings will indicate academic progress in this area. Rubrics designed by teachers

and/or the district will be used to evaluate these pieces. Teachers will review each writing piece collaboratively during common planning or other specified blocks of time. Teachers will collaborate and read student samples from other classes on their grade level. Writing samples can be taken as often as necessary but will be done at least three times a year. Writing stages or scores will be entered into the student information system.

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

The student information system will be used to document student performance. Information from previous schools will be transferred to Innovation Charter School electronically and vice versa. Several forms of assessment will be used to assess student performance. Formal assessments consist of the PARCC, FCAT 2.0, FAIR, FLKR for kindergarten and CELLA for ELL students. The PARCC is to be written for states that have adopted the CCSS in ELA and math. It will be fully implemented at the end of 2015 and will give important information on the progress of the CCSS. The PARCC in ELA and math will be taken by all students in grades 3-5 at Innovation Charter School, in accordance with the Florida Department of Education. The FCAT2.0 is given near the end of each school year and will be taken by all fifth grade students in the area of science. The FAIR is given three times a year and is used as a diagnostic tool, mainly for grades K-2. The goal for all students will be to meet the School's goals set at the beginning of the year for each of these assessments.

Performance tasks that involve application to real world situations, problem solving tasks, models, experiments, and evaluations of project-based learning activities will also be used to measure student performance. Portfolio assessment will play an important part in evaluating student performance. Some choices that could be included in a portfolio are writing samples and multi-media presentations, which typically require research and show creativity, communication skills, and reading and writing skills.

Another way Innovation Charter School will monitor student performance is through ongoing formative assessment. Running records are good indicators of reading development and will be given on a regular basis in the early elementary grades. Progress reports, observations and anecdotal records, goal achievements, reflections and journal entries, nine-week standards-based report cards, and quizzes will be available for parent and teacher meetings and will be another factor that will drive instruction for each individual student.

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

Data-driven instruction is critical to improving student achievement. Teachers will have various forms of data available to them at the beginning of the school year and throughout to continue to plan instruction around the needs of each student. Longitudinal assessment information will be readily available in the student information system and/or in print for parent, teacher, and administrative observation. Baseline screening will be done in reading, math, and writing. Then student goals will be set at the beginning of the year.

Response to Intervention/Instruction will be implemented from the onset at Innovation Charter School. This framework is being used successfully in schools all across the United States. The goal of this intervention program is to provide systematic, research-based instruction to any student having problems in mainly in math and reading. Progress monitoring will be done on a regular basis. Data over time will be used to make informed decisions about particular strategies needed in order that each individual student continues to improve and be successful. Electronic progress monitoring plans (PMP) will be made for all students performing below grade level. Diagrams depicting the Broward County Response to Intervention/Instruction Model can be found in Appendix C.

Universal screenings will be given at the start of the school year to the entire population to establish baselines. Students falling below the designated target will be given extra instruction according to their need and/or learning style and progress monitored regularly. After a specific number of weeks, those students continuing to show a lack of improvement, according to several data points from progress monitoring, will enter Tier 2 of the Response to Intervention/Instruction program for more intense instruction and monitoring. This is in addition to their classroom instruction. Research-based strategies and materials will be used at Tier 2. These are different from what is already being used in the classroom. Students who continue to be unsuccessful after several weeks of research-based instruction at Tier 2 will progress to Tier 3, which is more intense. Data meetings will be held by each grade level in order to discuss progress monitoring and adjust instruction.

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

Student assessment and performance information will frequently be shared with students and parents. Innovation Charter School will have an open-door policy, in which parents can meet with teachers and see the progress their student is making in each area. Progress monitoring results and universal screening results, along with other performance data, will be available for observation and discussion with students and parents. Emails and other forms of written communication will also be used to keep in close contact with parents. Progress reports will be sent home at designated times during the nine-week marking period (with a minimum of 1 progress report sent at the mid-point of the marking period, i.e., at the conclusion of

week 4 each nine-week quarter). Standards-based report cards will be sent home every nine weeks. Standardized testing scores will be sent home when available from the state. The student information system will create specific reports, as needed, to show student progress to both students and parents.

All student progress and performance information will be available as it is entered into the student information system. After Innovation Charter School has completed its first year, student information from comparable schools will be analyzed to see how ICS performed as compared with those schools. Sub-groups will be compared and analyzed to see how we can improve and modify existing practices, procedures, and goals. Innovation Charter School expects to increase its school-wide measureable goal percentages by 3-5% in its second year.

Section 6. Exceptional Students

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

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

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.

All children have unique learning styles that include individual strengths and challenges, the school curriculum and programming will be flexible enough to address a range of abilities and learning preferences. Further the School understands that students with disabilities should have an equal opportunity of being selected for enrollment in the School in accordance with Section 1002.33(10) of the Florida Statutes. To this end, the School will welcome a wide diversity of students, including students with disabilities. The programming, marketing and communication materials the School produces will be inclusive and clear about welcoming and accommodating students with disabilities as well as other populations of potentially at risk students. All marketing and information materials will include an explanation of the School including:

- Tuition Free
- Public Charter School

- Accommodates students with "exceptionalities", "disabilities" and "limited English proficiency"

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.

Collaborative Process with District in Placement Decisions

The School will work collaboratively with the district to determine the least restrictive environment (LRE) and proper placement within the full continuum of services offered by the district as the Local Education Agency (LEA).

After a student has completed the registration process and there is an indication that the students has a current IEP, the district's ESE staffing specialist or other assigned ESE representative will be invited to attend a meeting with the School staff to discuss the type and degree of services required to meet the needs of the student. A recommendation will be made as to how the required services may be reasonably delivered to the student within the school and/or the district. This is a vital step to ensure that the student is placed in the most appropriate educational setting. For budget purposes, it has been allocated that one ESE certified teacher be initially hired. This number will be reviewed once enrollment begins on a routine basis for the duration of the School to determine if an additional number of ESE certified teachers are needed.

Appropriate Placement Based on Individual Student Needs

Understanding that each student with a disability is entitled to a Free Appropriate Public Education (FAPE) and that the student's evaluation and IEP are the guiding principles in that process, the school will work with the district and the parents in a collaborative effort to determine the most appropriate placement, services and supports to educate the student in the least restrictive environment that allows for his or her continued growth.

The IEP team (made up of representation from the district, the parents, representatives of the School and others that may be deemed appropriate) will consider the needs of the student in light of the inclusionary model of the School with the understanding that appropriate accommodations and modifications should also be considered in determining how best to meet the student's needs.
The responsibilities of the IEP Committee will include the following:

- Make placement decisions and instructional decisions that reflect the needs of the student and put them forth in the student's IEP
- Review the placement decisions annually at the IEP review meeting
- Ensure that placement and instructional activities occur based on the

IEP and follow the guidelines listed in FAPE.

- Provide services through a school staff member who has the appropriate certificate in that exceptionality or through contracts with appropriate agencies as necessary.
- Review and evaluate all cumulative folders of students coming from another state to determine their eligibility status for exceptional student education services

In regard to students who qualify for a 504 plan, the School will also ensure the requirements for Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act are met. Implementing as appropriate plans for students who fall under this umbrella of protection.

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 utilize the regular school facilities and adapt them to the needs of exceptional students by adhering to Section 504, IDEA, and ADA to ensure that it provides free and appropriate education within the least restrictive environment.

The School is also aware that location of special education spaces and/or services should always be designed with LRE in mind. While some specialized instruction may need to take place within small group or individualized settings, these spaces will be integrated into the larger school environment. Consideration will also be given to any special travel needs of the student.

The school building as well as parking areas and pedestrian routes will all follow ADA requirements including designated parking spaces, ramps, intersections, entry doors and restroom facilities.

In addition the School will employ universal design in furniture design and arrangement and instructional equipment to maximize comfort and participation and minimize the potential for injury, eye fatigue and distractions. Other supplementary aids and services will be provided as indicated within the student's IEP or 504 plan.

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

There are three primary processes utilized to determine the School's effectiveness in serving exceptional students. They are the student's IEP, the formative assessments used throughout the year including benchmark assessment and

progress monitoring, and the state's accountability system which is tied to state testing instruments. The School will ensure each of these measures is addressed through appropriate personnel and in a timely manner.

IEP meetings will be held at least annually to review the student's progress in their individual goals and objectives. The School understands that a parent or school personnel may request a meeting at any point during the school year if concerns about student progress arise. All appropriate members of the IEP team will attend these meetings. The School will also participate in district benchmark assessments and progress monitoring procedures. Finally, the School will ensure that procedures for timely collecting and reporting to the district and the Department of Education are in place in regard to state tests. The responsibility for fulfilling these requirements includes school administrators, ESE teachers and general education teachers who work with the student.

The program for exceptional students will be monitored at least annually in collaboration with the district to ensure proper staffing and procedures are in place. ESE teachers and general education teachers will also participate in staff development provided by the district to ensure they are informed on best practices in writing IEPs, implementing services and evaluating test results (including progress monitoring) for special education students.

As an important part of the IEP team parents will receive information throughout the year on their child's progress through report card, progress monitoring reports and meetings with school staff. Parent input will also be solicited throughout the year.

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

Exceptional students will be given access to the regular curriculum as well as the assessments given to their non-disabled peers. Data will be utilized for program planning purposes within the general education classroom including appropriate accommodations and modifications as well as in the development of specialized instruction.

These assessments will also inform the development of the student's IEP. The program for exceptional students will be monitored at least annually in collaboration with the district to ensure proper staffing and procedures are in place. ESE teachers and general education teachers will also participate in staff development provided by the district to ensure they are informed on best practices in writing IEPs, implementing services and evaluating test results (including progress monitoring) for special education students.

As an important part of the IEP team parents will receive information throughout the year on their child's progress through report card, progress monitoring reports and meetings with school staff. Parent input will also be solicited throughout the year.

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

The School expects the population of students with disabilities to be similar though more limited in scope to that of the school district. The last published report in Fast Education Facts for Broward County (2010) stated that 15% of the children in their district were certified with a disability. Understanding that ICS and its inclusionary model may not be appropriate for the full breadth of students who require special services this figure has been adjusted. For purposes of projections regarding our educational model and budget we anticipate approximately 10% of our students will require the support of special education services. We are prepared to make adjustments to our model and our budget if actual enrollment numbers significantly surpass what we have anticipated.

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

For budget purposes, it has been allocated that one ESE certified teacher and one teaching assistant be initially hired. The number of students with special needs will be reviewed once enrollment begins and on a routine basis for the duration of the School to determine if an additional number of ESE certified teachers and/or assistants are needed.

The School will employ or contract with the necessary personnel to provide Speech and Language services, Occupational Therapy or Physical Therapy as required by the Individualized Education Plan (IEP).

The School will ensure knowledgeable teachers and assistants work within ESE. Teachers will have a valid Florida certification. All teachers and assistants will be trained through school and appropriate district training and staff development events.

The School in collaboration with the district is responsible for ensuring that knowledgeable evaluation specialists conduct evaluations for students suspected of having a disability. The evaluation specialist must have adequate training and knowledge and possess a valid Florida license or certificate.

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

The School will include on its staff teachers who will be gifted certified or endorsed and who are trained by the School and participate in district training in regard to the evaluation and service delivery to gifted students. Students who have been identified and qualify for a Gifted Education Program have an Educational Plan with written yearly goals. The Schools curriculum will focus on the unique learning needs of the gifted student through differentiated instruction in one or more of the following areas: reading/language arts, mathematics, science, social studies, art, music, foreign language, and health. After determining areas for enrichment teachers will work within the school curriculum to determine areas for instructional focus as well as strategies for learning and other online or community resources to enhance curriculum. The evaluation of these services as well as accountability systems that are in place will be discussed in the next section.

Section 7. English Language Learners

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

The School is committed to equipping students who are bilingual, bicultural and bi-literate with the instruction and resources designed to help them develop the communicative and academic skills necessary to meet national, state and district standards. Further, the School understands they must comply with the requirements of the League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree, and corresponding Florida State Board of Education rules on English Language Learner (ELL) services, that states all schools with students classified as ELLs must provide an appropriate ESOL program to meet the specific needs of such students in language learning, academic achievement, and cultural integration.

When ELL students have been identified the School will convene an ELL Committee composed of appropriate school personnel and the parents whenever possible. The main function of this committee will be to resolve any issues that affect the instructional program of the ELL student.

The School will maintain an English Language Learner Student Education Plan (ELLSEP) for each student in the ESOL program. The ELLs individual educational plan will be updated as needed and reviewed annually.

In additional all teachers/paraprofessionals will receive appropriate ESOL training as required by the state. Teachers and/or paraprofessionals at the School will participate in district training regarding ELL students.

Procedures for Identifying ELL Students

The School will maintain all compliance procedures in the Multicultural Education Training Advocacy (META) Consent Decree concerning student registration. If a student is new to Broward County, then students/parents will complete a Home Language Survey (HLS) to determine if:

- A language other than English is used in the home.
- The student has a first language other than English.
- The student most frequently speaks a language other than English.

If any of the three statements above are true then the student will be assessed to determine eligibility for ESOL. These assessments will include the student's aural and oral proficiency as well as reading comprehension scores and scores in writing and/or language usage. This assessment will be completed within 20 days of enrollment. The School will ensure at least one staff member will be district trained in oral language assessment. Once the student is assessed with the aural/oral language assessment instrument, the School will use the charts correlating the Individuals with Disability Education Act (IDEA) Oral Language Proficiency Test Score Levels with Broward County Language Level Classifications to report data on the student to the district.

If the student has an academic history, a careful records review will also be a part of the identification and placement process. This academic review will include grade placement, test scores and report cards as well as any information containing previous ESOL services.

If the student needs ESOL Program services, he or she will be classified as an ELL. The School understands this is not an opt-out program and parents may not refuse services. Data will be collected during state survey reporting periods to track services, testing data, academic progress, demographic information, and program placement of all ELLs.

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

All teachers who work with ELL students must gain specific skills to aid students in language acquisition and academic skills while maintaining cultural sensitivity. Teachers and staff at the School will meet the Category I, II, III, and IV requirements as mandated by the district and in accordance with district timelines. The School will also meet the district requirements concerning the hiring of additional personnel. As per Section IV of the META Consent Decree, "ELLs in ESOL basic subject area classrooms shall have access to an aide or teacher, proficient in their languages, in addition to a trained ESOL subject area teacher, when the School has at least 15 students speaking the same native language."

The principal of the School will be responsible for ensuring that these guidelines are met by monitoring the process at the school level through classroom observations and walk-throughs and documentation provided in teacher lesson plans with the appropriate state codes from the ELL Matrix of Services. In addition, ELL students will be progress monitored to ensure they are making adequate progress.

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

In accordance with the META Consent Decree all instruction will be, "…comprehensible, equal and comparable in amount, scope, sequence and quality to that provided to English proficient students."

The School recognizes two types of instructional delivery models including sheltered instruction and mainstreaming. Sheltered Instruction refers to instructional delivery where only ELLs from different language backgrounds are grouped together to receive instruction in content subject classes, such as Science, Social Studies, Math and English/Language Arts by highly effective teachers. In grades K-5, students are clustered by grade level and instruction is differentiated by language proficiency in a sheltered (self-contained) classroom.

Mainstreaming instruction is implemented in schools with an insufficient ELL enrollment to provide students with sheltered instruction. In the mainstream model, ELLs receive instruction with ESOL strategies in classrooms with non-ELLs. This model requires careful planning and ongoing support from a highly effective teacher, to ensure that the needs of the ELLs and non-ELLs are met simultaneously and equitably. Teachers at the School will document in their lesson plans the strategies they use with their students who are ELL. The School will cluster students strategically in order to maximize instruction and resources whenever possible. The School will follow district guidelines concerning number of students and language classification categories to determine if sheltered instruction or mainstream instruction should be used.

Section 8. School Climate and Discipline

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

Innovation Charter School will expect students to behave respectfully toward each other and all school and community members. The character traits of cooperation, responsibility, citizenship, kindness, respect, honesty, self-control and tolerance as given in the Broward County Student Code of Conduct will be cornerstones upon

which all learning will thrive. Teachers, administration and support staff will model these character traits so as to provide examples of their application to real-life and will use all opportunities to reinforce this same application by the students themselves. Further information about the character education program planned may be found in the Educational Plan Sections 3B and 4F of this application.

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

The School will promote a welcoming and well-maintained facility so that all students, teachers, and stakeholders are safe and secure. The Broward County Code of Student Conduct will be distributed to all new students at the time of enrollment and a letter of understanding will be signed by parents and students. In addition to the Broward County Code of Student Conduct students will receive and abide by the ICS Student Handbook.

A sample of the Broward County Code of Student Conduct is located in Appendix E. The ISC Student Handbook is located in Appendix F.

II. ORGANIZATIONAL PLAN

Section 9. Governance

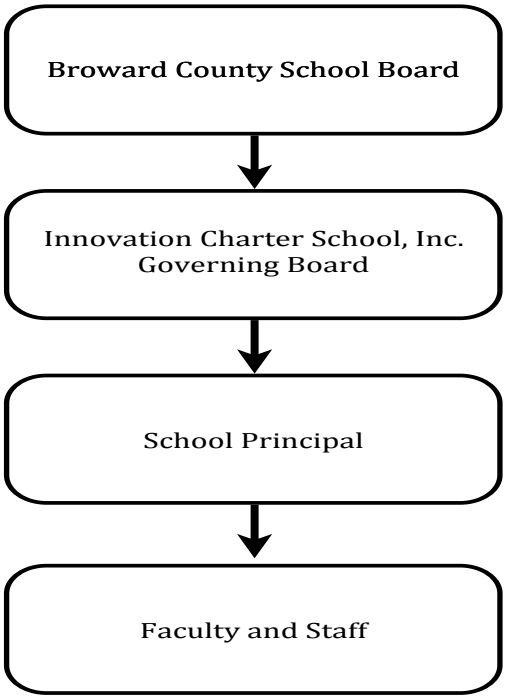
A. Describe how the school will organize as or be operated by a non-profit organization.

The Governing Board will be responsible for all school operations in that they will actively participate in daily operations and will empower the School Principal to manage and oversee the staff, student learning and activities, school events, parent groups, and community involvement. The Governing Board will seek to continually add input and partnerships with community organizations and educational institutions that will support the growth and depth of the learning experience at the School. A close relationship of accountability and reporting between the School Principal and the Governing Board will be key to the School's success and address any action items as a collaborative effort. The School Principal will create monthly reports and will be required to present those reports at board meetings. By being part of the board meetings, the Principal will also have the opportunity to respond to any concerns and/or questions from Board Members and give updates on the school's progress toward meeting or exceeding all Florida Statutes for Charter Schools and those of the board itself. A copy of the Articles of Incorporation for Innovation Charter School is presented in Appendix H.

The Principal will maintain all credentials and on-going professional development needed to fulfill State DOE requirements and be held accountable to meet the terms of his/her employment contract and be evaluated based on those terms and the School's employee policies and procedures. Please reference the ICS Employee Handbook in Appendix G for these policies and procedures.

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.

The graphic below displays the organizational structure at the School.



The Governing Board of Innovation Charter School, Inc. leads the organization and reports to the Broward County School Board. The Governing Board is responsible for the affairs, management, and operations of the School. The Governing Board is the ultimate policy making body for the corporation and is committed to the vision and mission of the School. They retain the ultimate responsibility for the School's performance and proper management of public funds. One parent with a child attending ICS will serve on the Governing Board and will be a voting member. The School's principal will nominate this individual. This individual in this position will serve a one-year term, with the option for re-nomination.

The School's administration will consist of a principal and an assistant principal or lead teacher. The School principal, hired by the Governing Board, and will be responsible for all aspects of School operations within the designated scope and budgetary constraints given by the Board. The Governing Board will hold the principal accountable primarily through the performance evaluation process approved by the board.

The faculty and staff of the School will include an assistant principal, administrative staff, instructional staff, and facility staff. The assistant principal will be appointed by the principal and will support the principal to ensure that the affairs, management, and operations of the School are in accordance with mission and vision of the School, as approved by the Governing Board. The School's administrative staff will be responsible for implementing the designated educational model and managing day-to-day operations of the School. In addition, School

administration will be asked to attend or provide status updates for the Governing Board meetings as well as to field any questions or the board. The School's principal will appoint the instructional and facility staff. They will report directly to the principal. These staff members will be held accountable through a performance evaluation process that is managed by School administration and approved by the board.

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 Governing Board will fulfill its responsibilities to ensure proper school management and governance through setting operational policies, by holding the school leadership accountable for academic achievement/performance and financial budgeting, by reporting school progress to the Florida Department of Education, and by establishing policies that reflect the ICS mission and vision and that ensure the School's charter complies with State statutes and County rules and regulations. The board will hold the school leadership accountable for academic achievement and performance by requiring and reviewing monthly, quarterly and annually (as is appropriate) reports detailing enrollment, staffing, facility maintenance, school activities, student performance, financials, strategic plans, and overall annual accountability. The board members will conduct regular meetings as detailed in the next section on "Meeting Schedule". Annual budgets will be adopted and an operational budget maintained. A CPA will be contracted from bids received to ensure this and an annual financial audit will be conducted. The board will review the audit report for approval and inclusion of the audit findings and recommendations. Batts, Morrison, Wales & Lee, an accounting firm specializing in nonprofits, and the ICS board treasurer, Jon Laria, will work closely to ensure that all budgeting, auditing and reporting requirements for financials fulfill and meet the Broward County mandates with utmost care to concern for ethical and lawful practice.

D. Describe the 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.

The Governing Board is responsible for managing the business, property, operations, and policies of the School. The Governing Board will be accountable to the School District, parents and community members through regularly scheduled Governing Board meetings, and professional management reports. Legal documents pertaining to the Governing Board are presented in Appendix I.

Selection Process:
The Governing Board may appoint a nomination committee to consist of no fewer than two Board members. The nomination committee will compile and submit to the board a list of potential board candidates. These submissions shall be deemed nominations. New board members will be elected from an affirmative vote of the (2/3) majority of Board members. The duration of each Governing Board member's term shall be three years and shall be staggered in order to provide continuity among the Board.

Also, the board plans to elect one parent to serve on the Governing Board who will be a voting member. The School's principal will nominate this individual. The individual in this position will serve a one-year term, with the option for re-nomination.

Removal Procedures:
Any Governing Board member may be removed with or without cause by the affirmative vote of the (2/3) majority of Board members at any Governing Board meeting. Any Governing Board member may resign at any time by giving written notice of such resignation to the Governing Board.

Term Limits:
The authorized number of members on the Governing Board shall be no less than three (3) and no more than eleven (11) until changed by amendment of the by-laws.

Code of Ethics:
Governing Board members and Innovation Charter School, Inc. employees must uphold high standards of ethical and professional behavior. Board members and employees will commit themselves to carrying out the mission and vision of the organization shall:

- Honor the health, safety, and welfare of the public.
- Act in a manner in which to uphold the dignity and integrity of the profession.
- Treat all individuals with respect and dignity, regardless of race, religion, gender, sexual orientation, maternity, marital or family status, disability, age or national origin.
- Act in a manner to carry out the mission of the Governing Board in a professional manner.
- Collaborate and support employees and/or Board members.
- Adopt and implement policies adopted by the Governing Board.
- Demonstrate high standards of personal character, integrity, and honesty.
- Avoid any interest of activity that is in direct conflict with the mission of the corporation.

Conflict of Interest:
The conflict of interest policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to

nonprofit and charitable organizations. Board members will enact into policy and sign a Conflict of Interest acknowledgement and agreement upon nomination into and acceptance to serve on the School's Board of Director. Innovation Charter School's Conflict of Interest policy is presented in Appendix J.

Meeting Schedule:
The Governing Board will hold meetings at regularly scheduled intervals during which they will present information such as financial expenditures, enrollment, personnel issues and changes, facility updates, and any other issues relevant to the mission of the School. These meetings will be held monthly during the first academic school year and at least quarterly after the initial year of operation.

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.

This question is not applicable for ICS.

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

The current board members were recruited, as they were part of the initial visionary conversations about the possibility of establishing a Charter School in Broward County with the educational plan described herein. Continued professional development and learning about Charter Schools became a natural next step in the process in order to gain further knowledge and will continue throughout the application and later stages. Board Members will be oriented by reviewing the Florida Statutes concerning Charter Schools as well as those national laws and/or trends in education that will influence the School and its stakeholders. When the need for new board members arises, the members will carefully consider community members with a deep desire to serve the students, parents, teachers, administrators, and community members in such a way that the board will glean from his/her area of expertise that crucial knowledge and wisdom needed for the successful operation of the School. All Governing Board members will complete the required Charter School governance training at least 30 days prior to the School's opening in accordance with 1002.33(6)(f)(2). They will also take the refresher course as required and are committed to attending district and state organized Charter School events, conferences and seminars.

G. List each of the proposed members of the school's Governing Board, indication 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 the service as a Governing Board member and any office of the board that individual holds.

Chad Causey:
Chad Causey has strong background in teaching and leadership, coupled with over 12 years of non-profit leadership and management experience. Causey taught Western Philosophy at the secondary level at Westminster Christian Academy and is also an adjunct faculty member at Knox Theological Seminary. He was a church-based adolescent pastor for 7 years and worked with children, youth and college students. He is currently completing his PHD in Education at Talbot School of Theology and is the father of four children, ages 3 to 12.

Nicole Johansson:
Nicole Johansson is the Vice President of Development at OneHope, INC. and has over 20 years of nonprofit leadership experience. A strategic thinker, she directs the development of programs and projects from ideation to implementation and has extensive experience working with donors, foundations and institutional givers. Her experience includes administering scholarship programs and capital campaigns for a large university. Johansson is a graduate of Liberty University with a BS in Accounting and a Masters of Business Administration from Lynchburg College. She has served as Chair on the Communications Steering Committee for the Forum of Bible Agencies International.

Jon Laria:
Jon Laria is the CFO of OneHope, INC. and a board member of Valor Christian College. With over 25 years of management and financial experience, Laria is the Lead Executive of Kingdom Management International INC; a fully accredited child focused daycare and preschool, and was also on the board of Harvest Preparatory School for 12 years. Laria is a graduate of University of Akron with a BS in Accounting and is a Certified Public Accountant with over 400 hours of Arthur Anderson continuing education. He has served as a panel member for the Commission on Accountably for Senator Grassley of Iowa and is the author of "Win Your War Against Debt."

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

Parents and the School will partner to resolve any disputes. Any complaint from a parent will be explored and a meeting set to hear the parent's concerns will be made within 15 days. When parents of children in Special Education programs present a complaint or concern, the National Center on Dispute Resolution's guidelines for working toward mutual solutions will serve as the basis for any mediation or dispute resolution.

Section 10. Management

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

The School's on-site administration consists of the principal, assistant principal, and administrative support staff. These staff members are responsible for the curriculum development, addressing student related issues and parental concerns, and working with the teaching staff.

The principal, together with the assistant principal and administrative staff will be responsible for ensuring that the operations of the School align with the stated mission and vision of the educational body. These individuals will make all school-based decisions and will establish and implement procedures for the day-to-day operations of the School.

Job descriptions for the following positions are located in Appendix L:

- Principal
- Assistant Principal
- Business Administrator
- Registrar
- K-5 Teacher
- ESE Director/Specialist
- Assistant ESE Specialist

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

The Principal will be selected based on fulfilling the requirements of the job description, i.e., he/she will meet or exceed qualifications of the following:

- Master's degree (MA) from an accredited college or university.
- Florida Professional Certification in Educational Leadership.
- 2-5 years in school administration (Charter Schools preferred).
- Experience in K-5 school instruction
- Computer literacy skills; proficient in Windows, MS Word, Excel, Outlook, PowerPoint; Student Information System (SIS); Social Media.
- Equivalent/substitutionary requirements as ICS may deem appropriate.

Additionally, the Principal candidate will need to exemplify the following leadership and/or management traits and characteristics:

- Results oriented.
- Expert organizational multitasking, and prioritizing abilities.
- Strategic and functional problem analysis and solving abilities.
- Fiscal planning and reporting experience
- Staff recruitment, hiring and development experience.
- Excellent interpersonal skills: courteous, professional, empathetic, strong work ethic
- Proven oral, written, negotiating and influencing skills.
- Broad world-view with ability to project plans, projects, and budgets over a 2-5 year time frame.
- Interpret and condense complex issues and data to produce positive outcomes aligned with the vision and mission of ICS.
- Ability to delegate responsibility, identify and cultivate leaders and create consensus related to school programs, projects and activities.
- Creative thinker who takes initiative is proactive.
- Demands professionalism from the team and encourages each person to perform to the best of their abilities.
- Comprehensive knowledge of Federal, State, and local requirements for K-5 schools and charter school law preferred.

The Governing Board will hire the Principal. The Principal will provide on-site leadership for the school, implement and manage all aspects of a welcoming, interdisciplinary, educational environment that ensures each student the safety and security needed to thrive and engage in a maximized educational experience. He/she will oversee curriculum content, development and evaluation, as well as personnel direction, facilities maintenance, fiscal management, and scheduling of extracurricular activities and resources. As such, the Board will recruit talented individuals who have knowledge of and experience with instructional, educational, and school site matters. The School will follow the antidiscrimination provisions of 1000.05, F.S.

The Principal will be held to the highest performance requirements as set forth in the employee handbook and evaluated annually by the Governing Board members based on the job description agreed to at the time of hire and/or any additional tasks, roles and responsibilities added to the same as needs arise. The Governing Board will use the Florida Principal Competencies as a guide for evaluation in combination with review of parent, teacher, and community member surveys; student performance scores on FCAT assessments, in reading level achievements, and overall various school environment/culture/climate interviews.

C. Provide a staffing plan for each year of the charter term aligned with the school's projected enrollment as detailed on the cover page of this application.

The proposed staffing plan for each year of the charter year is aligned with the School's projected enrollment and detailed in Appendix M. It is also presented in the table below.

Staff Positions (based on 330 students each year)	Annualy Salary
Principal	$80,000
Assistant Principal	$65,000
Business Administrator	$40,000
Registrar	$50,000
K-5 Teacher (1 per class room> 18 total)	$42,000
ESE Specialist	$48,000
ESE Specialist Assistant	$35,000
Physical Education Teacher	$42,000
Art Teacher	$42,000
Music Teacher	$42,000
ESOL -Foreign Lang. Teacher	$45,000
Additional Administrative Staff - (330 students)	**Hourly Rate**
Administrative Assistant- Principal	$23.00
Office Assistant- General	$15.00
Sr. Custodian	$18.00
Jr. Custodian	$13.00
Cafeteria/ Kitchen Staff (total of 4 staff)	$12.00

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

The School will recruit teachers and staff that are committed to reflecting the level of excellence and desire to impact our students with the mission and vision of Innovation Charter School. The outlook that their roles and responsibilities are a calling will be the foundation for creating a cohesive team striving to stir the passion for learning in each student that will motivate him/her to become a lifelong learner. The School will recruit, hire, train, professionally develop and retain highly qualified and effective teachers. Only teachers with the skill sets, active personality traits, and internal drive to meet or exceed student performance levels will become part of the ICS team staff.

To recruit staff as described here for the opening and then throughout the school year as needed, an exhaustive search amongst teachers in our community as well as statewide and nationally will be conducted via online job posting sites, the school website, career recruiting agencies, appropriate job and university career recruitment fairs/events, review of social networks and career databases, referrals by employees/staff members, and the like.

Selecting the most qualified and effective candidates will confine the applicants to those called for direct interview with the Principal and/or hiring committee who will follow the guidelines set forth by the Student Success Act in selecting highly effective teachers and staff. Those selected based on their responses to application documents, interview questions, and instructional demonstrations will ensure that those selected for employment are very capable due to their being/having:

- Bachelor's degree (BA) from an accredited college or university.
- Florida Professional Certification in K-5 Instruction.
- Minimum 2 years as a K-5 teacher preferred (Charter Schools preferred).
- Computer literacy skills; proficient in Windows, MS Word, Excel, Outlook, PowerPoint; Student Information System (SIS).

The individual selected to serve as Assistant Principal will not only meet these requirements, but also be certified with the state in Educational Leadership, and have the same qualities and skill set as those given for the Principal.

Professional development will begin at teacher orientation where Human Resource policies and procedures will be presented with a focus on the School's background, purpose, vision and Employee Handbook. Continued professional development as is available in the district and as is sought after and brought in-house will highlight classroom management, constructivism in the classroom, Harry Wong's teacher toolkit videos and resources, lesson plan creation, technology in the classroom, curriculum and standards, intelligent adaptive software, assessment types, implementation, and evaluation, special needs students and differentiated learning and best practice through pedagogy, methods and strategies, subject-specific training, interdisciplinary learning, etc. Training and professional development will be selected due to staff and student needs. An active learning environment for all is the goal of ICS. In order to achieve this goal, all stakeholders will continue to seek opportunities for development.

Section 11. Education Service Providers

ICS does not plan to use an Education Service Provider.

Section 12. Human Resources and Employment

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

The School will be a non-for-profit, private employer. Staff will receive compensation and benefits that are competitive with those of Broward County staff. Employees who work 32 hours per week are eligible for benefits. Benefits include health insurance and retirement contribution.

Teachers will receive salaries based on their classroom performance. Non-financial awards will also be given as incentives. Examples are restaurant coupons, coveted parking spaces and employee discounts.

Salaries are based upon the Broward County School System. For example a K-5 teacher with a Bachelor's Degree and 10 years of experience would expect to earn $40,375. Innovation Charter Schools will roughly add a 4% increase to the Broward School salary schedule increasing the salary to $42,000 for a teacher with comparable qualifications. This is an estimated average of the 18 classroom teachers and actuals salaries will vary according to Broward County's salary schedule.

Specialized Instructors pay will match the Broward County average based upon experience and credentials. For example Broward County will add $6,800 for a Specialist Degree and $3,650 for an "in-field" Master's Degree. Innovation Charter Schools will match those increases.

Innovation Charter School will implement the teacher evaluation program of rating teachers as highly effective, effective, needs improvement or unsatisfactory. ICS understands that at least half of the evaluation will be based on student learning gains for the classroom teachers and 30% for non-classroom personnel. Student learning will be determined by the scores received on the FCAT, PARCC and/or assessments developed by the Broward County School District for subject areas not assessed by these instruments. These scores will serve as evidence of student performance and achievement. When the 2014-15 school year begins, teachers will be given the choice between the current salary scale or the new performance based scale. Those teachers who are ranked as "highly effective" or "effective" will receive a 2% increase in pay in addition to the regular cost of living increase. Teachers of subjects where recruiting is more difficult and/or whose students are from low-income families will receive higher pay in recognition of the more challenging teaching-learning environment. Teachers will work on annual contracts and tenure will not influence the staffing matrix of ICS, as our staff will begin with the new school year of 2014-15. In the event that layoffs are necessary, student performance as opposed to seniority will be the deciding factor.

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

All staff will be required to adhere to the policies and procedures listed in the ICS employee handbook. Please see Appendix G for a copy of the ICS employee handbook that has been approved and adopted by the Governing Board, however can be adopted and/or amended as new or modified human resources policies come into effect.

A few key points to highlight some of the policies in our ICS handbook are:

- The Employee Handbook contains information about the employment practices and policies of Innovation Charter School. We expect each employee to read this Employee Handbook carefully, as it is a valuable reference for understanding your job and the company. The policies outlined in the Employee Handbook should be regarded as management guidelines only, which in a developing business will require changes from time to time.
- The cornerstone of ICS' success lies in the approach we take in serving our students, parents and community – teamwork.
- ICS is an equal opportunity employer. In order to provide equal employment and advancement opportunities to all individuals, employment decisions at ICS will be based on merit, qualifications, and abilities.
- ICS is committed to maintaining a work environment in which all individuals are treated with respect and dignity. In keeping with this commitment, we will not tolerate harassment of our employees by anyone, including supervisors, co-workers, vendors, or clients.
- ICS is committed to complying with all applicable provisions of the Americans with Disabilities Act ("ADA").
- Newly hired employees, and any current employees who have been transferred, promoted or reassigned to a new position, are employed with the understanding that the first 90 days in a new position are considered to be an orientation period.
- ICS maintains confidential employment records on each employee.
- Our reputation for integrity and professionalism is everyone's responsibility. Employees are expected to be prudent and congenial in all interactions with clients, parents, students, and the community.

The Student Success Act promotes teacher effectiveness over credentials by supporting state and local teacher evaluations to measure the educator's impact on student achievement. Current quality teacher programs are now part of the Teacher and School Leader Flexible Grant program of evidence-based endeavors for recruiting, hiring, training, compensating and retaining effective teachers. As the focus is now turning from highly qualified to highly effective teachers, ICS will use the Broward County School's teacher evaluation tools to ensure educators will be judged fairly based on their effectiveness in the classroom, which results in student performance and achievement. Topics for professional development workshops, continuing education courses and in-school seminars will be selected based on

addressing the areas where improvement and growth are identified through the teacher evaluation assessments.

Teachers will maintain and constantly improve their skill sets, pedagogy and teaching delivery styles so as to meet the needs of the students in their classroom. As each class of students has its own unique culture and social interaction, teachers will be guided through recognizing the keys to success for their students each year and/or whenever a change to student enrollment in their class occurs. The priority to quickly address changes will see that student progress is minimally affected with the aim that students learn and understand the benefits of adaptability and flexibility in all situations as change is a constant that will be part of their lifelong learning and living.

Section 13. Student Recruitment and Enrollment

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

The Governing Board recognizes the necessity of utilizing marketing and recruitment strategies in order to achieve a diverse student body. The extent and degree of marketing efforts depends primarily on the target population. A student population reflective of the student population of the public school environment where the school is located shall be promoted and encouraged through the establishment and implementation of an admission process that is designed to result in a representative sample of public school enrollment.

In order to minimize any traffic impact caused by the school and ensure that the school is available to serve the residents of the neighborhood where the school is located, the Governing Board of the charter school may elect to limit the enrollment process to target students residing within a reasonable distance of the school as provided under Fla. Stat. §1002.33 (10)(e). As a result, marketing strategies will begin in the area of closest proximity to the School, specifically targeting those living within a 2-mile radius of the facility. This will promote a neighborhood school environment and will allow for ease of transporting students to and from school. The School will provide copies of its promotional materials and announcements in multiple languages to local community organizations to make sure that "harder-to-reach" families (e.g. non-English speaking families, low socio-economic households, etc.) are aware of the school and their eligibility to apply for admission.

Recruitment efforts could include, but not be limited to:

- Local print media

- Development of a School website
- Posting and distributing flyers in public, high-traffic spaces
- Advertising in newspapers and community publications

School recruitment will occur until the School is fully enrolled and staffed.

B. Explain how the school will achieve a racial/ethnic balance of the community it serves or with the racial/ethnic range of other local public schools.

Innovation Charter School is committed to abide by the provisions in the Florida Education Equity Act, Section 1000.05(2)(a), and Florida Statues that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability. In addition, pupils will be considered for admission without regard to achievement level.

ICS expects to achieve a level of diversity in race and ethnicity reflective of the community it serves and equivalent to that of other area public schools currently serving the community. The strategies and methods used to promote and publicize the School will be designed to reach the entire community and, accordingly, all ethnic and racial groups within it.

Potential marketing strategies to communicate pertinent about the School to the surrounding community could include, but are not limited to the following:

- Producing marketing and School application materials in multiple languages, reflective of the linguistic demographics of the surrounding community
- Posting of information (in appropriate languages for the community) in local public areas
- Utilizing a School website with relevant content regarding admissions procedures listed in the languages most commonly spoken by the target population.

C. Describe the school's enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.

Any eligible student, as described in FS 1002.33(10), who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such protocol, all applicants shall have an equal chance of being admitted through a random selection process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity. The School will admit students of any race, color, nationality and ethnic origin, religion,

sexual orientation, or gender. Academic achievement levels will not be considered during the admissions process.

Enrollment will also follow FS 1002.33(15)c, which includes enrolling students according to racial/ethnic balance provisions in 1002.33 (7)(a)8. In accordance with 1022.33 (10)(d), the School may give enrollment preference to the following populations:

- Students who are siblings of a student enrolled in the School
- Students who are the children of a Governing Board member of the School
- Students who are the children of an employee of the School
- Students who are the children of an active-duty member of any branch of the United States Armed Forces

An open admissions policy will be implemented wherein the School will be open to any student residing in the County. Student applications will be made available online through the Student Information System, accessible on the school website, and in paper form at local distribution sites. Upon submission of an application the information is reviewed for eligibility of attendance by verifying an applicant's proof of residence and age. If, at the end of the Open Enrollment, there is an over subscription for any grade level a lottery will be conducted. Application data will be continuously monitored to determine if there is a need for a lottery and/or waitlists. All applicants will be provided with a written list of registration requirements. All documents must be collected, reviewed, and verified. In general, the following items are required for all ICS first-time students:

- Proof of residence
- Birth certificate
- Current immunization card/medical history
- Report card/transcript from previous school, if applicable

A tentative enrollment timeline is listed below.

April 1-30, 2014:	Initial student registration period begins
May 1, 2014:	Students who have registered will be officially enrolled. Parents will be notified of child's acceptance to the school. If the number of applicants exceeds capacity, parents will be notified of lottery procedures.
May 15-30, 2014:	If the number of applications falls short of the established capacity, a supplemental registration period will occur.
June 2-6, 2014:	Lottery will be conducted if the number of applicants exceeds capacity. Parents of students will be notified of their child's admission status from lottery results.

If a supplemental registration period occurred, parents of students will be notified of their child's admission status.

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

Active parental participation will be required at the School. Parent participation will be solicited for the development of school goals and objectives. Parents must agree to volunteer a minimum of thirty hours per school year. When multiple children from the same family are enrolled, parents shall be required to volunteer a total of five additional hours per additional child each school year.

Parents are given access to the Student Information System (SIS) allowing them to track their volunteer hours. At the time of recommitment (usually January) for the following school year, parents are sent a letter notifying them of their progress toward completion of their volunteer hours. Enrollment is a parent(s)/student cooperative choice, wherein a parent obligates to be responsible for their child/children abiding by the rules and regulations applicable in regard to attendance, classroom participation, behavior, and uniform policy. Failure to abide by that obligation may result in a loss of re-enrollment opportunity for the following year.

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

Parents will be involved in the governance of the School by being actively involved in the day-to-day operations through their volunteer hours and by a parent serving on the Governing Board. Parents will serve a minimum of 30 hours of volunteer service in the School each academic year with a requirement of 5 hours for each additional child enrolled in the School. They will also be invited to attend school wide meetings and help facilitate community "meet and greets" so as to help spread an understanding of the vision and mission of ICS. The parents and community will be invited to share their ideas and plans for supplementing experiential learning. Parents within the community have already expressed interest in enrolling their students are per the information contained in parent support letters found in Appendix N.

III. BUSINESS PLAN

Section 14. Facilities

The site for the school has not been acquired.

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

The Governing Board is considering several different locations for the School and has not finalized the decision. The facility and location will be relevant to the neighborhoods we are targeting and comply with all existing municipal and state zoning codes. Our efforts are focused on finding and converting an existing facility of 15,000-25,000 square feet with at least 18-20 classrooms. The spaces we are considering will either have an existing floor plan consisting of a large common area for enrichment programs, lunch, general assembly and space for administration or we will convert the floor plan to meet our needs and comply with facility regulations for charter schools. Other consideration will be given to outdoor recreational space and vehicle traffic for dropping-off and receiving areas for children, staff and visitors.

G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.

Our focus will be to acquire or rent an existing facility that meets the needs of our students. Estimates for renting a proper facility are based on rent for comparable properties in Broward County. Any of the properties chosen will meet Section 1002.33(7) and follow specific state fire codes and meet specific educational occupancy guidelines.

Facility size available in Broward County	$ Per sq foor	Total Monthly	Total Annual Expense
Commerical Property A 20,000 square feet	$11.25	$14,062	$168,750
Commerical Property B 25,500 square feet	$12.00	$25,500	$306,000
Commerical Property C 10-60,000 square feet (30k for charter)	$9.50	$23,750	$285,000
Commerical Property D 28,500 square feet	$11.75	$27,906	$334,875
Estimated cost for leasing a property	$11.13	$22,804.50	$273,656.25

Pending approval of this application, the rental and any conversion expenses for the facility will be financed through bank lending, grant and donation monies.

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

We are currently searching out various properties and will secure an adequate facility that meets Chapter 1002, Section 33(19)(c). The School will be responsible for making rent payments for the facility. Before the start of the school year, documentation of the lease agreement and certification that the building satisfies all fire, safety, health and accessibility for disabled persons will be obtained. If any remodeling of the space is required, we will employ the services of a qualified licensed and insured contractor pursuant to Chapter 533 in Florida Statutes.

Project	Duration	Begin	Finish
Procure a lease for a compliant facility	180 days	7/1/13	12/31/13
Site plan approval	90 days	12/31/13	3/31/14
Any required remodeling/construction	100 days	3/31/14	7/9/14

Pending approval of this application, the rental and any conversion expenses for the facility will be financed through bank lending, grant and donation monies.

I. Describe the back-up facilities plan.

We are evaluating several possible locations and upon selection of a primary site the remaining sites will be considered a "back-up" or failsafe site for the School. Regardless of the primary site to be selected the Governing Board will attempt to have a back-up approved site secured with an option to lease if for any reason the primary site is not available by the beginning of the school year. Per Broward County's school board policy, the Governing Board may opt to receive one additional year to secure a facility if an appropriate facility cannot be adequately guaranteed for the 2014-2015 school year, but it is the intent of ICS to aggressively seek and secure an appropriate facility within the needed timeline.

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

The School will comply with applicable Florida Statutes and with the Class Size Reduction Amendment requirements as outlined in the Florida Constitution, Section 1 of Article IX, amended November 2002 as related to charter schools. The Schools staffing plan will be based upon enrollment projections and will be designed to achieve compliance with regard to Florida Charter Schools. While our current plans are to limit the student/teacher ratio to 18:1, the School will amend the ratio as needed to remain in compliance.

Section 15. Transportation Service

A. Describe the school's plan for transportation, including any plans for contracting services. Your plan should discuss, to the greatest extent possible, the issues relevant to the school's transportation plans.

There are several options for the School to provide transportation to students. We may provide transportation through an agreement or contract with our District, a third-party licensed provider or parents. Any third party service provider will offer proof that they meet all rules and regulations governing student transportation in Sections 1006.21-27 F.S.

The School may offer transportation to students outside of the reasonable distance, (2-4 mile radius) when transportation is necessary to provide adequate educational facilities and opportunities which otherwise would not be available. There will be no discrimination to any student that desires transportation services during the enrollment process.

We have allocated for transportation services in our capital budget based upon the percentage of Broward County students utilizing transportation services provided by the Broward County School system and estimated size of our student population.

Section 16. Food Service

A. Describe the school's plan for food service, including any plans for contracting services.

The School has a plan to implement a point-of-sale system at the end of every service line in the designated cafeteria. This will be a prepaid register system that will provide convenience and accountability for our meal program. Cash will be accepted, but not encouraged. All students will have an account into which parents can deposit money at any time eliminating the need for children to carry cash.

Based on the School's enrollment size there will be two serving lines for students with point of service staff at the end of each line. The School is reviewing point of sale systems that will track meals and provide a reporting function for accountability and claims for National School Lunch Program (NSLP) refunds. All students will have an associated account number at the beginning of the school year and can add funds to their account in the cafeteria office. Regardless of the students account balance, no child will be denied a meal.

The cafeteria staff will compile the month ending data report for the NSLP Director, which will be submitted for NSLP reimbursement.

Once a food service vendor has been selected for the school, the vendor will be responsible for delivering frozen components to our school weekly with "fresh" deliveries 2 or 3 times a week for produce, milk and breads. The vendor will also be required to provide all the equipment the School needs to store, heat and serve the meals. All kitchen staff members will be trained on the use of the equipment, safe handling and preparation procedures, inventory ordering and control.

Our Governing Board will appoint a NSLP Director and charge him/her with the responsibility for completing the NSLP application and all documentation required from the NSLP. If the School's NSLP application is not accepted, we shall amend the School's operating budget to account for the reduced revenue.

As required, an Invitation to Bid (ITB) will be announced for vendor's to compete and once a vendor is selected their contract can be renewed for four additional years. Any vendor selected will have to provide a quality unitized meal program that includes all of the components of a full service operation. Components will consist of: individually packaged entrées, side dishes, fresh fruits, vegetables, fresh bread, condiments, plastic wear, trays and liners. The chosen vendor shall also provide delivery of all components to the School, including the following: menu planning, nutritional analysis, all necessary kitchen equipment and be responsible for equipment maintenance, food service training, marketing and general up-keep of the kitchen. The vendor shall also provide cafeteria staff any and all necessary training on food preparation, serving procedures and proper clean up.

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.

An operating budget covering each year of the requested charter is based on the projected student enrollment and displayed in Appendix P.

B. Provide a start-up budget that contains revenue projections, including source of revenues, expenses, and anticipated fund balances. 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

for the school.

Start-up Revenue
Innovation Charter School will apply for the Charter Schools Program (CSP) grant. The grant awards up to $25,000 to fund planning. Innovation Charter School understands that the grant is competitive. Hope Education Foundation has committed to an amount of $55,000 for use during the planning, development and start-up phase of Innovation Charter School as seen in the donor commitment letter in Appendix O.

Start-up Expenses
Essential expenses that will be incurred during start-up are:

Non-professional Administrative Services such as marketing and printing will be the largest pre-July 2014 expenses for the Charter School. We have estimated roughly $106 per child in start-up marketing expenses. The actual amount could vary but based on estimates from local services we believe this to be a realistic amount.

We do not anticipate much in the way of overhead pre-July 2014 as the start date for most staff will be after July 1st 2014.

Remodeling and renovations will be another material cost pre-July 2014. We expect any remodeling needed to be complete by our timetable of 07/09/2014.

A start-up budget containing revenue projections, including source of revenues, expenses, and anticipated fund balances is presented in Appendix P.

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

The Budget Template Tool developed by Florida Charter Support Unit was used to prepare a comprehensive charter school budget based on the function and object codes outlined in the Florida RedBook.

Operating Budget Revenue
The Revenue Estimate worksheet for 2013-2014 is included in Appendix P. Enrollment is projected to be 330 students based on the FEFP provided formulas.

<u>School Breakfast/Lunch Reimbursement</u>
75% of students will eat breakfast and lunch (50% at a reduced cost). Meal revenue will be paid by students ($2.75) or NSLP ($2.66).

<u>Fundraising activities</u>

Parents and teachers will implement 2 major fundraising events for the School each year. The revenue from these events will be deposited into the School's operating budget revenue.

Operating Expenses

Personnel

- Benefits are calculated as 8.4% of salaries.
- Mandatory federal and state payments – FICA (6.2%), Medicare (1.45%), State Unemployment (2.7%) and Workers' compensation (1.25%)
- Annual salary increases are projected at 1.5%.
- A full-time substitute teacher is included.
- Payroll fees – 0.75%/employee/paycheck.

Facilities

The School will have 18 classrooms, a media room/library, lunchroom, administrative offices and a computer room. The facility is budgeted to be 21,450 feet square, an allocation of 65 square feet per student. Rent is calculated as $11 per square foot per year with 2% increases each year thereafter. The budget for utilities, insurance, supplies, inspections and repairs and maintenance is based on averages paid by area charter schools and actual quoted prices from businesses who provide these related services.

Furniture and Equipment

- $2,500 per classroom (tables, desks, chairs, bookshelf, file cabinet and cubby storage)
- $4,000 - Administrative offices, lunch room and media room/library

Technology

As per the mission statement, learning will be active and interactive. As such, instructional technology is encouraged.

- Each classroom will be outfitted with whiteboards and "idea paint"
- There will be a computer lab that serves 36 students.
- There will be 1 tablet or laptop for every 9 students.

Operations

Textbooks, library books/eBooks and assessment costs are budgeted per student at the cost of $60/student. Accounting and audit fees includes the cost of the annual independent financial audit approximately costing $8,000 in total. Funds will be earmarked towards staff development that will cover the cost of one offsite course per teacher each year. In addition, Board of Director expenses include the mandatory four-hour professional development courses, travel reimbursement and board meeting supplies. Lastly, expenses for marketing and advertising include

costs related to promoting the School (brochures, website, newsletters, etc.) and employment postings.

Services
Food Services – It is estimated that 75% of the student population will participate in the National School Lunch Program (NSLP). They will pay $0.40 for each reduced lunch and the program will reimburse $2.66, on average for free and reduced lunches. Twenty-five percent of students will pay the full price of $2.75 for lunch.

Transportation – It is estimated that 40% of the student population will need transportation services provided by Innovation Charter Schools. Based on a full enrollment population of 330 students, this calculates to be 132 students needing services. We have been quoted $50 per operating fee from 3rd party vendors and estimate a 3-hour operation per day for 2 buses, which have a maximum capacity of 72 students per bus.

Other expenses
Other General Expenses-IT Services will be subcontracted out and we have estimated 8 hours per week during the school year at roughly $120 per hour.

Instructional Technology is estimated at $1,500 per classroom or $27,000 to fit the classrooms with proper equipment.

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

The Governing Board will receive monthly financial reports and will formulate a new working budget for submission to the Broward County School Board upon the School's opening to reflect the actual enrollment. The board treasurer, Jon Laria, is a CPA and will have a key role in creating the working budget as well as in overseeing the financial reporting to the district. Should enrollment fall lower than expected, expenses would be adjusted, including the staffing matrix.

The revenue assumptions for the budget accompanying this application have been calculated at the rate of $7,047/student, based upon FEFP Base, ESE, Class size reduction, WFTE share and Teacher salary FEFP allocations, but cam be adjusted to reflect the actual funds allotted by the Broward County School Board. Staffing has been calculated based on the salaries found at www.browardcountyschools.com and then adding an additional amount of 5% for teachers, while the principal's salary was derived upon a median of $80,000. Innovation Charter School will appeal to the highest qualified candidates for these positions, which should ensure students achieving their full potential academically, socially, emotionally, and creatively.

Based upon the graph in Section 10C of this application we address the pay schedule

Innovation Charters Schools will pay to qualified teachers and staff. Our capital budget is based upon a full student enrollment of 330 students. If for any reason the Charter School does not attract the full 330 students the Governing Board will have to make necessary adjustments to personal such as, but not limited to reducing staff in the area of the student shortfall.

Also the facilities team is seeking a variable lease that would help accommodate any shortfalls. All three board members have successfully secured funds for non-profit organizations and initiatives via donor commitments, grant funding, and fundraising events to bolster finances needed for startup and sustaining those non-profit organizations. The Governing Board members are committed to ICS and have begun seeking funds for the development of the School. The board will be getting monthly financial reports for their review and they will develop a new budget closer to the school opening. The revised budget will reflect more accurate expenses an adjusted staffing matrix, and a variable lease. Donor commitments and proven successful fundraising efforts by our board members will aid Jon Lara, (Board member and CPA) in providing a working budget to the district.

The staffing plan presented in Appendix M displays information regarding ICS staff positions and corresponding projected salaries. Our capital budget is based upon a full student enrollment of 330 students. If for any reason the Charter School does not attract the full 330 students the Governing Board will have to make necessary adjustments to personal such as, but not limited to reducing staff in the area of the student shortfall.

Also the facilities team is seeking a variable lease that would help accommodate any shortfalls. All three board members have successfully secured funds for non-profit organizations and initiatives via donor commitments, grant funding, and fundraising events to bolster finances needed for startup and sustaining those non-profit organizations. The governing board members are committed and have begun seeking funds in order to how the board is going to be getting financial reports monthly for their review & they will develop a new budget would be formulated close to the school opening- cut expenses- staffing matrix would go down- pushing for variable lease. District would be comfortable with us knowing we would donor commitments & fundraising would help this. board members have been successful w/fundraising. Reassure them that Jon as a CPA would provide a working budget to the district.

Please visit Appendix M for further information regarding the ICS staffing plan and salary matrixes for Broward County and ICS.

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

Monthly cash flow projections for the School's start-up period are presented in Appendix P.

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 operation budgets.

Future needs to expand and improve the School will be fueled by fundraising efforts that are conducted throughout the year. A committee made up of parents, teachers, leadership team members and board members will work together to strategize on fundraising efforts. There will be 2 major events – 1 in Fall and 1 in Spring. Community involvement will be encouraged. Local businesses will be asked to "adopt" the school. Their involvement will improve the School financially and stimulate meaningful involvement from their peers.

The School will apply for grants from national, state and local foundations, as well as the Charter School Implementation Grants to help fund the start-up budget. Additionally, local corporate partners will be developed for start-up and long-term donations.

Services for students and capital expenditures may be funded through activities that will be conducted throughout the school year. This may include book fairs, school pictures, school fairs and yearbook sales. Funds will be raised by encouraging parents to participate in local shop or eat for a percentage rebate to the School. Corporate grants from programs like Box Tops for Education, Target grants and Wal-Mart giving back programs will also be sought. The School will welcome and encourage financial and in-kind donations that will promote investment in student programs to enhance the lives and potential of our student population.

Note: No revenue from fundraising was included in the operating budget.

Section 18. Financial Management and Oversight

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

The School's Governing Board has the knowledge and experience to create and employ a financial policy manual which shall include: establishment of a modified

accrual accounting system; a chart of accounts that uses the same coding as the DOE; controls that establish division of duties; authorizations and processing of disbursements; establishment of payroll system, and a process for meeting DOE data reporting requirements for financial statements.

The Governing Board will have to approve the principal's recommendation for the position of Business Administrator. The Business Administrator will be responsible for managing the day-to-day financial operations of the School and report results to the principal in a timely manner. There will be two levels of accountability: first, to the principal and secondly, to the School's Governing Board through a review of the financial statements. Monthly financial statements will be submitted to the principal for review and then at least quarterly or more frequently if requested by the Governing Board.

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

The Governing Board shall adopt a comprehensive budget on an annual basis, which will include all forms of revenue and expenditures. Any changes to the approved budget will need Board approval.

Budget management will be a process of A) review of Financial Statements, B) Review of any variances between actual and forecasted budget and C) Creating future capital budgets for the charter school. Monthly financial statements will be created by the Governing Board appointed Business Administrator and in accordance with GAAP specific to governmental entities. The School will follow guidelines in the Financial and Program Cost Accounting and Reporting for Florida Schools as recommended in 1002.33 (9)(G)(1) F.S. Once all final financial statements have been produced, the Governing Board will utilize them to make informed decisions to ensure the financial health of the charter school as an on-going concern.

To comply with 1002.33 (9)(J)(1) F.S., the School will obtain an annual financial audit that is performed by an independent certified public accounting firm. Using proper auditor selection procedures as outlined in 218.391 F.S., the Governing Board will select an audit committee. The Governing Board will review the monthly budgets to determine if there are any material deviations from budgeted versus actual expenses and revenues.

The Business Administrator will also act as the "bookkeeper" and liaison to the Governing Board with regard to human resources, payroll and all financial matters relating to cash collection and accounts payable. The Business Administrator will

work with the School Principal to ensure adherence to the Governing Board's approved budget.

Outlined below is a summary of the finance and accounting functions in which the Business Administrator will be responsible to:

- Prepare the monthly and quarterly financial statements for monthly submission to the Governing Board for review
- Deposit funds received from food service sales, aftercare programs, and fundraising into proper bank accounts according to company policy
- Submit documentation for all receipts and disbursements made at the school level
- Follow up and collect returned checks from parents
- Prepare and submit purchase orders according to Governing Board's policy
- Prepare and submit check requests to accounts payable
- Review and approve expenditure invoices with School Principal
- Maintain reconciliation of internal funds account

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

All accounting records will be stored in the approved account system. Backup records will be stored in a secured off-site environment. The School's CPA firm, Batts, Morrison, Wales & Lee (BMWL), will also have access to backup records.

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

Student records, financial or otherwise, will be maintained in a limited and secure access area and will remain locked at all times, per F.S. Chapter 19. All permanent or archival records will be kept in a locked fireproof cabinet. Access to the records shall be confined to required school 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. Records shall be made available to District staff for the purpose of monitoring and oversight.

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

In accordance with Florida Statute Section 768.28, the School will comply with all requirements specified by the District, or applicable state statutes regarding insurance and liability coverage. These include:

- Commercial General Liability Insurance

- Commercial Automobile Liability Insurance
- Educators Professional Liability Insurance
- Worker's Compensation Insurance

The Governing Board selected insurance company that provides coverage will have a minimum rating of "A-"or higher and a financial size category of "VI" or better, according to A. M. Best Company.

Charter Safe Insurance Coverage Data		
Coverage Type	Coverage	
Commercial General Liability Insurance	Each Occurrence	$1,000,000
	General Aggregate	$3,000,000
Commercial Automobile Insurance	Bodily Injury &	Up to $10,000,000 agg.
	Property Damage	$1,000,000
Educators Professional Liability Insrance	Each Claim	$1,000,000
	Aggregate	$10,000,000
Worker's Compensation Insurance	Each Loss- PerAccident	$1,000,000
	Each Loss- Disease Occurrence	$1,000,000
	Each Loss- Disease Limit	$1,000,000

To reference the insurance requirements as specified by the County please reference: http://www.broward.k12.fl.us/sbbcpolicies/docs/P1163.000.pdf.

Section 19. Action Plan

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

- **Identifying and securing facility**
- **Recruiting and hiring staff**
- **Staff training**
- **Governing Board training**
- **Policy Adoption by Board (if necessary)**
- **Lottery, if necessary**
- **Student enrollment**

As of July 1st, 2013 a search for an already established facility to meet the School's needs is underway. Given leads already generated, the Governing Board believes that 180 days from the beginning of July 2013 will be sufficient time to secure a lease of an acceptable property. To ensure the facility is up to all codes and

considering any remodeling or modifications the School could potentially need for the facility, we estimate an additional 90 days to approve any changes to the facility. Finally we believe that 100 days from final site approval will allow for any remodeling/construction to meet the School's needs to be open for 2014 fall classes. The Board estimates by mid-July of 2014 that the facility will be ready to receive students.

The first round of interviews with potential staff members will begin on January 31, 2014 so that the hiring of staff can occur between March 31 and June 30, 2014. Staff training will occur after hiring decisions have been made. It is anticipated that staff training will take place between June 30 and August 1, 2014. Governing Board training will also occur during this period.

A lottery, if needed, will occur between March 31 and June 30, 2014. Student registration will be an ongoing process beginning on July 1, 2014.

For additional information regarding ICS's action plan please reference the table below.

Dates	Project Schedule
08/01/2013 to 1/31/2014	• Approval of Charter Application • Site review and selection • Facility lease signed • Site plan re-build (in needed) review and approval • Build-out to school specifications (if needed)

1/31/2014 to 3/31/2014	• FRP's for vendors
	  ○ Transportation and food services
	  ○ Furniture, fixture and equipment leasing
	  ○ Software and technology services
	  ○ Marketing effort for student enrollment
	• First round interviews with potential staff
	• Finalize charter school capital budget
	• First round of financing meetings

3/31/2014 to 6/30/2014	• Secure and financing needed based on finalized budget • Hiring of staff • Student enrollment period/registration • Lottery (if needed) • School fitted with all needed furniture and supplies • All software systems installed (beginning)
6/30/2014 to 8/01/2014	• Certificate of Occupancy • Governing Board training • Staff move-in • Staff training • Teacher professional development • Open house of parents and students • Student registration (ongoing)

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 under the penalties of perjury that the information submitted in this application for a charter for Innovation Charter School, Inc. is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

· Will be nonsectarian in its programs, admission policies, employment practices and operations.

· Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.

· Will adhere to the antidiscrimination provisions of section 1000.05, F.S.

· Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.

· Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.

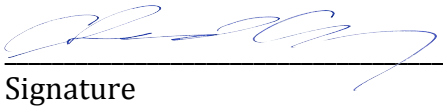
· Will participate in the statewide assessment program created under section 1008.22, F.S.

· Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.

· Will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.

· Will provide for an annual financial audit in accordance with section 218.39, F.S.

The Governing Board, at its discretion, allows Chad Causey, Chairman to sign as the legal correspondent for the School.



_____ July 30, 2013

Signature Date

Chad Causey, Chairman

Appendix

Appendix A: School Calendar

(http://www.browardschools.com/calendar/pdf/1213/2013-2014_196%20Calendar_Synopsis.pdf)

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Calendar for 196 Day Personne

School Year 2013 - 2014

This calendar is established for personnel who are paid for 196 days which includes six (6) paid holidays. The employees earn ten (10) days of sick leave based on Florida State Statute 1012.61 of one (1) day per month of their calendar.

82 Day (47/35) Semester / 98 Day (52/46) Semester School Year Configuration

July, 2013 — 0 Work Days — School 0

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August, 2013 — First Day of School — 15 Work Days — School 10

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

September, 2013 — 19 Work Days — School 19

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26 ER	27
30				

October, 2013 — End 1st 9 weeks — 23 Work Days — School 22

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24 ER	25
28	29	30	31	

November, 2013 — 17 Work Days — School 17

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

December, 2013 — End 2nd 9 weeks — 15 Work Days — School 14

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19 ER	20
23	24	25	26	27
30	31			

January, 2014 — 19 Work Days — School 19

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February, 2014 — 19 Work Days — School 19

Mon	Tue	Wed	Thu	Fri
3	4	5	6 ER	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

March, 2014 — End 3rd 9 weeks — 16 Work Days — School 15

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20 ER	21
24	25	26	27	28
31				

April, 2014 — 21 Work Days — School 21

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

May, 2014 — 21 Work Days — School 20

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

June, 2014 — Last Day of School — 5 Work Days — School 4

Mon	Tue	Wed	Thu	Fri
2	3	4	5 ER	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Last Day Teachers

School Winter Break - December 23, 2013 through January 3, 2014. Students return Jan. 6, 2014
School Spring Break - March 24 through March 28, 2014. Students return March 31, 2014
FTE Survey 2 – October 14-18, 2013; Survey 3 – February 10-14, 2014

Codes Used on Calendar

- Begin 196 Day Personnel
- Last Day 196 Day Personnel
- Day Off
- Paid Holiday
- Teacher Planning
- ER Early Release
- FTE Week (October 14-18, 2013 is also an FCAT retake window)
- FCAT Testing Dates

Hurricane Make-Up Days: 10/24/13, 02/06/14, 3/20/14, 6/05/14

2013-2014 School Calendar - SYNOPSIS

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

First Quarter

Monday, August 12, 2013	Employee Planning - 1
Tuesday, August 13, 2013	Employee Planning - 2
Wednesday, August 14, 2013	Employee Planning - 3
Thursday, August 15, 2013	Employee Planning - 4
Friday, August 16, 2013	Employee Planning - 5
Monday, August 19, 2013	Start 1st Quarter - (47 Days)
Monday, September 02, 2013	Holiday - 1
Thursday, September 05, 2013	Day Off
Friday, September 20, 2013	Interim Reports Issued
Thursday, September 26, 2013	Early Release - 1
Thursday, October 24, 2013	Early Release - 2
Thursday, October 24, 2013	End 1st 9 Weeks
Friday, October 25, 2013	Employee Planning - 6

Second Quarter

Monday, October 28, 2013	Start 2nd Quarter (35 Days)
Monday, November 11, 2013	Holiday - 2
Wednesday, November 13, 2013	Report Cards Issued for First Quarter
Thursday, November 21, 2013	Interim Reports Issued
Wednesday, November 27, 2013	Day Off
Thursday, November 28, 2013	Holiday - 3
Friday, November 29, 2013	Day Off
Thursday, December 19, 2013	Early Release - 3
Thursday, December 19, 2013	End 2nd 9 Weeks
Friday, December 20, 2013	Employee Planning - 7
Monday, December 23, 2013	Day Off
Tuesday, December 24, 2013	Day Off
Wednesday, December 25, 2013	Day Off
Thursday, December 26, 2013	Day Off
Friday, December 27, 2013	Day Off
Monday, December 30, 2013	Day Off
Tuesday, December 31, 2013	Day Off
Wednesday, January 01, 2014	Holiday - 4
Thursday, January 02, 2014	Day Off
Friday, January 03, 2014	Day Off

Third Quarter

Monday, January 06, 2014	Start 3rd Quarter (52 Days)
Monday, January 20, 2014	Day Off
Wednesday, January 22, 2014	Report Cards Issued for Second Quarter
Thursday, February 06, 2014	Early Release - 4
Tuesday, February 11, 2014	Interim Reports Issued
Monday, February 17, 2014	Holiday - 5
Thursday, March 20, 2014	Early Release - 5
Thursday, March 20, 2014	End 3rd 9 Weeks
Friday, March 21, 2014	Employee Planning - 8
Monday, March 24, 2014	Day Off
Tuesday, March 25, 2014	Day Off
Wednesday, March 26, 2014	Day Off
Thursday, March 27, 2014	Day Off
Friday, March 28, 2014	Day Off

Fourth Quarter

Monday, March 31, 2014	Start 4th Quarter (46 Days)
Tuesday, April 15, 2014	Report Cards Issued for Third Quarter
Friday, April 18, 2014	Day Off
Thursday, May 1, 2014	Interim Reports Issued
Friday, May 23, 2014	Employee Planning - 9
Monday, May 26, 2014	Holiday - 6
Thursday, June 05, 2014	Early Release - 6
Thursday, June 05, 2014	Last Day of School
Friday, June 06, 2014	Employee Planning - 10
Wednesday, June 25, 2014	Report Cards Issued for Fourth Quarter

Board Approved 12-4-12

Kindergarten Treasures Reading- Curriculum Framework Unit 1, Theme 1

Core Text and Resources

Unit 1: Families
Theme 1: My Family and Me

BEEP LESSONS
K, Unit 1, Week 1, Days 1-5
Unit 1 Week 1 Unit Plan

Sing, Talk, Rhyme Chart:
Oral Language Chart 8
Vocabulary/Phonics Chart 9

Big Book
Whose Baby Am I? (nonfiction)

Big Book of Explorations
Andre and *Everybody Says* (poetry)
pp. 12-13

+ Interactive Read Aloud Anthology
The Bundle of Sticks (fable)
pp. 21-26

+Oral Vocabulary Cards
The Lioness and the Ostrich

Oral Vocabulary Words
animal protect
together imitate
resemble

Technology Unit 1, Theme 1 Technology Resources
- Smart Board Flip Chart
- Links to outside resources

Research Process
Unit 1, Week 1 FINDS lesson to support Treasures instruction
FINDS Resources

Supplemental Text and Resources

(Texts marked X are used throughout the theme sequence.)

Select supplemental texts from a wide variety of text types to support the core theme and/or featured author. Incorporate the texts into interactive read alouds and structured independent reading time. See below for suggested supplemental texts supporting the theme and add classroom selections in the blank spaces. Mark with X as they are used in class. See page 31 of the ELA CCSS for more information about different types of text.

Literature	Text Type	Text Used
Mother's Song **NOTE: Disney "A Poem is…" Video Cartoon Version online LINK TO POEM**	Lullaby	
Owl Babies (1996) by Martin Waddel **	Fiction	
Are you My Mother? (1960) by PD Eastman*	Fiction	
Whose Mouse are you? (1969) by Ruth Krauss	Fiction	
Little Dog Pomes (1999) by Kristine George**	Poetry	
Zoo Doings: Animal Poems (1983) by Jack Prelucksky	Poetry	
Zoo's Who by Douglas Florian+	Poetry	
Hazel's Amazing Mother by Rosemary Wells+	Fiction	
So Much by Trish Cook **	Fiction	
Informational Text		
All Kinds of Books (1998) Susan Canizares & Berger***	Nonfiction	
Animal Dads (2000) by Stephen Collard **	Nonfiction	
Mothers are Like That! (2007) by Carol Carrick**	Nonfiction	
Animal Babies Series of Books (2005) Jennifer Schofield	Nonfiction	
Does a Kangaroo Have a Mother Too? by Eric Carle +	Nonfiction	
Featured Author:		

Key:
* CCSS Text Exemplar (Appendix B) ** Title One Writing Institute Book
*** Buzz About It Book + CCSS Supplemental Resource Books
++ Writing Fundamentals Book #Social Studies Read Aloud Resource

Common Core State Standards Focus

Abbreviated below. For complete standards, download the ELA CCSS.
(Mark standards X taught throughout the theme sequence.)

Reading Literature	
RL.K.1 Ask and answer questions about key details	
RL.K.2 Retell with key details	
RL.K.3 Identify characters, setting, major events	
RL.K.4 Ask/answer questions about unknown words in text	
RL.K.5 Recognize common types of text	
RL.K.6 Name author/illustrator and define role	
RL.K.7 Describe Illustration and text relationship	
RL.K.9 Compare and contrast adventures and experiences of characters in familiar stories	
Reading Informational Text	
RI.K.1 Ask and answer questions about key details	
RI.K.2 Identify main topic and retell key details	
RI.K.3 Describe connections within the text	
RI.K.4 Ask/answer questions about unknown words in text	
RI.K.5 Identify front cover, back cover, title page	
RI.K.6 Name author/illustrator and define role	
RI.K.7 Describe the relationships between illustrations and text in which they appear	
RI.K.8 Identify reasons author gives for support in text	
RI.K.9 Identify similarities and differences between two texts on the same topic	
Writing	
W.K.1 Compose opinion pieces	
W.K.2 Compose informative/explanatory pieces	
W.K.3 Compose narrative pieces	
W.K.5 Respond to questions and suggestions from peers and add details to strengthen writing as needed	
W.K.6 Explore digital tools to produce and publish writing	
W.K.7 Participate in shared research and writing projects	
W.K.8 Recall from experiences/gather from sources	
Speaking and Listening	
SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts	
SL.K.2 Confirm understanding of text read aloud or information presented orally by asking/answering questions	
SL.K.3 Ask and answer questions to seek help, get information, or clarify something not understood	
SL.K.4 Describe familiar people, places, and events	
SL.K.5 Add drawings or visual displays to descriptions	
Sl.K.6 Speak audibly and express thoughts, ideas, etc. clearly	

Unit 1: Families Theme 1: My Family and Me (Continued)

WRITING WORKSHOP

BEEP K.1: Getting Started **Writing Unit K.1** "We can write about places "

Essential Questions:
- Where are your favorite places?

Common Core State Standards Focus (Standards listed are taught throughout theme)

Reading Foundational Skills	Language
PRINT CONCEPTS	**Treasures**
RF.K.1 Demonstrate understanding of the organization and basic features of print	
PHONOLOGICAL AWARENESS	

- How can writers use the word wall?
- How do writers add details to their stories?

Literature Models:

- *All the Places to Love* by Patricia MacLachlon
- *Chick Chicka Boom Boom* by Bill Martin, Jr.
- _____

Lessons:

_____

_____

_____

_____

RF.K.2 Demonstrate understanding of spoken words, syllables and sounds			**Support Daily Through Explicit Instruction and Modeled and Shared Writing**
Phonemic Awareness Skill	**Treasures**		L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
PHONICS AND WORD RECOGNITION			L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
RF.K.1 Know and apply grade level phonics and word analysis skills in decoding words			L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.
Letters	**Treasures**		L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
Sight Word	**Treasures**		L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Word Analysis			
FLUENCY			
RF.K.4 Read emergent text with focus/understanding			

Literacy Integration through Science, Social Studies, Mathematics, and/or Technology (To be completed by school)	**Sample Performance Task** Authentic, meaningful task that requires the students to synthesize knowledge and skills learned and apply them to construct a response and/or create a product to demonstrate understanding of the text (text-based evidence). Appendix B of the CCSS provides examples at the K-1 Level of pages 14-36. http://www.corestandards.org/assets/Appendix_B.pdf
	CCLA.K.RI.7 With prompting and support, describe the relationship between the illustration and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). **Performance Task: With prompting and support, students use the illustration and the text in Whose Baby Am I? to describe the relationship between the key idea in which both appear.** Teacher's Edition: pp. 30-33 Activity 1: 1. Model how the pictures on page 3 and 4 help you understand the author's words. 2. Show page 5 and ask students how that picture is connected to the picture and text on page 6 and continue. 3. Discuss the pattern of the text with students (question-answer, question-answer). Have students turn and talk with a partner discussing the pattern of the text. Activity 2: 1. Turn to pages 22-23 and have students match the baby animal with its parent on page 23. 2. After discussion, have students draw and label a parent animal and its matching baby.

MATHEMATICS INSTRUCTIONAL FOCUS CALENDAR GRADE K – WEEK 1						
Domain	**Cluster**	**Common Core State Standards**	**NGSSS**	**Core Text**	**# of Instructional Days**	**Assessments**
Counting and Cardinality	**Know number names and the count sequence**	**CC.K.CC.3:** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	**MA.K.A.1.1:** Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives.	WEEK 1 is dedicated for Prerequisite Testing.	Assessment = 5 days	Prerequisite Skills Test for Grade K Benchmarks (AG p. 17)
	Count to tell the number of objects	**CC.K.CC.4:** Understand the relationship between numbers and quantities; connect counting to cardinality. **CC.K.CC.4.A:** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.				

Digital Resources	Supplemental Curriculum	Vocabulary
National Library of Virtual Manipulatives: http://nlvm.usu.edu/en/nav/vlibrary.html **United Streaming:** "*The Number Crew: Numbers on the Doors*" **United Streaming:** "*Beginning Math Vocabulary*" **United Streaming:** "*Discovering Math: Grades K-02: Number Theory*"	**CALENDAR MATH: August/September Concepts** **Calendar**: Name the days of the week and months of the year; distinguish week days and weekend days; find today; look for patterns **Counting Tape**: Days in school time-line; count sequentially; recognize numerals; count with one-to-one correspondence; group by tens and ones	

MATHEMATICS INSTRUCTIONAL FOCUS CALENDAR GRADE K – WEEK 2 and WEEK 3						
Domain	**Cluster**	**Common Core State Standards**	**NGSSS**	**Core Text**	**# of Instructional Days**	**Assessments**
Counting and Cardinality	**Know number names and the count sequence**	**CC.K.CC.2:** Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **CC.K.CC.3:** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	**MA.K.A.1.1**: Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives.	**GO MATH: Chapter 1** *Getting Ready Activity/Show What You Know/Vocabulary Power* Lesson 1.01 Hands On: Model 1 and 2 Lesson 1.02 Read and Write 1 and 2 http://beep.browardschools.com/lv/io_s001_04.forward?_docid=B12F51CC-FFFF-FFF6-6420-BE06EC95505C&_Appid=107&_ioID=110&_wsuuid=4E1DDEF7-FFFF-FF56-3FBE-FF9C174350B0 Lesson 1.03 Hands On: Model 3 and 4 http://beep.browardschools.com/lv/io_s001_04.forward?_docid=B12F8AED-FFFF-FFF6-644D-FE067B34AF4C&_Appid=107&_ioID=110&_wsuuid=4E1DDEF7-FFFF-FF56-3FBE-FF9C174350B Lesson 1.04 Read and Write 3 and 4 http://beep.browardschools.com/lv/io_s001_04.forward?_docid=B12FD295-FFFF-FFF6-5079-7E0633EE9D7B&_Appid=107&_ioID=110&_wsuuid=4E1DDEF7-FFFF-FF56-3FBE-FF9C174350B0 Lesson 1.05 Hands On: Model 5 http://beep.browardschools.com/lv/io_s001_04.forward?_docid=B130085A-FFFF-FFF6-36CE-3E06328F3029&_Appid=107&_ioID=110&_wsuuid=4E1DDEF7-FFFF-FF56-3FBE-FF9C174350B0 Lesson 1.06 Read and Write 5 http://beep.browardschools.com/lv/io_s001_04.forward?_docid=B13050AE-FFFF-FFF6-4DB3-BE06FD029593&_Appid=107&_ioID=110&_wsuuid=4E1DDEF7-FFFF-FF56-3FBE-FF9C174350B0 Lesson 1.07 Understand Zero	Instruction = 8 days Assessment = 1 day * Total = 9 days	**Diagnostic Assessment:** Show What You Know (SE p.2) **Ongoing Assessment:** Mid Chapter Checkpoint (SE p. 20) **Go Math Benchmark Mini-Assessment:** Use after Lesson 1.7 MA.K.A.1.1 (AG p. 23) *** Summative Assessment:** Chapter 1 Test (AG p.47 or 51)
	Count to tell the number of objects	**CC.K.CC.4:** Understand the relationship between numbers and quantities; connect counting to cardinality.				
Digital Resources			**Supplemental Curriculum**			**Vocabulary**

National Library of Virtual Manipulatives: http://nlvm.usu.edu/en/nav/vlibrary.html **United Streaming:** "*The Number Crew: Storm and Seasickness: Part 01*" **United Streaming:** "*The Number Crew: Time for Treats"* **United Streaming:** "*Math Monsters: Counting and Symbolizing"* **United Streaming:** "*Animals and Numbers"* http://www.bbc.co.uk/schools/numbertime/songs/bottlesa.shtml http://www.bbc.co.uk/schools/numbertime/games/snakes.shtml http://www.bbc.co.uk/schools/numbertime/games/find_the.shtml http://www.harcourtschool.com/activity/mmath/mmath_cars.html http://www.primarygames.com/math/countthecubes/index.htm http://www.kidport.com/GradeK/Math/NumberSense/MathK_HowMany.htm http://www.tlsbooks.com/preschoolnumberandprematheworksheets.htm http://bebright.info.kindergarten.aspx http://illuminations.nctm.org/ActivityDetail.aspx?ID=75	**CALENDAR MATH: AUGUST/SEPTEMBER CONCEPTS** **Calendar**: Name the days of the week and months of the year; distinguish week days and weekend days; find today; look for patterns **Counting Tape**: Days in school time-line; count sequentially; recognize numerals; count with one-to-one correspondence; group by tens and ones **CLASSROOM ACTIVITIES AND ROUTINES** **Classroom Activity:** Number Mystery Bag: Put numbers 1 – 20 into a paper bag and have students pull a random number. The student must then count on from that number. **Classroom Activity:** Using a number line, have students point at a teacher-selected number and count on as a class from that number. **Classroom Routine:** Every time students line up, have them do it in ABC order. Assign each child a number based on ABC order. The first day of school, student 1 is the line leader and student 2 is the door holder. Each day, the previous day's line leader will go to the back of the line and the previous day's door holder will be the line leader. You can then count off starting from the line leaders number. **Rhyme:** Teaches formation of numbers http://www.missingram.com/math/number_rhymes.pdf **Classroom Activity:** Use the 10 frame to represent numbers to 10 and two ten frames for more than 10. You can play a game with the students by giving them counters and ten frames. Then the teacher calls out a number and students create the number using counters.	one, two, three, four, five, none, zero

MATHEMATICS INSTRUCTIONAL FOCUS CALENDAR GRADE K – WEEK 4 and WEEK 5						
Domain	**Cluster**	**Common Core State Standards**	**NGSSS**	**Core Text**	**# of Instructional Days**	**Assessments**
Counting and Cardinality	**Count to tell the number of objects**	**CC.K.CC.4:** Understand the relationship between numbers and quantities; connect order, pairing each object with one and only one number name and each number name with one and only one object. **CC.K.CC.4.A:** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. **CC.K.CC.4.B:** Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. **CC.K.CC.4.C:** Understand that each successive number name refers to a quantity that is one larger. **CC.K.CC.5:** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle or as many as 10 things in a scattered configuration; given a number from 1 – 20, count out that many objects.	**MA.K.A.1.2**: Solve problems including those involving sets by counting, by using cardinal and ordinal numbers, by comparing, by ordering and by creating sets up to 20.	**GO MATH: Chapter 2** *Getting Ready Activity/Show What You Know/Vocabulary Power* Lesson 2.01 Hands On: Same Number Lesson 2.02 Hands On More and Fewer http://beep.browardschools.com/lv/io_s001_04.forward?_docid=B130F8C5-FFFF-FFF6-40E0-3E061DF99F89&_Appid=107&_ioID=110&_wsuuid=4E1DDEF7-FFFF-FF56-3FBE-FF9C174350B0 Lesson 2.03 Hands On: One More http://beep.browardschools.com/lv/io_s001_04.forward?_docid=B131334E-FFFF-FFF6-51FF-FE069DC5F959&_Appid=107&_ioID=110&_wsuuid=4E1DDEF7-FFFF-FF56-3FBE-FF9C174350B0 Lesson 2.04 Hands On: One Fewer http://beep.browardschools.com/lv/io_s001_04.forward?_docid=B1317BFF-FFFF-FFF6-6C02-BE0647299FDE&_Appid=107&_ioID=110&_wsuuid=4E1DDEF7-FFFF-FF56-3FBE-FF9C174350B0 Lesson 2.05 Problem Solving: Compare Sets to 5 Lesson 2.06 Hands On: Order Numbers to 5 http://beep.browardschools.com/lv/io_s001_04.forward?_docid=6854F777-FFFF-FEE7-775C-39A8FB63A530&_Appid=107&_ioID=110&_wsuuid=4E1DD	Instruction = 9 days Assessment = 1 day * Total = 10 days	**Diagnostic Assessment:** Show What You Know (SE p.38) **Ongoing Assessment:** Mid Chapter Checkpoint (SE p.60) **Go Math Benchmark Mini-Assessment:** Use after Lesson 2.7 MA.K.A.1.2 (AG p. 24) *** Summative Assessment:** Chapter 2 Test (AG p. 55 or 59)
	Compare Numbers	**CC.K.CC.6:** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. **CC.K.CC.7:** Compare two numbers between 1 and 10 presented as written numerals				

				EF7-FFFF-FF56-3FBE-FF9C174350B0 Lesson 2.07 Ordinal Numbers to 5th		
Digital Resources			**Supplemental Curriculum**			**Vocabulary**
National Library of Virtual Manipulatives: http://nlvm.usu.edu/en/nav/vlibrary.html **United Streaming:** "*Animals and Numbers*" **United Streaming:** "*Math Monsters: Counting and Symbolizing"* http://bebright.info/kindergarten.aspx http://illuminations.nctm.org/Activitydetail.aspx?ID=75 http://www.aaamath.com/kinder.htm#topic1 http://www.bbc.co.uk/schools/numbertime/games/find.shtml http://www.ixl.com/			**CALENDAR MATH: AUGUST/SEPTEMBER CONCEPTS** **Calendar**: Name the days of the week and months of the year; distinguish weekdays and weekend days; find today; look for patterns **Counting Tape**: Days in school time-line; count sequentially; recognize numerals; count with one-to-one correspondence; group by tens and ones **CLASSROOM ACTIVITIES AND ROUTINES** **Classroom Activity:** Use manipulatives such as bears, cubes, etc. Count 2 red bears. Have students realize that 2 bears are equal to the number 2. **Classroom Activity:** With a partner or in a whole group, give each student 10 – 20 cubes of one color. Student A puts 3 cubes onto a plate. Student B has to tell how many and/or put down a number card to show how many. This can be done for numbers 0 – 20. **Classroom Activity:** Students have 10 different colored counters, cubes, bears, etc. and line them up horizontally, vertically, scattered. Have students count together with each new placement to show that no matter how they are placed, there are still 10 objects. **Classroom Activity:** Letters in Our Names book: Students use sentence strips to create a page for a class book called, "How many letters in my name?" Students will write, "My name is _____. I have _____ letters in my name." **Classroom Routine:** Hand out snacks, cookies, or pretzels, etc. to your students and then discuss similarities and differences. Ex. "Student A has more pretzels than student B. I'm going to give Student B one more to make the groups equal. Everyone has juice in the class. We all have an equal amount."			same number, fewer, more, one more, one fewer, greater, less, first, second, third, fourth, fifth

SMALL GROUP LESSON PLAN INSTRUCTIONAL FOCUS Kindergarten *if needed and if time permits

APPROACHING LEVEL				
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Phonemic Awareness: Review focus Model and practice **Phonics** (spelling): Photo Cards Model and guided practice **Vocabulary:** Revisit words Review high-frequency words **Comprehension:** Decodable reader ***Fluency:** Echo reading	**Phonemic Awareness:** Model and practice **Phonics (spelling):** Blend and build Model and guided practice **Vocabulary:** Note words in context **Comprehension:** Leveled reader Apply strategy/skills Utilize graphic organizer	**Phonemic Awareness:** Model and practice **Phonics (spelling):** Blend, build and sort Model and guided practice **Vocabulary:** Skill focus Review high-frequency words **Comprehension:** Continue leveled reader Read and apply strategy/skill Use graphic organizer **Fluency:** Attend to punctuation	**Phonemic Awareness:** Model and practice **Phonics (spelling):** Build words, Model and guided practice **Vocabulary:** Recognize vocabulary words Review high-frequency words **Comprehension:** Read and think aloud Retell **Fluency:** Reread Choral Read	**Phonics (spelling):** Decodable reader Maintain phonics **Comprehension:** Make connections **Fluency:** Rotate students for fluency check Guided practice
ON LEVEL				
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Phonics (spelling): Photo Cards Model and guided practice **Vocabulary:** Review high-frequency words **Comprehension:** Preview and predict decodable reader Read to apply skill/strategy Introduce graphic organizer ***Fluency:** Echo reading	**Phonics (spelling):** Blend and build Model and guided practice **Comprehension:** Continue to read leveled reader to apply skill/strategy Utilize graphic organizer	**Phonics (spelling):** Blend and build Model and guided practice **Vocabulary:** Skill focus **Comprehension:** Retelling leveled reader **Fluency:** Practice prosody Choral Read	**Phonics (spelling):** Sorting and spelling words **Vocabulary:** Review content vocabulary Review high-frequency words **Comprehension:** Retell **Fluency:** Reread Choral Read	**Comprehension:** Make connections **Fluency:** Rotate students for fluency check Guided practice
BEYOND LEVEL				

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Phonics (spelling): Blend sounds & words Model and guided practice **Vocabulary:** Review high-frequency words **Comprehension:** Reread Read to apply skill/strategy Retell	**Comprehension:** Continue to read leveled reader to apply Skill/strategy Utilize graphic organizer	**Phonics** (spelling): Blend sounds & words Model and guided practice **Comprehension:** Retell Reread Apply strategy/skill **Fluency:** Choral Read	**Phonics (spelling):** Build and expand words **Vocabulary:** Expand vocabulary **Comprehension:** Reread paired selection Revisit focus skill/strategy Extend story/Innovation	**Comprehension:** Make connections **Fluency:** Rotate students for fluency check Guided practice

Instructional Strategies for Reading of Text in Whole and Small Group

Define, Example, Ask Vocabulary Routine: Three-step process for vocabulary development. 1. Define word in student friendly terms. 2. Give example 3. Ask student to respond and make a connection (e.g., When is a time when you might ____?)
Eye-to-Eye Knee-to-Knee: Teacher signals, students turn to someone sitting close to them and think out loud about something the teacher asks them to discuss from the read-aloud or mini-lesson
I DO, WE DO, YOU DO: Gradual support and release model. I DO-teacher modeling, demonstrating and thinking aloud; WE DO-students and teacher working together, guided practice; I DO- student taking more responsibility and moving toward independence.
Teacher Think Aloud: Teacher reads a small amount of text orally (stopping and thinking aloud at appropriate points).
Student Think Along: Teacher guides students through interspersed open questions to consider the ideas in the story, think aloud and make connections among them as the story moves along
Whisper Reading: Teacher provides specific feedback as a student "whisper" reads to the teacher.
Paired reading: Two students work together, taking turns reading.
Choral Reading: Group reads a selected section of the text in unison to build fluency.
Echo Reading: Students read small chunks of the text orally, repeating what the teacher has just read to practice fluency.
Silent reading: Students read a chunk of text to themselves. "Reading words in their head."

Additional Resources

- **BEEP**
  - Additional resources in Online Textbooks
  - Weekly Unit Plans (links to weekly theme-based online activities, aligned FCRR centers, skills anchor charts, online paired resources, etc.)
  - Daily Lesson Plans (United Streaming Video Clips, Riverdeep/Destination Reading links to support weekly skill and strategy, extended lesson plans, ESE and ELL strategy links)
  - Macmillan Leveled Reader Database (access to all Treasures' Leveled Readers Oniline)
  - Destiny
  - FINDS (Focus, Investigate, Notes, Develop, Score) Lessons for media or classroom enrichment: Links in Learning Village Curriculum and Unit Plans
  - Interactive White Board Activities: Download from BEEP Unit Plans

- **Treasures' Resources**
  - Literacy Work Station Flip Charts

Supplemental Paired Literature

Create a basket of books in the classroom library to support each week's author and theme. Use books from your classroom or resource room collection, Broward Schools libraries (use Destiny to search), public libraries, online or other resources. Incorporate the books into the classroom read alouds and provide opportunities for students to read the books during structured independent reading time. Weekly IFC's have lists of optional supplemental paired literature to support the week's skills/strategies, theme, and/or author.

Key for Marking of Supplemental Literature

Books listed with an asterisk:

*Common Core State Standard Exemplar (K-1) *

*Title One Writing Institute Books (Provided for Title One

• TE: Access to All/ ELL notes • Listening Library CD • Additional Lessons/Resources in back of Macmillan TE • **Center Ideas from the Florida Center for Reading Research: www.fcrr.org** • **Macmillan Website** Activities for students and teachers: http://treasures.macmillanmh.com/florida/teachers	Schools) ** ***Literature included with Buzz About It Program (information about this program upcoming) ***

First Grade Social Studies - Instructional Focus Calendar- First Quarter, Week 1

Core Text and Resources	Benchmarks	Instructional Strategies	Assessments
BEEP LESSONS 01 SS LP 19 Civics and Government **Harcourt Text** **Pages-**30-31 **TE pages-**30 **TE pages-**31A **TE pages-**31B **TE pages-** **Activity Book-**page 9 **Other Related Books** **United Streaming-**Responsibility **Poem-**Recess Rules ***Little Miss Spider at Sunnypatch School*** by David Kirk ***School Rules*** by Larry Dane Brimner	SS.C.1.1.3: The student understands how and why rules are made and knows that a good rule or law solves a specific problem, is fair, and ""does not go too far."	Vocabulary/Comprehension Selection (introduce new vocabulary words) Comprehension questions- Discuss questions located at the end of each selection (What Do You Know?) Read and Think Aloud Role-Play with the students different situations page 30 in TE Playground Rules - Activity Book page 9 Make an "I Am a Good Group Member" Book page 31A in TE Make a Mural page 31A in TE	Informal/Formal Assessments: Read and Discuss questions on pages 30-31 in TE Playground Rules-Activity Book Journal Writing- Students will write down rules for their own classroom and school. Explain the reasons for each rule as they compile their lists.

Content Related Questions

What word has the SAME meaning as ____? What word means the OPPOSITE of _____? Which two words from the story have almost the SAME meaning? Read this sentence from the story: ____ Which word is used in the same way as ___? Read this sentence from the story: ____ This sentence means that the ____ is Read this sentence from the story: ____ What does _____ mean? Read this sentence from the story: ____ If ____ means ____, what does _____ mean? Which work in the sentence is used in the same way as _____?	How is ____ different from ____? How are ____ and ____ALIKE? What is ALIKE about ____ and ____? In what way did ____ change his mind about _____? Why is ____ compared to ____?	Based on the article "*title*" and the *"picture, map, graph, etc."* _____ means? According to the article *"title"* and the *" picture, map, graph, etc."* _____? According to the passage *"title"* and *"picture, map, graph, etc."* _____, the word _____means _____? What is the purpose of the _____ shown in the *"title"* and the *"picture, map, graph, etc."*? Using BOTH the *"title"* and the *"picture, map, graph, etc."*, what are _____? What is the MOST likely purpose of _____?

First Grade Social Studies - Instructional Focus Calendar- First Quarter, Week 2

Core Text and Resources	Benchmarks	Instructional Strategies	Assessments
BEEP LESSONS 01 SS LP 21 Civics and Government **Harcourt Text** **Pages-**86-89 **TE pages-**89A **Activity Book-**page 18 **Other Related Books** **United Streaming-**Qualities of Good Citizenship	SS.C.1.1.5: The student knows examples of authority and power without authority and knows that people in positions of authority have limits on their authority.	Vocabulary/Comprehension Selection (introduce new vocabulary words) Comprehension questions- Discuss questions located at the end of each selection (What Do You Know?) Read and Think Aloud Discuss with students the roles and responsibilities of authority figures in the community.	Informal/Formal Assessments: Read and discuss questions on page 89 Community Lost and Found-Activity Book Journal Writing- What authority figure would you want to be? Why?

Officer Buckle and Gloria by Peggy Rathmann ***A Day in the Life of a Police Officer*** *by Linda Hayward* ***What Mom's Can't Do*** *by Douglas Wood* ***You are My I Love You*** *by Maryann K. Cusimano*		Create a list of responsibilities of different authority figures in the community. Students can role-play different authority figures in the community such as a teacher, parent, and a police officer. Community Trading Cards page 89A in TE Invite a police officer in and have him discuss his responsibilities as a police officer.	

Content Related Questions		
What word has the SAME meaning as ____? What word means the OPPOSITE of _____? Which two words from the story have almost the SAME meaning? Read this sentence from the story: ____ Which word is used in the same way as ___? Read this sentence from the story: ____ This sentence means that the ____ is Read this sentence from the story: ____ What does _____ mean? Read this sentence from the story: ____ If ____ means ____, what does _____ mean? Which work in the sentence is used in the same way as _____?	Reading Comprehension/ Fiction/ Nonfiction—Author's Purpose Why did the author write *"title of the passage"*? What was the author's purpose in writing *"title of the passage"*? With which statement would the author MOST likely agree? The MOST likely reason the author writes "_____" it to _____?	Based on the article "*title"* and the *"picture, map, graph, etc."* _____ means? According to the article*"title"*and the*" picture, map, graph, etc."* _____? According to the passage *"title"* and *"picture, map, graph, etc."*_____, the word _____means _____? What is the purpose of the _____ shown in the *"title"* and the *"picture, map, graph, etc."*? Using BOTH the *"title"* and the *"picture, map, graph, etc."*, what are _____? What is the MOST likely purpose of _____?

Science First Grade - Instructional Focus Calendar - Quarter 1 - Week #1				
Essential Questions	**Benchmarks**	**Core Text and Resources**	**Strategies**	**Assessments**
What is matter? How do we use our senses? What are physical properties? What are some ways that objects can be classified?	NGSSSS BIG IDEA: 1 The Practice of Science SC.1.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations. SC.1.N.1.2 Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others. SC.1.N.1.3 Keep records as appropriate – such as pictorial and written records – of investigations conducted. BIG IDEA: 8 Properties of Matter SC.1.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.	Florida Science Fusion: Textbook: Unit 1, Lesson 1 TE: pages 3-7 SE: pages 3-7 Inquiry Flipchart: Shoebox Senses, page 2 Digital Lesson: What Are Senses and Other Tools? Broward County Hands-On Science Kit: Activity 1 What Are Properties? BEEP Lessons: 01 Sci LP 001 Your Senses 01 Sci LP 002 Learning with Your Senses 01 Sci LP 003 What Are Properties? Delta Science Reader: Properties What Is Matter?, page 2 What Are Properties?, pages 3-4 Science and Me: Matter Matters What's the Matter?	Hands-On Learning Inquiry Scientific Processes Journal Writing Utilize the 5E Model of Instruction Engagement Exploration Explanation Elaboration Evaluation	Florida Science Fusion: None Broward County Hands-On Science Kit: Activity 1 Assessment Opportunities, page 39 BEEP: Lesson Assessments Journal: Have students choose a small object from around the classroom. In their journals, have students write about the object using the property words they learned throughout the lessons. Performance Assessment: Have students pick two objects in the classroom. Have them compare and contrast the objects by identifying the properties of the object that are the same and those that are different. Summative Assessment: *Note: Summative assessments, for example, Mini Benchmark Assessments, will be included in the following weeks when benchmarks are completed and students are ready for assessments.*

Question Stems		Supplemental Resources
What am I investigating? What is the question? What is the independent variable? What is the dependent variable? What are the controlled variables? What do you predict will happen? Form a hypothesis: Based on what I know, I predict that if _____, then the _____will/will not affect (select one) _____. Example: If a sphere is a geometric shape with the greatest volume that provides the least amount of surface tension, then the shape of the wand will not determine the shape of the bubble. Example: Based on what I know, the shape of the wand will/will not (choose one) affect the shape of the bubble.	What do I know? What do I need to know? How will I find out? What steps do I take to solve the problem? What tools should I use? What do I observe? What is the best way to record the data? How do I collect data? How do I analyze the data? (data analysis) What does the data show? (What does the data tell me?) Does the data support the hypothesis? Why did this occur? What did I learn?	ScienceSaurus - Red Matter, p. 236-239

SUBJECT AREA: Music
COURSE / GRADE LEVEL Grade 1
YEAR:

MONTH	ESSENTIAL QUESTION	STRAND / CONTENT	SKILLS	RESOURCES	ASSESSMENT
August	How is music and the visual arts related?	MU.A.- Skills and Techniques MU.E.- Applications to Life	-Is exposed to a variety of songs within a 5 to 7 note range -Identifies same and different aspects of great works of art and music.	Broward County elementary song list. Sheet music. Record/CD/tape players Visual art photographs or examples.	Individual and or group performance. Written assessment. Portfolio of personal views, observations and opinions
September	What is the importance of singing in tune? What are the basic characteristics of a piece of music?	MU.A.- Skills and Techniques MU.D – Aesthetic and Critical Analysis MU.E.- Applications to Life	-Sings alone and in tune, a variety of songs from the Broward Co. First grade song list with a range of five to six notes. -Identifies selected characteristics of music in an song or instrumental musical selection.(fast/slow, loud/soft, same/different) -Uses appropriate movement to demonstrate same or different, fast or slow, loud or soft. -Creates puppet characters to dramatically present story line of a selected song.	Broward County elementary song list. Sheet music. Record/CD/tape players Live accompaniment. Keyboard and or pitched percussion instruments Live performance. Video camera Art supplies	Individual and or group performance. Written assessment Video taped assessment
October	How and why do we hear high and low sounds from different voices or instruments?	MU.A.- Skills and Techniques MU.B. – Creation and Communication MU.D – Aesthetic and Critical Analysis MU.E.- Applications to Life	-Sings a variety of songs in various styles with and without accompaniment. -Matches pitch, rhythm and appropriate tone while singing five to seven note range songs. -Improvises short musical	Broward County elementary song list. Sheet music. Record/CD/tape players Live accompaniment. Keyboard and or pitched percussion instruments Videotapes or film. Live performance.	Individual and or group performance.

SUBJECT AREA: Music
COURSE / GRADE LEVEL Grade 1
YEAR:

MONTH	ESSENTIAL QUESTION	STRAND / CONTENT	SKILLS	RESOURCES	ASSESSMENT
			answers to given rhythmic phrases. -Is exposed to a variety of songs and music featuring many different types of instruments and voices. -Demonstrates that the larger the instrument the lower the sound, and the smaller the instrument, the higher the sound. Recognizes that music is made in all areas of the world, and that music varies from place to place.	Classroom instruments. Live demonstration.	
November	Why do we vary rhythm patterns in a piece of music?	MU.A.- Skills and Techniques MU.B. – Creation and Communication MU.C – Cultural and Historical Connections MU.D – Aesthetic and Critical Analysis MU.E.- Applications to Life	-Sings multicultural songs in their original language. -Identifies loud and soft and sings with appropriate expression. -Uses varied rhythm patterns when improvising. -Identifies differences between vocal and instrumental music from several different genres and cultures. -Identifies upon hearing, familiar instruments and voice types.	Recordings. Record/CD/tape players Music examples and live performance of languages from other countries	Individual and or group performance. Taped or video assessment. Portfolio of music and language examples.

SUBJECT AREA: Music
COURSE / GRADE LEVEL Grade 1
YEAR:

MONTH	ESSENTIAL QUESTION	STRAND / CONTENT	SKILLS	RESOURCES	ASSESSMENT
			-Identifies at least six ways in which music is used in everyday life.		
December	Why is tempo an essential factor in music performance?	MU.A.- Skills and Techniques MU.B. – Creation and Communication MU.C – Cultural and Historical Connections MU.D – Aesthetic and Critical Analysis MU.E.- Applications to Life	-Echoes and performs simple rhythm patterns on rhythm instruments maintaining a steady beat and tempo. -Improvises by singing or playing simple repeated patterns as an accompaniment to a song. -Sings songs from a variety of cultures using correct pronunciation of authentic language. -Responds through appropriate movement to loud/soft and fast/slow in a piece of music. -Describes why music is heard at specific places and events.	Multi pitched percussion Keyboard percussion Electronic instruments Song recordings Language recordings. Live language demonstrations. Video camera	Individual and or group performance. Taped or video assessment.
January	What is the importance of keeping a steady beat when accompanying a performing group or individual?	MU.A.- Skills and Techniques MU.B. – Creation and Communication MU.C – Cultural and Historical Connections MU.D – Aesthetic and Critical Analysis MU.E.- Applications to Life	-Plays simple melodies on barred instruments using proper playing technique. Using a classroom instrument maintains a steady beat to accompany class while singing a song from the First Grade song list.	Multi pitched percussion Keyboard percussion Classroom instruments. First grade song list. Ethnic instruments. Multicultural instruments Record/CD/tape player. Live observation of a concert.	Individual and group performance. Written assessment. Portfolio of personal views, observations and opinions

SUBJECT AREA: Music
COURSE / GRADE LEVEL Grade 1
YEAR:

MONTH	ESSENTIAL QUESTION	STRAND / CONTENT	SKILLS	RESOURCES	ASSESSMENT
			Is exposed to various rhythm patterns and tone colors of a variety of multicultural instruments. -Distinguishes aurally between fast, slow, loud, soft. Uses these terms to describe musical examples. -Lists appropriate and inappropriate behaviors that an audience should have during a musical performance.		
February	How and why do we use changing tempos in music?	MU.A.- Skills and Techniques MU.B. – Creation and Communication MU.C – Cultural and Historical Connections MU.D – Aesthetic and Critical Analysis MU.E.- Applications to Life	-Plays instruments using fast, slow and changing tempos. -Distinguishes between classroom and ethnic instruments. Sings alone a variety of songs from the First grade song list within a five to six note range maintaining tonal center. -Identifies and performs different rhythm patterns and tone colors in music on a variety of multicultural instruments. -Responds to the mood/feeling of a piece of music through creative	Multi pitched percussion Keyboard percussion Ethnic instruments. First grade song list. Ethnic instruments. Multicultural instruments Video camera. Art supplies. Discussion techniques. Live observation of a concert.	Individual and group performance Taped assessment. Creativity evaluation.

SUBJECT AREA: Music
COURSE / GRADE LEVEL Grade 1
YEAR:

MONTH	ESSENTIAL QUESTION	STRAND / CONTENT	SKILLS	RESOURCES	ASSESSMENT
			movement and/or creative drawing. -Identifies feelings, events, and moods conveyed or suggested by music. -Identifies and exhibits appropriate behavior in a musical concert.		
March	How do we create rhythmic accompaniment?	MU.A.- Skills and Techniques MU.B. – Creation and Communication MU.C – Cultural and Historical Connections MU.D – Aesthetic and Critical Analysis MU.E.- Applications to Life	-Performs from notation, simple rhythm patterns composed of quarter and eighth notes, and quarter rests -Creates a simple accompaniment part using variety in rhythmic patterns to a familiar song on classroom instruments. -Is exposed to a variety of songs and music related to American celebrations and daily life. -Uses simple vocabulary terms to evaluate music. -Describes musical tastes and state reasons for musical preferences.	Rhythm charts Staff paper Multi pitched percussion Keyboard percussion Keyboard instruments Electronic instruments Classroom instruments. Sheet music Patriotic and other American music examples and recordings. Vocabulary charts and lists.	Individual and group performance Written assessment. Oral assessment. Portfolio of personal views, observations and opinions
April	How do we tell the origin of a piece of music?	MU.A.- Skills and Techniques MU.C – Cultural and Historical Connections MU.D – Aesthetic and Critical Analysis	-Performs from notation, simple melodic patterns -Identifies the cultural and historical settings of various	Rhythm charts Staff paper Multi pitched percussion Keyboard percussion Keyboard instruments	Individual and group performance Oral reports. Portfolio of personal views, observations and opinions

SUBJECT AREA: Music
COURSE / GRADE LEVEL Grade 1
YEAR:

MONTH	ESSENTIAL QUESTION	STRAND / CONTENT	SKILLS	RESOURCES	ASSESSMENT
		MU.E.- Applications to Life	examples -Identifies the historical setting of various types of music. -Expresses musical opinions about different compositions. -States favorite types of music and tells of personal experiences.	Electronic instruments Historical timeline charts.	
May	How can we tell whether a melody is ascending or descending?	MU.A.- Skills and Techniques MU.D – Aesthetic and Critical Analysis MU.E.- Applications to Life	-Visually recognizes pitch direction in melodic patterns -Visually distinguishes between lines and spaces on a staff. -Understands and describes two contrasting performances of a simple piece of music -Identifies the roles of song leaders, performers, conductors and composers.	Rhythm charts Staff paper Recordings Live performance	Written notation. Aural assessment. Oral assessment. Written assessment.
June	How do we notate rhythm patterns on paper?	MU.A.- Skills and Techniques MU.D – Aesthetic and Critical Analysis MU.E.- Applications to Life	-Performs rhythms using quarter and eight notes, and quarter rests from non-traditional symbols. -Notates rhythm patterns using traditional and non-traditional symbols for quarter notes, eighth notes and quarter rests -Uses simple music vocabulary to express musical	Rhythm charts Staff paper Live performance Video camera	Written notation. Aural assessment. Oral assessment. Self-assessment.

SUBJECT AREA: Music
COURSE / GRADE LEVEL Grade 1
YEAR:

MONTH	ESSENTIAL QUESTION	STRAND / CONTENT	SKILLS	RESOURCES	ASSESSMENT
			opinions about students personal performance. -Acts out the roles of song leaders and performers.		

MATHEMATICS INSTRUCTIONAL FOCUS CALENDAR
Grade 2 – Weeks 1 - 3

BIG IEA	CORE TEXT	# of Instructional days	PRIMARY NGSSS BENCHMARKS	ASSESSMENTS	SECONDARY NGSSS BENCHMARKS
Big Idea 1: Develop and understanding of base-ten numerations system and place-value concepts.	**GO MATH: Chapter 1** • Getting Ready Activity/Show What You Know/Vocabulary Power Lesson 1.01 Understand place value Lesson 1.02 Expanded Form Lesson 1.03 Different Forms of Numbers Lesson 1.04 Different Ways to Show Numbers Lesson 1.05 Even and Odd Numbers Lesson 1.06 Skip Count on a Hundred Chart Lesson 1.07 Draw a Diagram Lesson 1.08 Extend Patterns Lesson 1.09 Make Predictions	Instruction = 10 days Assessment = 2 days * Total = 12 days	**MA.2.A.1.1**: Identify relationships between the digits and their place values through the thousands, including counting by tens and hundreds. **MA.2.A.1.2:** Identify and name numbers through thousands in terms of place value and apply this knowledge to expanded notation. **MA.2.A.4.2:** Classify numbers as odd or even and explain why. **MA.2.A.4.1:** Extend number patterns to build a foundation for understanding multiples and factors – for example, skip counting by 2's, 5's, 10's.	*** 1st day of school:** **Prerequisite Skills for Grade 2 Benchmarks** (AG p. 27) **Diagnostic Assessment:** Show What You Know (SE p.2) **Ongoing Assessment:** Mid Chapter Checkpoint (SE p. 20) **Go Math Benchmark Mini-Assessments:** • Use after Lesson 1.5 MA.2. A.4.2 (AG p.33) • Use after Lesson 1.8 MA.2. A.4.1 (AG p.34) **District NGSSS Mini-Bats:** • Use after Lesson 1.5 g2ma_2A42 • Use after Lesson 1.8 g2ma_2A41 *** Summative Assessment:** Chapter 1 Test (AG p. 73, 79 or 283)	(To be completed by school using school data)

CALENDAR MATH: August/September Concepts

Calendar: Analyze and predict patterns; know the days of the week; compare & contrast rectangles and squares.

Computations & Connections: Add and subtract 0, 1, and 2.

Counting Tape & Hundred Chart: Days in school timeline; count by groups of tens and ones.

Coin Counter: Recognize and count with coins; add mixed coins; record money amounts two ways.

Science 2nd Grade - Instructional Focus Calendar - Quarter 1 - Week #1				
Essential Questions	Benchmarks	Core Text and Resources	Strategies	Assessments
What is science? What are inquiry skills?	NGSSSS BIG IDEA 1: The Practice of Science SC.2.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration and systematic observations and generate appropriate explanations based on those explorations. SC.2.N.1.2 Compare the observations made by different groups using the same tools. SC.2.N.1.3 Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others. SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel smell, or taste) and ideas or inferences (what you think).	Florida Science Fusion: Textbook: Unit 1, Lesson 1 TE: pages 1A-12A SE: pages 1-9 Inquiry Flipchart: Hand in Hand, page 2 Do You See What I See?, page 2 Digital Lesson: How Do We Use Inquiry Skills? Broward County Hands-On Science Kit: None BEEP Lessons: 02 Sci LP 001 Making Observations 02 Sci LP 002 Classifying Objects 02 Sci LP 003 Modeling and Inferring Science Alive!: SCI-16 Strand H: The Nature of Science Part I	Hands-On Learning Inquiry Scientific Processes Journal Writing Utilize the 5E Model of Instruction Engagement Exploration Explanation Elaboration Evaluation	Florida Science Fusion: Brain Check, SE pages 10-12 Assessment Guide page AG 1 Broward County Hands-On Science Kit: None BEEP: Lesson Assessments Journal: Have students list three inquiry skills a scientist might use (ex. observe, classify, infer, modeling, etc.). Have students describe something that could be classified into groups. Have them explain how they would group the items. Performance Assessment: Have each student make a model of the school and present the model to the class. Summative Assessment: *Note: Summative assessments, for example, Mini Benchmark Assessments, will be included in the following weeks when benchmarks are completed and students are ready for assessment.*
Question Stems				Supplemental Resources

Science 2nd Grade - Instructional Focus Calendar - Quarter 1 - Week # 2		
What am I investigating? What is the question? What is the independent variable? What is the dependent variable? What are the controlled variables? What do you predict will happen? Form a hypothesis: Based on what I know, I predict that if _____, then the _____will/will not affect (select one) _____. <u>Example</u>: If a sphere is a geometric shape with the greatest volume that provides the least amount of surface tension, then the shape of the wand will not determine the shape of the bubble. <u>Example</u>: Based on what I know, the shape of the wand will/will not (choose one) affect the shape of the bubble.	What do I know? What do I need to know? How will I find out? What steps do I take solve the problem? What tools should I use? What do I observe? What is the best way to record the data? How do I collect data? How do I analyze the data? (data analysis) What does the data show? (What does the data tell me?) Does the data support the hypothesis? Why did this occur? What did I learn?	ScienceSaurus: Red p. 2-7, 8-25, 343-355, 412-465

Essential Questions	Benchmarks	Core Text and Resources	Strategies	Assessments
How can we use tools to help us observe and measure? What are some scientific methods?	NGSSSS BIG IDEA 1: The Practice of Science SC.2.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration and systematic observations and generate appropriate explanations based on those explorations. SC.2.N.1.2 Compare the observations made by different groups using the same tools. SC.2.N.1.3 Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others. SC.2.N.1.4 Explain how particular scientific investigations should yield similar conclusions when repeated. SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).	Florida Science Fusion: Textbook: Unit 1, Lesson 2 TE: pages 13A-22A SE: pages 13-22 Unit 1, Lesson 3 TE: pages 23A-24A SE: pages 23-24 Unit 1, Lesson 4 TE: pages 25A-34A SE: pages 25-34 Inquiry Flipchart: Hold It, page 3 Objects Up Close, page 3 What Tools Can We Use?, page 4 Everything In Balance, page 5 Rule It!, page 5 Digital Lessons: How Do We Use Science Tools? How Do Scientists Think? Virtual Lab: What Tools Can We Use? Broward County Hands-On Science Kit: Teacher Resources: Scientific Tools Copymasters - Balance, Thermometer, Magnifier, Measuring Cups & Spoons, Ruler BEEP Lessons: 02 Sci LP 004 How Do We Observe and Measure with Science Tools Part I? 02 Sci LP 005 How Do We Observe and Measure with Science Tools Part II? 02 Sci LP 006 What Tools Can We Use? 02 Sci LP 007 How Do Scientists Think? Science and Me: Tech Tools	Hands-On Learning Inquiry Scientific Processes Journal Writing Utilize the 5E Model of Instruction Engagement Exploration Explanation Elaboration Evaluation	Florida Science Fusion: Brain Check, SE pages 18-20 Assessment Guide page AG 2 Assessment Guide page AG 3 Broward County Hands-On Science Kit: None BEEP: Lesson Assessments Journal: Brainstorm with students questions to investigate. Then have each student choose a question and describe the type of investigation he/she would use, the tools he/she would need and the inquiry skills he/she would use. Performance Assessment: Have students select two of the science tools used this week and demonstrate how to use them properly. Summative Assessment: Broward County Grade 2 Mini Benchmark Assessments BIG IDEA 1: SC.2.N.1.1 SC.2.N.1.2 SC.2.N.1.3
Question Stems				Supplemental Resources

What am I investigating? What is the question? What is the independent variable? What is the dependent variable? What are the controlled variables? What do you predict will happen? Form a hypothesis: Based on what I know, I predict that if _____, then the _____will/will not affect (select one) _____. Example: If a sphere is a geometric shape with the greatest volume that provides the least amount of surface tension, then the shape of the wand will not determine the shape of the bubble. Example: Based on what I know, the shape of the wand will/will not (choose one) affect the shape of the bubble.	What do I know? What do I need to know? How will I find out? What steps do I take solve the problem? What tools should I use? What do I observe? What is the best way to record the data? How do I collect data? How do I analyze the data? (data analysis) What does the data show? (What does the data tell me?) Does the data support the hypothesis? Why did this occur? What did I learn?	ScienceSaurus: Red p. 8-37, 50-63

Science 2nd Grade - Instructional Focus Calendar - Quarter 1 - Week #3

Essential Questions	Benchmarks	Core Text and Resources	Strategies	Assessments
How do scientists use inquiry skills to solve a problem? What are some properties of matter? How can properties of matter be measured?	NGSSSS BIG IDEA 8: Properties of Matter SC.2.P.8.1 Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking of floating in water, and attraction and repulsion of magnets. BIG IDEA 1: The Practice of Science SC.2.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration and systematic observations and generate appropriate explanations based on those explorations. SC.2.N.1.2 Compare the observations made by different groups using the same tools. SC.2.N.1.3 Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others. SC.2.N.1.4 Explain how particular scientific investigations should yield similar conclusions when repeated. SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think). SC.2.N.1.6 Explain how scientists alone or in groups are always investigating new ways to solve problems.	Florida Science Fusion: Textbook: Unit 1, Lesson 5 TE: pages 35A-38 SE: pages 35-38 Unit 4, Lesson 1 TE: pages 97A-99 SE: pages 97-99 Inquiry Flipchart: How Do We Solve a Problem?, page 6 Property Scavenger Hunt, page 14 Digital Lesson: What Are Properties of Matter Virtual Lab: How Do We Solve a Problem? Broward County Hands-On Science Kit: None BEEP Lessons: 02 Sci LP 008 How Do We Solve a Problem? 02 Sci LP 009 Science and Me: Science Sense 02 Sci LP 010 Properties of Matter: Size, Shape, Color, Texture	Hands-On Learning Inquiry Scientific Processes Journal Writing Utilize the 5E Model of Instruction Engagement Exploration Explanation Elaboration Evaluation	Florida Science Fusion: Benchmark Review, SE pages 37-38 Unit 1 Benchmark Test, Assessment Guide pages AG 6 - AG 9 Performance Assessment, Assessment Guide pages AG 10 - AG 11 Broward County Hands-On Science Kit: None BEEP: Lesson Assessments Journal: Haves students select a small solid object in the classroom and list at least five of its physical properties. Performance Assessment: Performance Assessment, Florida Science Fusion Assessment Guide pages AG 10 - AG 11 Summative Assessment: Broward County Grade 2 Mini Benchmark Assessments BIG IDEA 1: SC.2.N.1.4

		Science and Me: Science Sense		SC.2.N.1.5 SC.2.N.1.6
Question Stems				Supplemental Resources
What am I investigating? What is the question? What is the independent variable? What is the dependent variable? What are the controlled variables? What do you predict will happen? Form a hypothesis: Based on what I know, I predict that if _____, then the _____will/will not affect (select one) _____. Example: If a sphere is a geometric shape with the greatest volume that provides the least amount of surface tension, then the shape of the wand will not determine the shape of the bubble. Example: Based on what I know, the shape of the wand will/will not (choose one) affect the shape of the bubble.		What do I know? What do I need to know? How will I find out? What steps do I take solve the problem? What tools should I use? What do I observe? What is the best way to record the data? How do I collect data? How do I analyze the data? (data analysis) What does the data show? (What does the data tell me?) Does the data support the hypothesis? Why did this occur? What did I learn?		ScienceSaurus: Red p. 58-64, 236-253, 412-465

MATHEMATICS INSTRUCTIONAL FOCUS CALENDAR
Grade 3 – Weeks 1 - 4

Big Idea	CORE TEXT	# of Instructional days	PRIMARY BENCHMARKS	ASSESSMENTS	SECONDARY BENCHMARKS
Big Idea 1: Develop understandings of multiplication and division strategies for basic multiplication facts and related division facts	**GO MATH: Chapter 1** • Getting Ready Activity/Show What You Know/Vocabulary Power Lesson 1.01 Problem Solving: make a List • Place Value Lesson 1.02 Numbers Through Hundreds Lesson 1.03 Numbers Through Thousands Lesson 1.04 Read and Write Numbers Through Thousands Lesson 1.05 Numbers Through Hundred Thousands Lesson 1.06 Estimate Sums Lesson 1.07 Add 4-Digit Numbers Lesson 1.08 Add Greater Numbers Lesson 1.09 Estimate Differences Lesson 1.10 Subtract 4-Digit Numbers Lesson 1.11 Subtract Greater Numbers Lesson 1.12 Choose the Operation	Instruction = 13 days Assessment = 2 days * Total = 15 days	**MA.3.A.6.1**: Represent, compute, estimate and solve problems using numbers through hundred thousands. **MA.3.A.6.2:** Solve non-routine problems by making a table, chart or list and searching for patterns.	*** 1st day of school: Prerequisite Skills for Grade 3 Benchmarks** (AG p. 5) **Diagnostic Assessment:** Show What You Know (SE p.3) **Ongoing Assessment:** Mid Chapter Checkpoint (SE p. 25) **Go Math Benchmark Mini-Assessment:** Use after Lesson 1.12 MA.3.A.6.1 (AG p. 11) *** Summative Assessment:** Chapter 1 Test (AG p. 53 or 59)	(to be completed by school using school data)

CALENDAR MATH: August/September Concepts

Calendar: Analyze and predict patterns; explore odd and even numbers; examine 2-dimensional shapes and rotations of squares

Depositor: Understand place value; regroup to add; use estimation and mental math strategies

Counting Tape: Days in school timeline; explore odd and even numbers; understand place value

MATHEMATICS INSTRUCTIONAL FOCUS CALENDAR
Grade 3 – Weeks 4 - 6

Big Idea	CORE TEXT	# of Instructional days	PRIMARY BENCHMARKS	ASSESSMENTS	SECONDARY BENCHMARKS
Big Idea 1: Develop understandings of multiplication and division strategies for basic multiplication facts and related division facts .	**GO MATH: Chapter 2** • Getting Ready Activity/Show What You Know/Vocabulary Power Lesson 2.01 Collect Data Lesson 2.02 Problem Solving: Make a Table • Data Lesson 2.03 Understand Pictographs Lesson 2.04 Use a Pictograph Lesson 2.05 Make a Pictograph Lesson 2.06 Understand Bar Graphs Lesson 2.07 Use a Bar Graph Lesson 2.08 Make a Bar Graph Lesson 2.09 Understand Line Plots Lesson 2.10 Make a Line Plot	Instruction = 11 days Assessment = 1 day * Total = 12 days	**MA.3.S.7.1**: Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments. **MA.3.A.6.2** Solve non-routine problems by making a table, chart or list and searching for patterns.	**Diagnostic Assessment:** Show What You Know (SE p.59) **Ongoing Assessment** Mid Chapter Checkpoint (SE p.81) **Go Math Benchmark Mini-Assessments:** Use after Lesson 2.10 MA.3.A.6.1 (AG p. 12) MA.3.S.7.1 (AG p. 13) **District NGSSS Mini-Bat:** Use after Lesson 2.10 g3ma_3S71 *** Summative Assessment:** Chapter 2 Test (AG p. 65 or 73)	(to be completed by school using school data)

CALENDAR MATH: September Concepts

Calendar: Analyze and predict patterns; explore odd and even numbers; examine 2-dimensional shapes and rotations of squares

Depositor: Understand place value; regroup to add; use estimation and mental math strategies

Counting Tape & Hundred Chart: Days in school timeline; explore odd and even numbers; understand place value

Third Grade Social Studies - Instructional Focus Calendar- Week 1			
Core Text and Resources	Benchmarks	Instructional Strategies	Assessments
BEEP LESSONS 03 SS LP 01 History **Harcourt Text** Pages 26-37 **Other Related Books** The Year of the Ranch by Alice McLerran The Little House by Virginia Lee Burton The Backyard by John Collier Students can choose a character and make a character web Link to Physical Education page 34 in TE **Integrating Novels - BEEP Lessons** Back To the Day Lincoln Was Shot Mommies in the Morning Revolutionary War on Wednesday The Knight at Dawn The President's Daughter	SS.B.1.2.1: The students use maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns. The students use maps and globes to locate and compare places and their environments (for example, oceans, river systems, continents, islands, mountains in or near areas where civilizations developed). SS.A.1.1.4: The student understands broad categories of time.	Vocabulary/Comprehension Selection (introduce new vocabulary words Compare and Contrast- Students will use maps and globes to locate and compare places and their environments. Comprehension questions Read and Think Aloud Charts, Maps, & Pictures	Informal: Students will share their community advertisements (found in lesson opener) with the rest of the class. Based on the student's advertisements, the students will vote on which community they would best like to live in. Formal Assessments: Results of make-believe communities. Students short essay comparing the community they live in to the community of Roxaboxen.

Content Related Questions		
Why do ____? Why did ____? What happened to make _____? What is the MAIN purpose ____? What is the MAIN cause/reason _____? What happened afterwards? What was the MOST LIKELY cause/reason?	Based on the "*title*" or the *"picture, map, graph, etc."* _____ means? According to the passage "*title*" or the *"picture, map, graph, etc."* the word ____ means _____ ? What is the purpose of the ____ shown in the "*title*" or the *"picture, map, graph, etc."*? What is the MOST likely purpose of _____?	What word has the SAME meaning as _____? What word means the OPPOSITE of _____ ? Which two words from the text have almost the SAME meaning? Read this sentence from the text: Which word is used in the same way as ____? Read this sentence from the text: If ____means ____, what does _____mean? Which word in the sentence is used in the same way as _____? When the author writes that _____, the author means that ____

SUBJECT AREA: ART
COURSE / GRADE LEVEL: Third Grade
YEAR: 2011- 2012

WEEK	ESSENTIAL QUESTION	STRAND/CONTENT	SKILLS	RESOURCES	ASSESSMENT
Week 1 **Unit 1 – Line and Shape** Lesson 1 **Expressive Lines**	How can you create moods with curved, straight, zigzag, horizontal and diagonal lines?	VA.3.C.1.1 Use the art making process to develop ideas for self-expression VA.3.S.1.1 Manipulate tools and media to enhance communication in personal artworks.	The artist will use a variety of lines to create a weather scene in his work of art.	• Transparency 1 • Flash cards 1-4 • Artist profiles pg 35, 41 • Animals Through History Time Line • Large prints **37,** *Broadway* and **38**, *The Cow with the Subtile Nose*	• SRA Rubric • Teacher made assessment • Chart student's ability to create and understand how to create moods with lines
Week 2 Lesson 2 **Line Variation**	What are some ways you can vary the texture, curve and width of lines?	VA.3.O.1.1 Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.	The artist will use horizontal, long & short, & solid & broken lines to decorate	• Transparency 2 • Flash cards 1-4 • Artist profiles pg 8, 30 • Animals Through History Time Line • Large prints **37,** *Broadway* and **38**, *The Cow with the Subtile Nose*	• SRA Rubric • Teacher made assessment • Chart student's ability to create and understand ways you can vary the texture, curve and width of lines

SUBJECT AREA: ART
COURSE / GRADE LEVEL: Third Grade
YEAR: 2011- 2012

WEEK	ESSENTIAL QUESTION	STRAND/CONTENT	SKILLS	RESOURCES	ASSESSMENT
Weeks 3 & 4 Lesson 4 **Complex Geo-metric Shapes**	What are some common designs in your surroundings made that include complex geometric shapes made of simple geometric shapes?	VA.3.S.1.1 Manipulate tools and media to enhance communication in personal artworks. VA.3.H.1.3 Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks. VA.3.H.1.3 Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.	The artist will use several complex geometric shapes in creating his design	• Transparency 4 • Flash cards 7 & 16 • Artist profiles pg. 65, 72 • Animals Through History Time Line • Large prints **37,** *Broadway* and **38**, *The Cow with the Subtile Nose*	• SRA Rubric • Teacher made assessment • Chart student's ability to create and understand simple and complex geometric shapes

SUBJECT AREA: ART
COURSE / GRADE LEVEL: Third Grade
YEAR: 2011- 2012

WEEK	ESSENTIAL QUESTION	STRAND/CONTENT	SKILLS	RESOURCES	ASSESSMENT
Weeks 5 & 6 **UNIT 2 – Space & Form** Lesson 1 **Positive & Negative Space**	How would you explain the differences between positive and negative space?	VA.3.S.1.4 Choose accurate art vocabulary to describe works of art and art processes. VA.3.H.1.1 Describe cultural similarities and differences in works of art. VA.3.H.2.1 Compare differences or similarities in artworks across time and culture.	The artist will create negative space by cutting out parts of the paper. Positive space is what remains	• Transparency 7 • Flash card 20 • Artist profiles pg. 78, 81 • Animals Through History Time Line • Large prints **39,** *The Oregon Trail* and **40**, *Vaquero*	• SRA Rubric • Teacher made assessment • Chart student's ability to create and understand positive and negative space

SUBJECT AREA: ART
COURSE / GRADE LEVEL: Third Grade
YEAR: 2011- 2012

WEEK	ESSENTIAL QUESTION	STRAND/CONTENT	SKILLS	RESOURCES	ASSESSMENT
Weeks 7 & 8 Lesson 2 **Creating Depth**	How do artists create the feeling of depth in a drawing or painting?	VA.3.S.2.1 Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal. VA.3.S.3.1 Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks. VA.3.F.1.1 Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.	The artist will create an illusion of depth by drawing objects smaller & larger	• Transparency 8 • Artist profiles pg. 55, 83 • Animals Through History Time Line • Large prints **39,** *The Oregon Trail* and **40**, *Vaquero*	• SRA Rubric • Teacher made assessment • Chart student's ability to create and understand the feeling of depth

SUBJECT AREA: ART
COURSE / GRADE LEVEL: Third Grade
YEAR: 2011- 2012

WEEK	ESSENTIAL QUESTION	STRAND/CONTENT	SKILLS	RESOURCES	ASSESSMENT
Weeks 9 & 10 Lesson 2 **Intermediate Colors**	How do the intermediate colors make you feel?	VA.3.C.3.1 Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design. VA.3.S.1.2 Use diverse resources to inspire artistic expression and achieve varied results. VA.3.H.2.2 Examine artworks and utilitarian objects, and describe their significance in the school and/or community.	Students will relate how different colors make them feel different ways i.e. blue – sad, yellow - happy	• Transparency **14** • Artist Profiles pg. 59, 67 • Large prints **41,** *Firebirds* and **42** , *Noreaster*	• SRA Rubric • Teacher made assessment • Chart student's ability to create and understand how different colors evoke different feelings

SUBJECT AREA: ART
COURSE / GRADE LEVEL: Third Grade
YEAR: 2011- 2012

WEEK	ESSENTIAL QUESTION	STRAND/CONTENT	SKILLS	RESOURCES	ASSESSMENT
Week 11 Lesson 4 **Cool Colors**	What feelings or moods do cool colors express?	VA.3.C.2.2 Compare techniques used by peers and established artists as a basis for improving one's own work. VA.3.O.2.1 Use creative and innovative ideas to complete personal artworks. VA.3.F.3.3 Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.	The student will use cool colors to name their piece of completed art work	• Transparency **16** • Artist Profiles pg. 6, 54 • Large prints **41,** *Firebirds* and **42** , *Noreaster*	• SRA Rubric • Teacher made assessment • Chart student's ability to create and understand cool colors
Weeks 12 & 13 Lesson 5 **Warm Colors**	How can you create a variety of warm colors?	VA.3.C.1.1 Use the art-making process to develop ideas for self-expression. VA.3.C.3.1 Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design. VA.3.S.2.2 Follow procedures, focusing on the art-making process.	Student will use warm colors in his artwork and create an imaginary image	• Artist Profiles pg. 31, 44 • Large prints **41,** *Firebirds* and **42** , *Noreaster*	• SRA Rubric • Teacher made assessment • Chart student's ability to create and understand warm colors

SUBJECT AREA: ART
COURSE / GRADE LEVEL: Third Grade
YEAR: 2011- 2012

WEEK	ESSENTIAL QUESTION	STRAND/CONTENT	SKILLS	RESOURCES	ASSESSMENT
Weeks 14 & 15 **UNIT 4** **Texture and Balance** Lesson 3 **Symmetry**	How can you show perfect balance with found objects?	VA.3.C.3.2 Describe the connections between visual art and other contexts through observation and art criticism. VA.3.S.1.3 Incorporate ideas from art exemplars for specified time periods and cultures. VA.3.O.3.1 Use symbols, visual language, and/or written language to document self or others.	The student will create a totem pole with a central axis and have it run through the center of the mouth, nose and between the eyes	• Transparency 21 • Artist Profiles pg. 79, 21 • Animals Through History Timeline • Large prints **43,** *Elephant Mask* and **44,** *Elizabeth of Valois, Queen of Spain*	• SRA Rubric • Teacher made assessment • Chart student's ability to create and understand symmetry, balance and central axis
Weeks 17 & 18 **UNIT 6** **Harmony, Variety, Emphasis and Unity** Lesson 1 **Harmon**y	How can you create harmony in a piece of artwork?	VA.3.C.3.3 Explain the similarities and differences between artworks and utilitarian objects. VA.3.H.1.1 Describe cultural similarities and differences in works of art.	The students will create harmony by repeating colors and shapes in their artwork	• **Transparency 31** • Artists profiles pg. 60, 70 • ***Animals Through History Timeline*** • **Large Prints 47,** *Group Portrait* and **48**, *Hoosick Falls, N.Y. in Winter*	• SRA Rubric • Teacher made assessment • Chart student's ability to create and understand harmony

SMALL GROUP PLAN Fourth Grade *optional instruction not on Treasures plan

APPROACHING LEVEL				
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Fluency: Model fluency. Target teaching point **Vocabulary:** Locate words in context (transparency), review meaning of week's words **Comprehension:** Explain, model, practice and apply focus strategy/skill	**Phonics** (spelling): Model and guided practice **Vocabulary:** Locate words in context (leveled reader) **Comprehension:** Preview and predict with leveled reader Introduce graphic organizer	**Phonics** (spelling): Model, and guided practice with multisyllabic words **Vocabulary:** Focus on vocabulary skill **Comprehension:** Model strategy/skill using leveled reader *Begin reading and applying strategy/skill (refer to Strategies for Reading chart) Model/guide use of graphic organizer ***Fluency:** Repeated reading (practice at work station)	**Phonics** (spelling): Model and guided practice Decode and use in context **Vocabulary:** Review words if needed **Comprehension:** *Continue reading leveled reader (refer to Strategies for Reading chart) Utilize graphic organizer Think aloud (I DO) Respond (WE DO)	**Comprehension:** Make connections across texts **Fluency:** Rotate students for timed fluency checks Guided practice **Revisit:** Revisit and review (skills. strategies, vocabulary) according to students' needs
ON LEVEL				
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Vocabulary: Review and revisit vocabulary words **Comprehension:** Preview and predict using leveled reader *Phonics **/spelling:** May review spelling pattern	**Comprehension:** Review focus strategy/skill Model graphic organizer using leveled reader *Begin reading leveled reader (refer to Strategies for Reading chart) **Vocabulary:** Locate and review words in context of leveled reader	**Vocabulary:** Focus on skill Locate and review words in context of leveled reader **Comprehension:** *Continue reading leveled reader, applying strategy/skill (refer to Strategies for Reading chart) Continue using graphic organizer **Phonics /**spelling: **(**if needed) Model and guided practice/ sort patterns	**Vocabulary:** Review words if needed **Comprehension:** Return to paired selection Revisit paired selection focus on skill/strategy ***Phonics /**spelling: (if needed) Model/ guided practice / sort patterns ***Fluency:** (if needed) May model fluency teaching point	**Comprehension:** Make connections across texts **Fluency:** Rotate students for fluency check Guided practice
BEYOND LEVEL				
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Vocabulary: Extend vocabulary **Comprehension:** Preview and predict using leveled reader *Read to apply skill/ strategy (refer to Strategies for Reading chart) Utilize graphic organizer	**Comprehension:** *Continue to read to apply skill/strategy (refer to Strategies for Reading chart) Utilize graphic organizer ***Vocabulary:** Locate and review words in context of leveled reader	**Comprehension:** Continue reading leveled reader or self-selected reading to apply strategy/skill Read for a purpose **Fluency:** (if needed) Reread for prosody/fluency	***Phonics /** spelling: (if needed) Build and expand words **Comprehension:** Return to paired selection Revisit focus skill/strategy **Vocabulary:** (if needed) Review content vocabulary	**Comprehension:** Self-selected reading Make connections across texts **Fluency:** Rotate students for fluency check Guided practice
TRIUMPHS Initial small group instruction. Triumphs double dose plans would be modified to meet students' needs (additional instruction see TE)				
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Decoding /Phonics: Model and guided practice I	**Decoding /Phonics:** (if needed)	**Decoding /Phonics:** Structural analysis	**Decoding /Phonics:** (if needed) Structural analysis	**Decoding /Phonics:** (if needed)

DO, WE DO, THEY DO **Vocabulary:** Define, example, ask routine **Fluency:** Word automaticity/ high-frequency words **Comprehension:** Model and guided practice of strategy/ skill I DO, WE DO, THEY DO	Guided practice I DO, WE DO, THEY DO **Vocabulary:** Revisit words using vocabulary cards Example, ask routine **Comprehension:** Preview and predict *Begin reading Triumphs (refer to Strategies for Reading chart) I DO, WE DO, THEY DO **Fluency:** Word automaticity (echo reading)	I DO, WE DO, THEY DO **Vocabulary:** Revisit focus skill/ strategy **Comprehension:** *Continue reading Triumphs (refer to Strategies for Reading chart) Practice and apply focus skill/strategy I DO, WE DO, THEY DO **Fluency:** Word automaticity (echo reading)	I DO, WE DO, THEY DO **Vocabulary:** Revisit focus skill/ strategy **Comprehension:** *Continue reading Triumphs (refer to Strategies for Reading chart) Practice and apply focus skill/strategy I DO, WE DO, THEY DO **Fluency:** Word automaticity (choral reading)	Review sound pattern Review structural analysis I DO, WE DO, THEY DO **Vocabulary:** (if needed) Revisit vocabulary word cards Revisit focus skill/ strategy **Comprehension:** *Comprehension check **Fluency:** (if needed) Word automaticity

*Work is continued outside of instruction in small groups. Students apply learning.

Strategies for Reading (whole group and small group)
Think, Pair, Share: Students think or write a response; on a signal the students turn to a partner, and partners discuss their thoughts. **Turn and Talk:** On a signal, students turn and quietly discuss or respond to a focus question. **I DO, WE DO, YOU DO:** Gradual support and release model. I DO-teacher modeling, demonstrating and thinking aloud; WE DO-students and teacher working together, guided practice; YOU DO- student taking more responsibility and moving toward independence. **Teacher Think Aloud:** Teachers use language to share the reading process in baby steps. "Opening up your brain and making thinking public." **Student Think Along:** Students think aloud and share their ideas. Students explain their reading behaviors and thoughts. **Chunking Text:** The text is divided into small sections so students read a small amount at a time. The text should be "chunked" for discussions and to support the instructional focus. Various reading methods (read aloud, silent reading, paired reading, conferencing, choral and echo reading) are applied when reading "chunks of text". **Read to Find:** Set a purpose for reading. Students read, searching for evidence. **Teacher Read Aloud:** Teacher reads a small amount of text orally (thinking aloud when reading). **Silent reading:** Students read a chunk of text to themselves. "Reading words in their head." **Paired reading:** Two students work together, taking turns reading. **Conferencing:** Teacher provides specific feedback as a student "whisper" reads to the teacher. **Choral Reading:** Group students to read a selected section of the text in unison to build fluency. **Echo Reading:** Students read small chunks of the text orally, repeating what the teacher has just read to practice fluency.

Fourth Grade Treasures Reading- Instructional Focus Calendar (Whole Group) – Unit 1: Days 1-5

Core Text and Resources	Benchmarks	Daily Instruction	Assessments
Unit 1: Let's Explore **Theme 1: Mysteries** **Oral Language: Talk About It** *Mysteries* pp. 16-17 *** Read Aloud Anthology** *The Case of the Muscle Maker* pp. 9-13 **Vocabulary/Comprehension Selection** *The Case of the Blurry Board* pp. 18-19 **Main Selection** *The Mystery of the Missing Lunch* (mystery) pp. 20-35 **Paired Selection-** *Putting Together the Pieces of the Puzzle (*magazine article) pp. 38-41 **Fluency Transparency #1** p. 37A	**Strategy for Main Selection:** **Make Inferences and Analyze** **Monitor and Clarify Strategy:** **Reread to Clarify** **√Comprehension Skill: Problem and Solution** LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction. **√Paired Comprehension Skill: Text Features-chart** LA.4.6.1.1 The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task). **√Vocabulary Strategy Word in Context:** LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words. **Phonics/Spelling: Short Vowels** LA. 4.1.4 The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text. **Fluency Skill: Repeated**	**Day 1** -Oral Language Talk About It: Discuss focus question -Interactive Read Aloud Anthology -Vocabulary/Comprehension Selection: Using the same passage, introduce vocabulary words and skill/strategy for the main selection as you read together with modeled think aloud -Introduce graphic organizer -Phonics/Spelling: Introduce phonics pattern and administer spelling pretest **Day 2** -Vocabulary: Review words -Main Selection: Divide the selection into two parts and focus on the skill/strategy as you read together the first part with modeled think aloud (see list) -Apply the graphic organizer during and / after reading -Phonics/Spelling: Model and guided practice, word sorts **Day 3** -Vocabulary: Review words in context with transparency if needed -Main Selection: Divide the selection into two parts and focus on the skill/strategy as you read together the second part with modeled think aloud (see list) -Review and add to graphic organizer from previous day -Discuss author's purpose -Phonics/Spelling: Model and guided practice, decode multisyllabic words, review word meaning if needed **Day 4** -Vocabulary: Introduce and discuss words from paired selection -Paired Selection: Explain/model reading strategy as you read together with modeled think aloud (see list) -Phonics/Spelling: Model and guided practice, review and use proofreading transparency	Informal Assessments: -Individual student/teacher conferencing with constructive feedback -Quick Checks (see TE) -Anecdotal notes -Running records -Graphic organizer/student product -Fluency (see TE) -Timed fluency passages (rotate students, assessing each student periodically) -Comprehension Check: Think and Compare -Spelling pre- and post test Formal Assessments: Refer to Informal Assessments Struggling Readers Use recommended assessments off the Struggling Reader Chart, as needed.

*May occur outside the reading block	**Reading/Intonation/Pausing:** LA. 4.1.5 The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression. **NOTE:** ***Benchmarks should be applied to small group instruction, using leveled readers. See accompanying chart for daily plans.*** √FCAT tested benchmarks	**<u>Day 5</u>** -Vocabulary: Review words with Game (Additional Resources available in TE) -Comprehension: Discuss and compare selections (Additional Resources available in TE) -Fluency: Model and guided practice with transparency -Phonics/Spelling: Administer post test	
Unit 1: Let's Explore Theme 1: Mysteries (Continued)			
Question Stem: Teacher should choose question stems that align with the focus benchmarks. **Supplemental Resources**			
Main selection **LA.4.2.1.2 Literary Analysis** ***Problem-Solution*** How was (*<u>character's name</u>*) problem solved? What problem does the (*<u>character's name)</u>* face? What is (*<u>character's name)</u>* BIGGEST problem in the story? How does (*<u>character's name)</u>* change from the beginning of the story to the end? What BEST tells the main problem? What is the FIRST event in the story that tells the reader _____? Which problem did (*<u>character's name</u>*) expect to have when _____? What happened AFTER _____? What in the story indicates that the problem has been solved? Explain… Tell more about…	**Paired Selection** **LA.4.6.1.1 Informational Text** ***Text Features-charts*** Based on the article "*title*" and the *"picture, map, graph, etc."* _____ means? According to the passage "*title*" and the *"picture, map, graph, etc."* _____, the word ___ means ____? What is the purpose of the ___ shown in the "*title*" and the *"picture, map, graph, etc."*? Using BOTH "*title*" and the *"picture, map, graph, etc."*, what are _____ ? What is the MOST likely purpose of _____? By reading the article and looking at the map (chart), you can tell that ___ and ___... *This benchmark could actually include any of the other tested benchmarks such*	**Vocabulary** **LA.4.1.6.3 Vocabulary Development** ***Context clues*** *What word has the SAME meaning as _____?* *What word means the OPPOSITE of _____?* *What word describes both _____ and _____?* *Which two words from the story have almost the SAME/OPPOSITE meaning?* *Read this sentence from the story: _____. Which word is used in the same way as ____?* *Read this sentence from the story: _____. This sentence means that the ____ is ____.* *Read this sentence from the story: _____. What does ____ mean?* *Read this sentence from the story: _____. If ___means ___, what does ____mean?* *Which word in the sentence is used in the same way as _____?* *Which sentence below uses the word ___ the same way as the story/article?* *What does the author tell the reader by the phrase _____?* *What is meant by the phrase ____?*	-Time for Kids -BEEP: Additional resources in Online Textbooks. -Macmillan Leveled Reader Database -Macmillan website for additional Oral Language Stories -Literacy Work Station Flip Charts -Access to All/ELL notes in TE -Listening Library CD -Center Ideas from the Florida Center for Reading Research: www.FCRR.org

	as Cause/Effect, Compare/Contrast, etc. It requires the student to gather the information from charts, graphics, photos, maps and captions as well as the text.		

List of Instructional Strategies (whole group and small group)

Define, Example, Ask Vocabulary Routine: Three-step process for vocabulary development. 1. Define word in student friendly terms. 2. Give example 3. Ask student to respond and make a connection (e.g., When is a time when you might ____?)
Think, Pair, Share: Students think or write a response; on a signal the students turn to a partner, and partners discuss their thoughts.
Turn and Talk: On a signal, students turn and quietly discuss or respond to a focus question.
I DO, WE DO, YOU DO: Gradual support and release model: I DO-teacher modeling, demonstrating and thinking aloud; WE DO-students and teacher working together, guided practice; I DO- student taking more responsibility and moving toward independence.
Teacher Think Aloud: Teachers use language to share the reading process in baby steps. "Opening up your brain and making thinking public."
Student Think Along: Students think aloud and share their ideas. Students explain their reading behaviors and thoughts.
Chunking Text: The text is divided into small sections so students read a small amount at a time. The text should be "chunked" for discussions and to support the instructional focus. Various reading methods (read aloud, silent reading, paired reading, conferencing, choral and echo reading) are applied when reading "chunks of text".
Read to Find: Set a purpose for reading. Students read, searching for evidence.
Teacher Read Aloud: Teacher reads a small amount of text orally (thinking aloud when reading).
Silent reading: Students read a chunk of text to themselves. "Reading words in their head."
Paired reading: Two students work together, taking turns reading.
Conferencing: Teacher provides specific feedback as a student "whisper" reads to the teacher.
Choral Reading: Group students to read a selected section of the text in unison to build fluency.
Echo Reading: Students read small chunks of the text orally, repeating what the teacher has just read to practice fluency.

4th Grade Social Studies - Instructional Focus Calendar – Week #1

Core Text and Resources	Benchmarks	Instructional Strategies	Assessments
BEEP LESSONS 04 SS LP 1 **Harcourt Text** Pages 46-51, 54-61 **Other Related Books** Sawgrass Poems by Frank Asch Everglades by Jean Craighead George Everglades National Park by Wende Fazio Everglades: Buffalo Tiger and the River of Grass by Peter Lourie Florida by Carmen Bredeson **Integrating Novels BEEP Lessons** Indian in the Cupboard My Name is Sally Little Song Bud Not Buddy Number the Stars Missing Gator of Gumbo Limbo	**SS.B.1.2.1**: The student's uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns. **SS.B.1.2.2**: The student knows how regions are constructed according to physical criteria and human criteria.	Vocabulary – introduce new vocabulary words Map Skills – Locating regions on the World globe Diagrams – Locating Florida Comprehension Questions Compare and Contrast- students will use maps and globes to locate and compare places	**Informal/Formal:** Use Latitude and Longitude pages 52-53 Link to Language Arts page 49 Create Riddles about Florida's land Extend and Enrich page 60 in TE Use an Elevation Map pages 62-63 in TE

Content Related Questions		
Why do ____? Why did ____? What happened to make _____? What is the MAIN purpose ____? What is the MAIN cause/reason _____? What happened afterwards? What was the MOST LIKELY cause/reason?	Based on the "*title*" or the *"picture, map, graph, etc."* _____ means? According to the passage "*title*" or the *"picture, map, graph, etc."* the word ____ means _____ ? What is the purpose of the ____ shown in the "*title*" or the *"picture, map, graph, etc."*? What is the MOST likely purpose of _____?	What word has the SAME meaning as _____? What word means the OPPOSITE of _____ ? Which two words from the text have almost the SAME meaning? Read this sentence from the text: Which word is used in the same way as ____? Read this sentence from the text: If ____means ____, what does _____mean? Which word in the sentence is used in the same way as _____? When the author writes that _____, the author means that ____

4th Grade Social Studies - Instructional Focus Calendar – Week #2

Core Text and Resources	Benchmarks	Instructional Strategies	Assessments
BEEP LESSONS 04 SS LP 2 **Harcourt Text**	**SS.B.2.2.2**: The student understands how the physical environment supports and constrains human activities.	Vocabulary - introduce new vocabulary words Building Prior Knowledge – Students will identify bodies of water they know are close to where they live	**Informal/Formal:** Create a travel brochure about Florida

Pages 64-69 **Other Related Books** Florida Water Story: From Raindrops to the Sea by Peggy Sias Lantz All Around Florida: Regions and Resources by Bob Knotts Manatee Blues, Vol. 4 by Laurie Halse Anderson Panther: Shadow of the Swamp by Jonathan London Hurricane!: The Rage of Hurricane Andrew by Pat Lantier-Sampson **Integrating Novels BEEP Lessons** Indian in the Cupboard My Name is Sally Little Song Bud Not Buddy Number the Stars Missing Gator of Gumbo Limbo		Maps – Students will identify the bodies of water surrounding Florida Diagram- Students will identify vocabulary words on a Florida Aquifer Comprehension	Reading Support page 70 – Use graphic organizer through out the reading. Lesson 3 Review page 69 questions 1-4 Create a poster on how to save or protect our Natural Resources

Content Related Questions		
Why do ____? Why did ____? What happened to make _____? What is the MAIN purpose ____? What is the MAIN cause/reason _____? What happened afterwards? What was the MOST LIKELY cause/reason?	Based on the "*title*" or the *"picture, map, graph, etc."* _____ means? According to the passage "*title*" or the *"picture, map, graph, etc."* the word ____ means _____ ? What is the purpose of the ____ shown in the "*title*" or the *"picture, map, graph, etc."*? What is the MOST likely purpose of _____?	What word has the SAME meaning as _____? What word means the OPPOSITE of _____ ? Which two words from the text have almost the SAME meaning? Read this sentence from the text: Which word is used in the same way as ____? Read this sentence from the text: If ____means ____, what does _____mean? Which word in the sentence is used in the same way as _____? When the author writes that _____, the author means that ____

4th Grade Social Studies - Instructional Focus Calendar – Week #3

Core Text and Resources	Benchmarks	Instructional Strategies	Assessments
BEEP LESSONS 04 SS LP 3 **Harcourt Text** Pages 88-93, 94-98 **Other Related Books** The Crafts of Florida's First People by Robin C. Brown Florida Native Peoples by Bob Knotts The Talking Earth by Jean Craighead George	**SS.B.2.2.3**: The student understands how human activity affects the physical environment.	Vocabulary - introduce new vocabulary words Building Prior Knowledge – Students will identify how their lives change when things around them change Comprehension Pictures & Maps – Students will map the routes of Early People	**Informal/Formal:** Extend and Enrich page 92 in TE – Create a time capsule and have the students place a small object in the time capsule as well as their written record. Lesson 1 Review page 93 questions 1-4 Home Involvement page 96 in TE

Integrating Novels BEEP Lessons Indian in the Cupboard My Name is Sally Little Song Bud Not Buddy Number the Stars Missing Gator of Gumbo Limbo			
Content Related Questions			
Why do ____? Why did ____? What happened to make _____? What is the MAIN purpose ____? What is the MAIN cause/reason _____? What happened afterwards? What was the MOST LIKELY cause/reason?	Based on the "*title"* or the *"picture, map, graph, etc."* _____ means? According to the passage "*title"* or the *"picture, map, graph, etc."* the word ____ means _____ ? What is the purpose of the ____ shown in the "*title"* or the *"picture, map, graph, etc."*? What is the MOST likely purpose of _____?	What word has the SAME meaning as _____? What word means the OPPOSITE of _____ ? Which two words from the text have almost the SAME meaning? Read this sentence from the text: Which word is used in the same way as ____? Read this sentence from the text: If ____means ____, what does _____mean? Which word in the sentence is used in the same way as _____? When the author writes that _____, the author means that ____	

MATHEMATICS INSTRUCTIONAL FOCUS CALENDAR
Grade 5 – Weeks 1 - 3

BIG IDEA	CORE TEXT	# of Instructional days	PRIMARY BENCHMARKS	ASSESSMENTS	SECONDARY BENCHMARKS
Big Idea 1: Develop an understanding of and fluency with division of whole numbers.	**GO MATH: Chapter 1** • Getting Ready Activity/Show What You Know/Vocabulary Power Lesson 1.01 Division Concepts Lesson 1.02 Investigation: Model 2-digit by 1-digit division Lesson 1.03 Relate Division to Multiplication Lesson 1.04 Problem Solving: Solve a Simpler Problem, Division and Multiplication Lesson 1.05 Explore Division Methods Lesson 1.06 Estimate Quotients and Use Mental Math Lesson 1.07 Practice Division Lesson 1.08 Algebra: Solve Equations	Instruction = 9 days Assessment = 2 days * Total = 11 days	**MA.5.A.1.1**: Describe the process of finding quotients involving multi-digit dividends using models, place value, properties and the relationship of division to multiplication. **MA.5.A.1.2:** Estimate quotients or calculate them mentally depending on the context and numbers involved.	*** 1st day of school:** **Prerequisite Skills for Grade 5 Benchmarks** (AG p. 5) **Diagnostic Assessment:** Show What You Know (SE p.3) **Ongoing Assessment:** Mid Chapter Checkpoint (SE p. 25) **Go Math Benchmark Mini-Assessment:** Use after Lesson 1.6 MA.5.A.1.1 (AG p. 11) *** Summative Assessment:** Chapter 1 Test (AG p. 55 or 61)	(to be completed by school using school data)

CALENDAR MATH: August/September Concepts

Calendar: Recognize multiples; describe rotation by degree and direction of turn; look for patterns

Depositor: Learn place value of large numbers; subtract large numbers including regrouping

Counting Tape: Model and record decimal hundredths and tenths; recognize equivalent decimals, fractions and percents.

MATHEMATICS INSTRUCTIONAL FOCUS CALENDAR
Grade 5 – Weeks 3 - 5

BIG IDEA	CORE TEXT	# of Instructional days	PRIMARY BENCHMARKS	ASSESSMENTS	SECONDARY BENCHMARKS
Big Idea 1: Develop an understanding of and fluency with division of whole numbers.	**GO MATH: Chapter 2** • Getting Ready Activity/Show What You Know/Vocabulary Power Lesson 2.01 Patterns in Division Lesson 2.02 Methods of Division with 1-Digit Divisors Lesson 2.03 Estimate with 1-Digit Divisors Lesson 2.04 Model 3-Digit Division Lesson 2.05 Place the First Digit Lesson 2.06 Interpret the Remainder Lesson 2.07 Divide by 1-Digit Divisors Lesson 2.08 Problem Solving: Draw a Diagram: Division	Instruction = 9 days Assessment = 1 day * Total = 10 days	**MA.5.A.1.2:** Estimate quotients or calculate them mentally depending on the context and numbers involved. **MA.5.A.1.1**: Describe the process of finding quotients involving multi-digit dividends using models, place value, properties and the relationship of division to multiplication. **MA.5.A.1.4**: Divide multi-digit whole numbers fluently, including solving real-world problems, demonstrating understanding of the standard algorithm and checking the reasonableness of results. **MA.5.A.1.3**: Interpret solutions to division situations including those with reminders depending on the context of the problem.	**Diagnostic Assessment:** Show What You Know (SE p.43) **Ongoing Assessment:** Mid Chapter Checkpoint (SE p.61) **Go Math Benchmark Mini-Assessments:** • Use after Lesson 2.3 MA.5.A.1.2 (AG p. 12) • Use after Lesson 2.6 MA.5.A.1.3 (AG p. 13) **District NGSSS Mini-Bat:** Use after Lesson 2.6 g5ma_5A13 *** Summative Assessment:** Chapter 2 Test (AG p. 67 or 73)	(to be completed by school using school data)

CALENDAR MATH: September Concepts

Calendar: Recognize multiples; describe rotation by degree and direction of turn; look for patterns

Depositor: Learn place value of large numbers; subtract large numbers including regrouping

Counting Tape: Model and record decimal hundredths and tenths; recognize equivalent decimals, fractions and percents.

Science 5th Grade - Instructional Focus Calendar - Quarter 1 - Week #1				
Essential Questions	**Benchmarks**	**Core Text and Resources**	**Strategies**	**Assessments**
How do scientists conduct investigations? How do scientists use a scientific method to solve problems? How are variables used in an experiment or investigation? Why is it important to control variables in an experiment?	NGSSSS BIG IDEA 1: The Practice of Science SC.5.N.1.1: Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. SC.5.N.1.3: Recognize and explain the need for repeated experimental trials. SC.5.N.1.4: Identify a control group and explain its importance in an experiment. BIG IDEA 2: The Characteristics of Scientific Knowledge SC.5.N.2.1: Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence. SC.5.N.2.2: Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.	Florida Science Fusion: Textbook: Unit 1, Lesson 1 TE: pages 4-9 SE: pages 4-9 Inquiry Flipcharts: How Do Scientists Learn About the Natural World?, page 3 Think Like A Scientist, page 4 Digital Lessons: What are Some Types of Investigations? How Do You Perform a Controlled Experiment? Broward County Hands-On Science Kit: None BEEP Lessons: 05 Sci LP 001 Think Like a Scientist Day 1 05 Sci LP 002 Think Like a Scientist Day 2 Sci LP 003 Working with Variables in an Experiment Day 1 Sci LP 004 Working With Variables Day 2	Hands-On Learning Inquiry Scientific Processes Journal Writing Utilize the 5E Model of Instruction Engagement Exploration Explanation Elaboration Evaluation	Florida Science Fusion: Brain Check, SE page 15 Apply Concepts, SE page 16 Brain Check, SE page 35 Apply Concepts, SE page 36 Assessment Guide page AG 1 Broward County Hands-On Science Kit: None BEEP: Lesson Assessments Journal: Have students identify the variables for the experiment: Which melts faster, ice cream or frozen yogurt? Performance Assessment: Have students observe an object in the classroom and record as many observations as they can. Assemble a list of observations and classify them into categories, e.g. textures, materials, etc. Summative Assessment: *Note: Summative assessments, for example, Mini Benchmark Assessments will be included in the following weeks when benchmarks are completed and students are ready for assessment.*

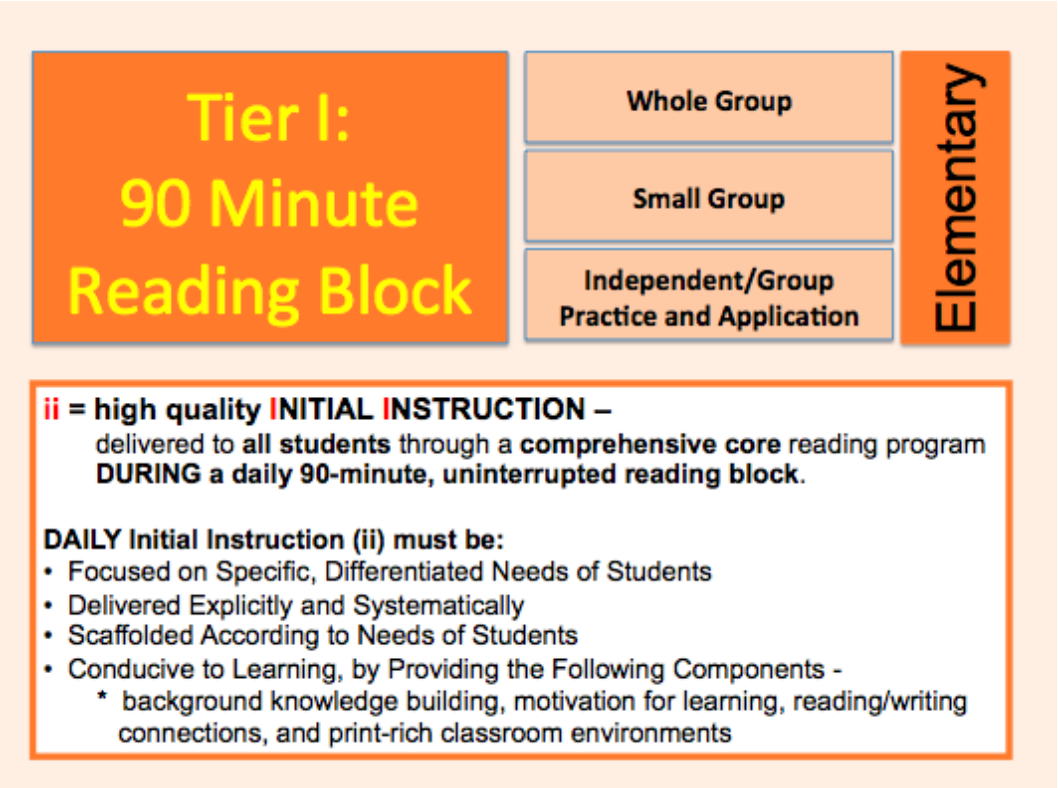
Question Stems		Supplemental Resources
What am I investigating? What is the question? What is the independent variable? What is the dependent variable? What are the controlled variables? What do you predict will happen? Form a hypothesis: Based on what I know, I predict that if _____, then the _____will/will not affect (select one) _____. Example: If a sphere is a geometric shape with the greatest volume that provides the least amount of surface tension, then the shape of the wand will not determine the shape of the bubble. Example: Based on what I know, the shape of the wand will/will not (choose one) affect the shape of the bubble.	What do I know? What do I need to know? How will I find out? What steps do I take solve the problem? What tools should I use? What do I observe? What is the best way to record the data? How do I collect data? How do I analyze the data? (data analysis) What does the data show? (What does the data tell me?) Does the data support the hypothesis? Why did this occur? What did I learn?	Broward Science Activities Guide, Fifth Grade: Activity: Nature of Game Balls ScienceSaurus: Blue pages 002-027 ScienceSaurus: Green pages 001-019 Science Alive!: SCI-16 Strand H: The Nature of Science Part I SCI-17 Strand H: The Nature of Science Part II SCI-18 Strand H: The Nature of Science Part III

Physical Education Instructional Focus Calendar
Establish Learning Environment
Grade 5 Week 1

Core Text and Resources	# of Instructional Days	Primary Benchmarks	Assessments	Secondary Benchmarks
Dynamic Physical Education for Elementary School Children by Pangrazi and Dauer Vocabulary: Cooperation, Team-work	1-5	**PE.5.M.1.1**: Apply locomotor skills in a variety of movement settings while applying the appropriate movement concepts as the situation demands. **PE.5.M.1.9**: Perform a self-designed sequence with or without manipulatives while demonstrating balance, coordination, clear shapes, purposeful movements, and smooth transitions. **PE.5.R.1.3**: Work productively with a partner to improve performance. **PE.5.C.1.7**: Detect, analyze, and correct errors in personal movement patterns.	Teacher will observe students cooperating and using teamwork.	

Online Resources	Supplemental Resources
Beep Lesson Plans: You must log into BEEP to access BEEP lesson plans: http://beep.browardschools.com/ssoPortal/index.html PE 5 LP 001a: Cooperative Games 1: Stuck Together PE 5 LP 001b: Cooperative Games 2: Crazy Kickball Additional Activity: BEEP Lesson: PE 5 LP 016: Capture the flag PE 5 LP 016: Capture the Flag PE 5 LP 015: Team Passover	Scope and Sequence for grade 5 Week 1, Days 1-5 OBJECTIVE: Students will demonstrate cooperation, teamwork, and creativity in a variety of situations. ESSENTIAL QUESTION: Why is it important to use teamwork? Objective: Students will demonstrate their ability to cooperate with their team in both small and large group settings. Essential Question: Why is it important to work together with your team?

Appendix C: Response to Intervention/Instruction (RtI) Model of Broward County Schools



Tier II: Strategic Intervention

Elementary

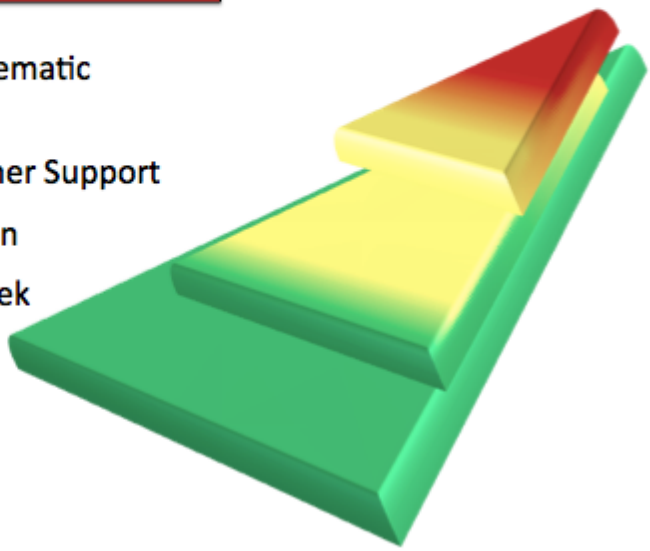
As stated in State Board rule 6A-6.054 this intervention must be provided:

- Daily
- In addition to, or as an extension of, the ninety (90) minute reading block
- In addition to, and in alignment with, effective, initial core instruction
- In a smaller group setting or one-on-one

TIER III: Intensive Intervention Instruction

Instructional Intensity

- More Explicit and Systematic Instructional Delivery
- More Scaffolded Teacher Support
- More Times Per Session
- More Sessions Per Week
- Smaller Group Sizes

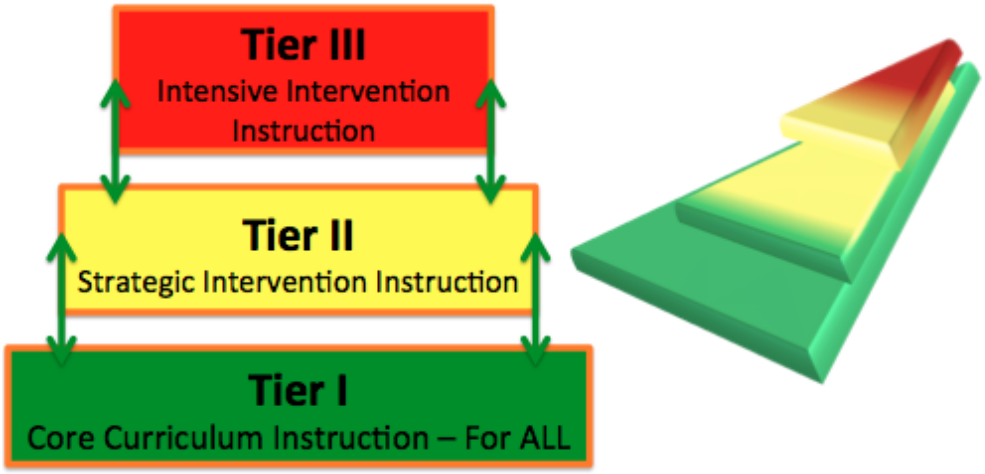


We know we have a struggling reader, what comes next?

Data – drives instruction (skill/strategy needs), rather than instructional programs

Tiers I, II, and III – continuum of instructional intensity (not specific program/category)

Instructional Intensity – more time per session, more sessions per week, smaller group sizes, more explicit/systematic delivery, etc. Reading resources should be allocated in direct proportion to the differentiated needs of students.



Appendix D: Student Progression Plan (Policy 6000.1)
(http://www.broward.k12.fl.us/sbbcpolicies/docs/P6000.1.pdf)

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 30th 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 25th percentile on the FCAT-NRT At or above the 25th 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 ar acceptable level of performance on an **alternative standardizec 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 3rd 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 anc 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 3rd grade	Same as 3rd 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.

* 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:

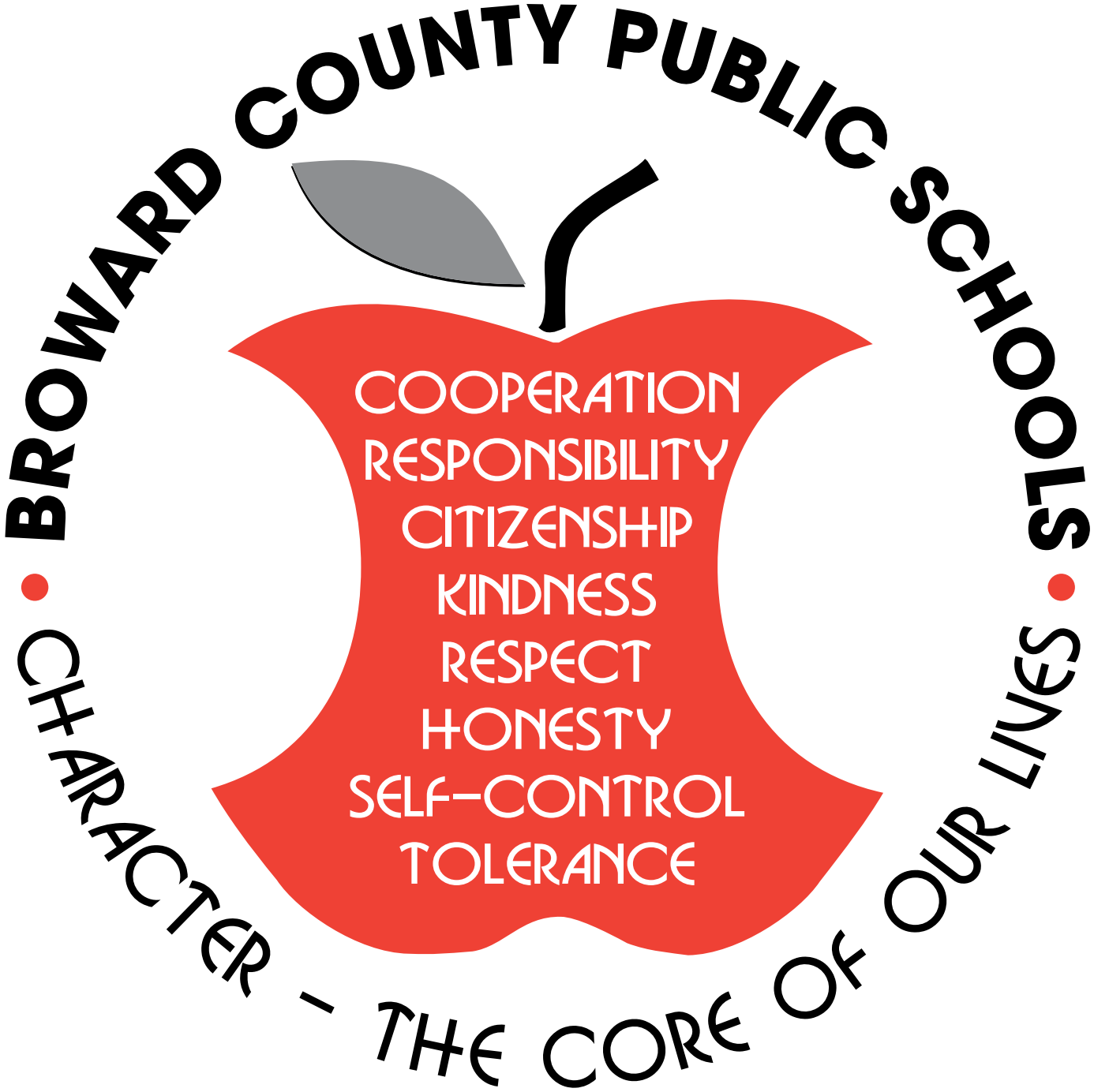
Prekindergarten	As determined by program
Elementary	360 minutes
ESE centers	360 minutes

The IEP Committee may modify the length of the school day for an individual student with disabilities it if there is documentation to support the decision.

Appendix E: Broward County Public Schools – Code of Student Conduct
(http://www.browardschools.com/press/pdf/codeofconduct/Code_of_Student_Conduct.pdf)

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 lekòl-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.

Broward County Public Schools

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

Media Release Form 2012/2013 School Year

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

FERPA Opt Out Notification Form 2012/2013 School Year (All Grades)

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_____

NCLB Opt Out Form- 11th & 12th Grades- 2012/2013 School Year

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

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.

PARENT COPY

Student Name (PRINT)	Student Signature
Parent Signature	Date

Broward 2-1-1

Get Connected. Get Answers.

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 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

2-1-1: Your First Call for Help!

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.

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.

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).

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	Responsibilities
Students have the right to be treated with respect and honesty.	Students have the responsibility to demonstrate the character education traits.
Students have the right to privacy.	Students have the responsibility to treat others with respect and honesty.
Students have the right to a safe and orderly school.	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

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.

Responsibilities

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.

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.

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

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	Responsibilities
Students have a right to hear all sides of subjects about which people disagree.	Students have a responsibility to be informed about all sides of controversial issues.
Students have a right to give their opinions and points of view.	Students have a responsibility to listen politely to the viewpoints of others.
Students have a right to be free of censorship within a framework of mutual respect.	Students have a responsibility to use good judgment in developing student publications.
Students have a right to expect that materials listed under Section 1 below will not be allowed in the schools.	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 official[1] with a legitimate educational interest[2], 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.

PLEASE REVIEW IT CAREFULLY

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.

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

- 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

- 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.

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.

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

- 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

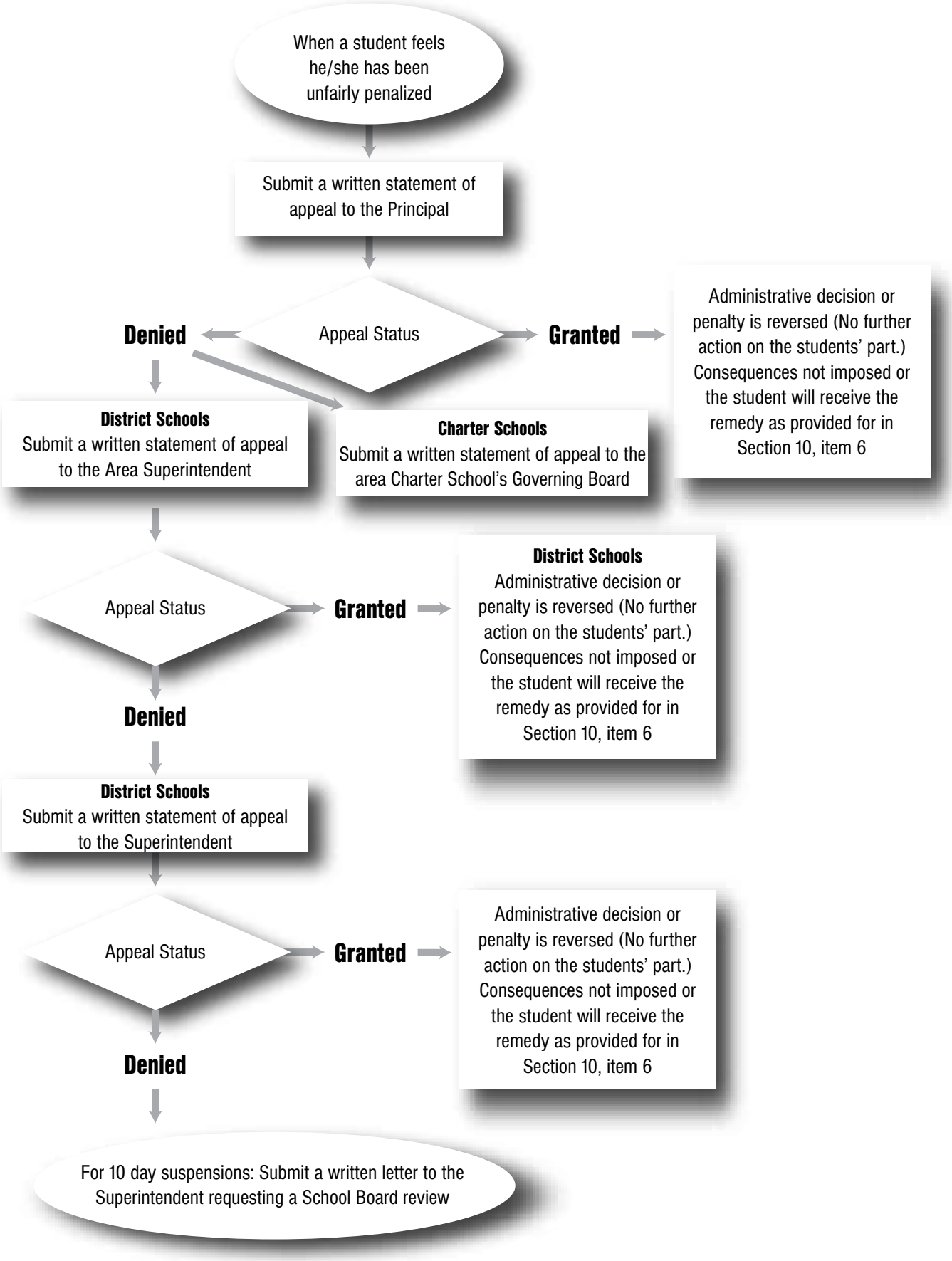
The steps below have been developed to comply with the law for resolution of individual complaints under Section 504/ADA. Persons aggrieved by district school actions are not required by law to exhaust the District's grievance procedures before filing a complaint at the federal or state level.

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.


When a student feels he/she has been unfairly penalized
Submit a written statement of appeal to the Principal
Appeal Status
Denied
Granted
Administrative decision or penalty is reversed (No further action on the students' part.) Consequences not imposed or the student will receive the remedy as provided for in Section 10, item 6
District Schools
Submit a written statement of appeal to the Area Superintendent
Charter Schools
Submit a written statement of appeal to the area Charter School's Governing Board
Appeal Status
Granted
District Schools
Administrative decision or penalty is reversed (No further action on the students' part.) Consequences not imposed or the student will receive the remedy as provided for in Section 10, item 6
Denied
District Schools
Submit a written statement of appeal to the Superintendent
Appeal Status
Granted
Administrative decision or penalty is reversed (No further action on the students' part.) Consequences not imposed or the student will receive the remedy as provided for in Section 10, item 6
Denied
For 10 day suspensions: Submit a written letter to the Superintendent requesting a School Board review

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

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

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 (RtI)	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
	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									
		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							
	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).																					

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Elementary - 2012/2013

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	Substance Abuse/Drug Incidents																						
		X* 1st Offense	***Mandatory 10 day out-of-school suspension; up to 7 days may be waived after referral to the Area Substance Abuse Counselor.***																				
		X* 2nd and 3rd Offense	***Mandatory 10 day out-of-school suspension and referral to the Area Substance Abuse Counselor.***																				
	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.																					
	ZI	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	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).																					

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	Property Incidents																						
	T5	Theft - Petty < $300	M	A		M	A	X	A	A					A	A						M	
S	T6	Theft - Grand ≥ $300	M	A		M	A										X	A				M	A
S	80	Theft - Motor Vehicle				M												X				M	A
S	V4	Vandalism/Damage to Property < $1000	M	A			A											X	A			M	
S	V5	Vandalism/Damage to Property ≥ $1000	M	A			A											X	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			M	A
S	13	Arson	M	M			A											X	A	B		M	A
	FS	Fire - Starting a fire on campus	M	A													X	A	A			M	A
S	36	Burglary -Unlawful Breaking/Entering into a school facility	M	M			A											X	A			M	A
	Other Criminal Incidents																						
S	OS	Other Serious Incident/Delinquent Act	M	M														X	A			M	A
	XX	Delinquent Act/Felony Off-Campus	M	M															X				
S	WA	Weapons - Class A - Possession	M	M		M													X		M	M	M
S	WB	Weapons - Class B (Possession)	M	M		M											X	A	A	B		M	A
S	R2	Robbery or Attempted Robbery	M	M		M												X	A	B		M	A
S	R4	Robbery (Armed) or Attempted Armed Robbery	M	M		M													X	B		M	A
S	S1	Sexual Battery/Rape (Actual or Attempted)	M	M															X	B		M	A
S	K1	Kidnapping or Abduction	M	M															X	B		M	A
S	42	Homicide	M	M															X	B		M	M
S	SE	Extortion	M	M														X	A	B		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

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).

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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																				
		1st Offense	Verbal or written reprimand from school principal or designee																				
		2nd Offense	1-10 day suspension from school bus transportation																				
		3rd Offense	Expulsion from school bus for remainder of the school year and/or possible suspension or expulsion from school																				
	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	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																				

Appendix - A
Administrative Discipline Matrix
Secondary - 2012/2013

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	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	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	M	
S	G1	Gang Activity	M	M														X	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	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

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Secondary - 2012/2013

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	Substance Abuse/Drug Incidents																							
		X 1st Offense*	*Mandatory 10 day out-of-school suspension; up to 7 days may be waived after referral to the Area Substance Abuse Counselor.*																					
		X 2nd and 3rd Offense*	*Mandatory 10 day out-of-school suspension and recommendation for expulsion.*																					
	Z4	Medication - Over-the-Counter (Possession/Unauthorized use)	M	A		M								X	A	A	A	A					M	
S	TU	Tobacco Use/Possession/Sale/Transmittal	M	A		M									X	A	A	A	A				M	
S	A1	Alcohol - Possession/Use/Under the Influence	M	A		M														*X**		X*	M	A
S	A3	Alcohol Sale/Attempted Sale/Transmittal	M	A		M														X		M	M	A
S	D5	Drug - Possession/Use/Under the Influence	M	A		M														X*		X*	M	A
S	D7	Drug or Imitation Drug Sale/Attempted Sale/Transmittal	M	A		M														X		M	M	A
S	DF	Drug - Possession of unauthorized substances	M	A		M														X		M	M	A
	DP	Drug Paraphernalia - Possession	M	A		M												X	A	A	A	A	M	
	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.*																							
	ZI	Fight - Minor/Altercation/Confrontation	M	A											X	A	A	A						
S	F1	Fighting	M	A													X*	A	A				M	A
	ZA	Bullying	M	A	M												X	A	A				M	
S	HA	Harassment	M	M	M												X	A	A				M	
	ZT	Hazing	M	M	M										X	A	A	A	A					
S	SS	False Accusation Against School Staff	M	A													X	A	A				M	A
S	56	Sexual Misconduct/Indecent Exposure	M	M													X*	A	A				M	A
S	50	Sexual Harassment	M	M											X	A	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	A	M	A
S	A6	Assault/Threat (High Level)	M	M	M															X		M	M	A
S	A7	Assault/(Threat - Serious)	M	A	M															X		M	M	A
S	22	Battery	M	A														X	A	A	A	A	M	A
S	26	Battery on a SBBC Employee/Law Enforcement Officer	M	A																X		M	M	A
S	23	Battery - Serious	M	A																X		M	M	A

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	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	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 intial 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																					
		1st Offense	Verbal or written reprimand from school principal or designee																					
		2nd Offense	1-10 day suspension from school bus transportation																					
		3rd Offense	Expulsion from school bus for remainder of the school year and/or possible suspension or expulsion from school																					
	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	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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Janet Morales, New Renaissance Middle school
Mike Ramirez, Coral Glades High School

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Marie Howard, Rickards Middle School
Michael Altschuler, Piper High School
Thieshia L. Cox, Martin Luther King Elementary School
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Djuna Robinson, Blanche Ely High School
Carissa Werder, Pioneer Middle School
Steven Beauchamp, Coral Glades High School

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Jodi Klein, District Advisory Council
Dr. Allison Ashley, ESE Advisory Council
Zayra Climes-Lenchus, Chair, ESOL Leadership Council

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Caroline Hejja, Student Support Department
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!

CHOOSE PEACE STOP VIOLENCE

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!

Send an e-mail

To: school911@browardschools.com

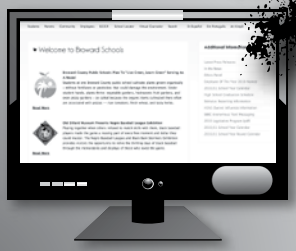
Cc:

Subject: crime

Call

754-321-0911

silence hurts



www.browardschools.com
Click on
Report a Crime Online

- Message must begin with SBBC
- Then a space
- Followed by the message

Send a text message to CRIMES (274637)

COMPLETELY ANONYMOUS

SILENCE HURTS

Appendix F: Innovation Charter School Student Handbook

STUDENT HANDBOOK

Innovation Charter School hereby reserves and retains the right to alter, amend, change, delete, or modify any part of this handbook at any time and in any manner deemed to be in the best interest of Innovation Charter School and its stakeholders.

GOALS AND OBJECTIVES

1. The school and all its areas, learning environments, and classrooms will remain secure, safe and nurturing places for teachers, staff and parents.

2. All teachers will meet or exceed professional teaching standards and conduct themselves in such a manner as to be above reproach inside and outside the classroom and school.

3. Innovation Charter School staff will utilize improvement practices in all departments and in all areas of the campus.

Alcohol, Tobacco, and Drugs

No Innovation Charter School student is allowed to possess, sell, give away, or use alcohol, illegal drugs, tobacco products, or weapons on school property or at a school-related or school-sanctioned activity.

Assemblies

A student's conduct in assemblies must meet the same standards as in the classroom, and will be subject to disciplinary action.

Attendance

All students will report by 7:50am and remain in class and under school teacher and/or staff supervision throughout all school hours and/or while attending any off-site field trip and/or learning excursion.

When a student is absent and that absence is recognized as excused, Innovation Charter School provides these alternatives for the student to make up work or regain credit lost due to the excused absence.
1. Complete original or additional assignments.
2. Attend make up sessions (before or after school or Saturday school).
3. Any other option that the student's teacher in accordance with the principal and other related staff believes will best benefit the student. (Regardless of options selected and completed, students must earn a passing grade in order to pass the class.)

Bus Transportation
The school does not offer transportation service. Students may avail themselves of this service when it has been agreed upon as part of an off-site field trip or school-sponsored and/or endorsed district activity, etc. Any malicious attempt to harm or destroy school equipment or transportation materials is prohibited. Restitution for costs associated with restoration or replacement may be required.

For off-site activities and events, all invited chaperones must be approved by the principal and will have had a completed criminal record check. Chaperones may ride only when there is adequate seat space as determined by a school administrator.

Care of School Property, Buildings and Grounds
Students are responsible for the proper care of all supplies, books, lockers, uniforms, and furniture furnished by the school. Students, who lose, disfigure, break, or damage school property or equipment may be required to pay for the damages and/or may be subject to additional disciplinary actions. Every student has an obligation to keep our buildings, equipment, and grounds looking their best. Students must reimburse the school for all damages they have made. They will also be subject to disciplinary action.

Change of Address or Telephone Number
Parents are required to inform the school office of any change in address or telephone number. A change in address requires that documentation of the new residency be provided to the school office. This information is especially important in the case of an emergency.

Cheating/Plagiarism
Plagiarism is the use of another person's original ideas or writing as one's own without giving credit to the true author. Plagiarism will be considered cheating, and teachers who have reason to believe a student has engaged in cheating or other academic dishonesty will determine the appropriate academic penalty in collaboration with any other affected subject-area teachers and the school administration.

Communicable Disease
There are some conditions that will require a student stay at home while he or she is contagious. Call the school about any health concerns you have. Always consult with your personal physician and notify emergency personnel immediately in extreme cases.

Conferences
Parent-teacher conferences are an important link in the educational process. A parent, teacher, or student can initiate conferences. All parent conferences should be scheduled through the school office and/or by contacting the concerned teacher

directly via email or school telephone voicemail system. In order for a conference to be productive, teachers will be given adequate time to gather important student information, and conferences must be scheduled outside of class time so as not to disturb the teaching-learning process.

Conferences will be expected when/if:

1. The student is not maintaining passing grades or achieving the expected level of performance;
2. The student presents any other problem to the teacher and/or classmates;
3. In any other case the teacher considers necessary.

A minimum of one formal individual parent/teacher conference shall be scheduled each 9-week period. The homeroom teacher should schedule the conference by the sixth week of each quarter. A group conference/class orientation will be held early in the year to explain instructional programs and expectations.

Distribution of Resources

All aspects of school-sponsored newspapers and/or yearbooks are completely under the supervision of the teacher and the campus principal. Written materials, signs, posters, handbills, photographs, pictures, petitions, films, tapes, or other visual or auditory materials may not be sold, posted, circulated, or distributed on any school campus by student, teacher, parent, staff member or related stakeholder without the approval of the Principal and administrative staff. Materials sold, posted and/or distributed without prior approval may be removed and/or confiscated. Anyone knowingly violating this procedure may be subject to disciplinary action.

Dress and Grooming

Dress code is established to provide an atmosphere that enhances learning, teaches hygiene, instills discipline, prevents disruption, and avoids safety hazards. Students shall come to school looking neat and clean, wearing school uniforms, and exhibiting grooming that will promote good health and provide a safe place for all stakeholders.

Innovation Charter School prohibits pictures, emblems, clothing, or writing on clothing that is lewd, offensive, vulgar, or obscene; that depict the occult; that represent gang membership; or that advertise tobacco products, alcoholic beverages, drugs, or any other substance prohibited under school policies. Any clothing or grooming that, in the principal's judgment, may reasonably be expected to cause disruption of or interfere with normal school operations.

Electronic Communication Devices

Students may possess electronic communication devices at school or any school activity on or off campus, but the communication device must be turned off and kept in his/her bag during the school day. Students who violate the rules shall have the electronic communication device confiscated.

Emergency Drills
Teachers, students, and other school employees shall participate in periodic drills of emergency procedures. When the alarm sounds, everyone in the building must respond and follow the direction of teachers or emergency officials quickly and in an orderly manner, or be subject to disciplinary action.

Emergency Medical Treatment
The school is able to give first aid only to students who are injured or become ill at school. The cost of services provided by ambulance, private physician, clinic, hospital, or dentist remain the responsibility of the student's family and shall not be assumed by the school. For medical care in the event of an emergency, it is mandated by law that a current phone number, an alternative emergency number, and the teacher's primary physician are on file at the school. Students may not be treated without consent except in life and death situations. Medication may be given at school in accordance with 1006.062 F.S. A parent note specifying the child's name, date of birth, name of medication, dosage amount and schedule as well as the parent's signature will be required for all medication indicating the parent's authorization for the same. Prescription medications will require this form and must be labeled with the student's name and reflect the pharmacy and prescribing physician's name.

Emergency School Closing/Delayed Opening Information
School closings or delayed openings due to inclement weather or hazardous road conditions are posted on the school website between 5:30 a.m. and 7:00 a.m. Innovation Charter School will follow the Broward County closings should any doubt arise and/or the website become dysfunctional during a severe weather situation.

Field Trips
A teacher may arrange field trips depending on the teacher's grade level and individual program/learning unit requirements. The principal will make final decisions in regard to eligibility and alignment to the curriculum. Chaperones must be pre-approved prior to the field trip. A background check will be needed and approval may take up to two weeks or more. The principal is the final authority in determining who is eligible to participate and/or organize a field trip or special event/extracurricular activity.

Fundraisers
Teachers will occasionally be permitted to conduct fundraising drives to benefit Innovation Charter School students. The principal must give permission at least ten (10) days in advance of any group or class conducting a fundraiser.

Grade reporting / report cards
Report cards will be sent home to parents every nine weeks and progress reports will be sent home half way through each grading period.

Kindergarten through Fifth
Grades in all subject areas shall be reported to parents, guardians, and students at the end of each nine weeks. Grades for the subject areas of English language arts (composition, grammar, spelling) and reading, mathematics, science and social studies shall be reported as numerical averages according to the following:

Academic Student Report Card

91-100	A
81-90	B
71-80	C
61-70	D
0-60	Failing

Grades in other subject areas (physical education, art, music, health and handwriting, foreign language, etc.) shall be reported with a grade scale of E, S, N or U.

E – Excellent
S – Satisfactory
N – Needs Improvement
U – Unsatisfactory

Conduct and Work Habit Grades
Conduct grades shall reflect the E-S-N-U grading system:

E – Excellent
S – Satisfactory
N – Needs Improvement
U – Unsatisfactory

Grading of Late Work
Teachers may assess a penalty of no more than ten (10) points per day for up to three (3) days before a zero may be given for work not turned in on time.

Homework
Innovation Charter School believes homework is only to be given when it has the potential to extend, enrich and/or reinforce learning so as to enhance achievement. Homework is designed to reinforce and extend learning into lifelong application. It should be considered and viewed as such and will not be delegated or designed so as to infringe on family time and/or a student's time for necessary recreation.

Promotion Policy
Teachers, in collaboration with the Principal and Administrative staff, shall promote a student from one grade to the next on the basis of academic achievement. In the elementary grades, promotion to the next grade level is based on attaining an overall yearly average of seventy (70%) or above in language arts (composition,

grammar, and spelling), reading, mathematics and either science or social studies. The student must also be in attendance a minimum of ninety percent (90%) of the required school days.

Resource Services
Students and parents may check out classroom and/or library materials and access research and reference materials. All ICS stakeholders are encouraged to make use of the print and non-print materials available in the school. However, students are responsible for the proper care and the prompt return of the materials they borrow and use. Consequently, studebts are responsible for the replacement cost of any item borrowed if that item is lost or damaged beyond repair.

Student Storage Cubbies and/or Lockers
Storage Cubbies and/or locker facilities are the property of the school, and the school maintains control of the same and other school property at all times. Storage Cubbies and other school property may be subject to inspection and/or search at any time whether or not the student assigned to or using the cubbie, storage unit, locker, etc., is present. Students who use a lock to secure their items in a storage area must file a duplicate key and/or the combination with the Principal. The school is not responsible for lost or damaged items. Students are reminded that the school is not responsible for any personal property that is lost or stolen. This includes contents in lockers, school buildings, school-provided transportation vehicles, and/or items taken on school-sponsored trips.

Messages
In our effort not to interrupt the teaching-learning process, only emergency messages will be delivered to students. All personal matters should be finalized before leaving home in the morning. Messages to students will be delivered to the teacher's mailbox or voicemail throughout the day and/or delivered to the classroom for distribution during a recess, break and/or lunch time when learning would not be disrupted.

Nondiscrimination
Innovation Charter School does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education or providing access to the benefits of educational services, activities, and programs, including vocational programs, staff amenities, HR services, etc. All staff, administration and community stakeholders are commissioned to comply and assure compliance with this policy of nondiscrimination.

Parties
Students and teachers shall not plan a party unless it meets with campus policy and is approved by the school principal. Class parties will be a combination of teacher-pupil planned, teacher-room parent(s) planned, school-wide teacher-teacher-administration-parent planned. Refreshments may be provided or may be a team-effort of contributions from the school staff, teachers and parents depending on the

principal-approved party plan.

All approved school parties must be held on the local school campus. Birthday parties shall not be held at school, nor shall a teacher distribute individual student party invitations at school unless an invitation for all the student's classmates is being extended.

Parent Involvement
Education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication, and that includes parents, teachers, administrators, and the Governing Board. As such, all teachers will communicate to each student's parent(s)/guardian any concern, situation or unusual grade received within a 24-hour time period of the occurrence.

The relationships between teachers/staff members/employees, parents, and stakeholders will be guarded at the professional level. Parents will serve the required number of volunteer hours before the academic school year ends and contribute to the culture and community of the school regularly as a result.

Posters and Visual Displays
The principal must first approve all signs and posters to be displayed. Posters displayed without authorization may be removed. Any student or teacher who posts printed material without prior approval and deemed inappropriate will be subject to disciplinary action.

Public Address System
The P.A. system is used to communicate general information to the classrooms. It is not for any personal use. All announcements must be approved by campus administration.

Reassessment for Mastery
Student grades shall reflect mastery of educational objectives, which are related to essential knowledge and skills. Teachers will provide students who receive a failing grade on a test or other assessment which has a major impact on the grade an opportunity to receive remediation and be reassessed for mastery. The reassessment should cover the same basic content at the same level of difficulty as the original assessment.

Release From School
A student will not be released from school at times other than regular dismissal times, except with the principal's permission or in accordance with appropriate sign-out procedures.

Respect for Teachers
Innovation Charter School has responsibility for its students during the regular school day and while going to and from school on school-provided transportation.

Students are expected to respect those in authority whether inside the classroom, on the campus, or at school-sponsored activities. Students failing to follow directives from any teacher, substitute teacher, and/or administrator will be subject to disciplinary action. In such a case where a student has disregarded and/or disrespected the authority, the teacher will send the student to the Principal who will determine the appropriate disciplinary action.

Sharing of Information
Certain information about students is considered common information and can be released to appropriate district and/or state officials following request of information procedures, **unless the student (and/or his/her legal guardian or parent) objects in writing to the release of information** by submitting said written objection to the principal within seven (7) days of this code of conduct being issued to the school student. This information includes but is not limited to: a student's name, address, telephone number, date and place of birth, participation in district recognized activities and sports, dates of attendance, awards received, and most recent previous school attended.

Smoking
Smoking or use of any tobacco products on school property or at any school-related or school-sanctioned activities, on or off school property is not allowed and students who participate in this activity are subject to disciplinary consequences.

Social Events
The rules of good conduct and grooming shall be observed for school social events. Guests (if permitted) will be expected to observe the same rules as students and school stakeholders attending the event. The person inviting the guest will share responsibility for the conduct of the guest. Students attending a school-sponsored event may be asked to sign in and sign out if leaving before the end of event.

Teacher/Parent Complaints
In accordance with school policy, students or parents who have a complaint should first bring the matter to the teacher's attention. Usually a complaint or concern can be addressed by a phone call or conference with the teacher.
For complaints or concerns that cannot be handled in this manner, the school has adopted a standard complaint policy. If the outcome of that discussion is not satisfactory, then a conference with the principal can be requested. If not satisfied at that level, the student or parent/guardian can request a conference with the Governing Board.

Student Records – Notification of Rights
Student records are private and are protected from unauthorized inspection or use. A record is maintained for each student from the time the student enters the school until the time he/she leaves. A duplicate form of the record is submitted to any other further institution when requested and authorized by the parent or legal guardian of the student.

Certain other officials from various governmental agencies may have limited access to school records.

Agreement for Acceptable Use of the Electronic Communications System
Students may be given access to the School's electronic communications system for educational purposes. ***The electronic communications system is defined as the school's network, servers, computer workstations, peripherals, applications, databases, online resources, internet access, email, software programs, hardware components, database(s) and any other technology designated for use by students and school stakeholders.*** With this educational opportunity comes responsibility. It is important that students, teachers and parents exercise the highest level of integrity in regard to all use of the electronic communications system. Inappropriate use of the school's electronic communications system will result in the consequences below, including loss of the privilege to use this educational tool.

Please note that Internet access may be part of the electronic communications systems. The Internet is a network of many types of communication and information networks. It is possible that teachers may run across objectionable areas of adult content or material. While the school uses filtering technology and protection measures to restrict access to such material, it is not possible to absolutely prevent such access. It will be each teacher's responsibility to follow the rules for appropriate and acceptable use.

SOME RULES FOR APPROPRIATE USE

- Students must only open, view, modify, and delete their own computer files, unless they have specific permission from the file creator/owner to do otherwise.
- Internet use at school must be directly related to school assignments and projects.
- Students and parents/guardians may be assigned an individual account and must use only those accounts and passwords that they have been granted permission by the school to use. All account activity should be for educational purposes only.
- Students are responsible at all times for their use of the school electronic communications system and must assume personal responsibility to behave ethically and responsibly, even when technology provides them the freedom to do otherwise.

INAPPROPRIATE USES

- Using the school's electronic communications system for illegal purposes.
- Disabling or attempting to disable any system monitoring or filtering or security measures.

- Sharing your user name and password with others, borrowing someone else's user name, password, or account access.
- Purposefully opening, viewing, using, or deleting files belonging to another system user without documented permission.
- Electronically posting personal information about yourself or others (i.e., addresses, phone numbers, pictures).
- Downloading or plagiarizing copyrighted information without documented permission from the copyright holder.
- Intentionally introducing a virus or other malicious programs onto the school's system.
- Electronically posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
- Wasting or abusing school resources through **unauthorized** system use.
- Gaining unauthorized access to restricted information or network resources.

CONSEQUENCES FOR INAPPROPRIATE USE

- Appropriate disciplinary or legal action in accordance with the Code of Conduct;
- Suspension of access to the school's electronic communications system;
- Revocation of the school's electronic communications system account(s); and/or disciplinary action fitting the offense.

Termination of System User Account

The school may deny, revoke, or suspend specific user's access to the system with or without cause or notice for lack of use, violation of policy or regulations regarding acceptable network use, or as a result of disciplinary actions against the user.

Tutoring

Teachers may provide additional assistance through re-teach/remediation to students who are not mastering concepts/skills at seventy (70) percent or above either during class time or a special time set aside by the teacher, but may NOT do so by requiring such students to pay additional fees for their time and efforts. This is a natural part of the learning process and encouraging tutoring for financial gain will not be allowed.

Videotaping of Students

For safety purposes, video/audio equipment may be used to monitor behavior in common areas of the school. Students should assume that activity is monitored continually. When/if video/audio equipment is in place, a school administrator will review the tapes routinely and document misconduct. Discipline will be in accordance with the Code of Conduct and/or as determined appropriate by the teaching and/or administrative staff, the principal and/or the school Governing

Body.

Visitors and Release of Students
Parents are always welcome at Innovation Charter School. Teachers will ask visiting parents to sign in at the school office. All other persons having business or visiting a school during a regular school day must sign in at the school office and state their business or whom they would like to see. The administrator shall have the right to deny visits that might infringe on the operation of the school.

Volunteer Program
The volunteer program is an important source for gaining parental/community involvement in the educational process. Volunteers provide a variety of direct services at the school and/or in-school programs. Interested parents and community members are encouraged to contact the principal to receive information about participating as a volunteer. Prospective volunteers must attend a volunteer orientation. Prospective school volunteers are required to sign a statement of consent allowing the school to obtain their criminal history record to guarantee the safety and security of our active, effective learning environment. Teachers will encourage willing parents to participate as a school/class volunteer.

Withdrawal from School
Students must return all books, computers, software, hardware, learning materials, supplies, etc., issued to them from Innovation Charter School. They must also clear any library fines and other outstanding fees in order for the school to release any letter of recommendation or records to another school. The parent/guardian must provide in writing the reasons for withdrawal and the final day the student will attend school. Generally, a minimum of a one-month notice time is required for a student to withdraw.

Appendix G: Innovation Charter School Employee Handbook

Innovation Charter School
Employee Handbook

A Word About This Handbook:

This Employee Handbook contains information about the employment practices and policies of Innovation Charter School. We expect each employee to read this Employee Handbook carefully, as it is a valuable reference for understanding your job and the company. The policies outlined in the Employee Handbook should be regarded as management guidelines only, which in a developing business will require changes from time to time. The company reserves the right to make decisions involving employment as needed in order to conduct its work in a manner that is beneficial to the employee and the company. This Employee Handbook supersedes and replaces any and all previous Employee Handbooks and any inconsistent verbal or written policy statements.

Except for the policy of at-will employment, Innovations Charter School (ICS) reserves the right to revise, delete, and add to provisions of this Employee Handbook at any time without notice. All revisions, deletions or additions to the Employee Handbook must be in writing and signed by the Human Resource Department. No oral statements or representations can change the provisions of this Employee Handbook.

The provisions of this Employee Handbook are not intended to create contractual obligations with respect to any matters it covers. Nor is this Employee handbook intended to create a contract guaranteeing that you will be employed for any specific period of time.

OUR COMPANY IS AN AT WILL EMPLOYER. THIS MEANS THAT REGARDLESS OF ANY PROVISIONS IN THIS HANDBOOK, EITHER YOU OR THE COMPANY CAN TEMINATE, FOR ANY REASON, WITHOUT CAUSE OR NOTICE. NOTHING IN THIS HANDBOOK OR IN ANY DOCUMENT OR STATEMENT, WRITTEN OR ORAL, SHALL LIMIT THE RIGHT TO TERMINATE EMPLOYMENT AT WILL. NO OFFICER, EMPLOYEE OR REPRESENTATIVE OF THE COMPANY IS AUTHORIZED TO ENTER INTO AN AGREEMENT – EXPRESS OR IMPLIED- WITH ANY EMPLOYEE FOR EMPLOYMENT FOR A SPECIFIC PERIOD OF TIME UNLESS SUCH AGREEMENT IS IN A WRITTEN CONTRACT SIGNED BY THE HUMAN RESOURCES DEPARTMENT OF THE COMPANY.

The employment Handbook refers to current benefit plans maintained by the company. Refer to the actual plan documents and summary plan descriptions if you have specific questions regarding eh benefit plan. Those documents are governing.
Building For the Future

Vision
Innovation Charter School of Pompano Beach, Florida will serve the children and families of our culturally diverse community by facilitating each student's path of learning through a dynamic curriculum, in a welcoming learning environment

through interactive, trans-disciplinary teaching strategies, methodologies and techniques. Our pedagogy is routed in Piaget and Vygotsky's theories of constructivism in that learners build meaning based on their previous experiences and the body of knowledge gained from those experiences. The teachers and support staff will help build further, deeper understanding as each learning experience will lend itself to drawing from the varied, personal experiences of all engaged as well as the resources and curriculum related to the task at hand.

Mission

To be an active and interactive learning environment where learners develop academically, socially, emotionally and creatively. The shared respect of all engaged in learning promotes a synergy to catalyze a depth of learning not possible in a competitive, individualistic educational experience. Parents, teachers and community members participate in the learning environment to enrich progress toward our students becoming local and global stewards of time, resource and talent.

Building Blocks

Innovation Charter School aims to be an active and interactive learning environment where learners develop academically, socially, emotionally and creatively. The shared respect of all engaged in learning will promote a synergy to catalyze a depth of learning not possible in a competitive, individualistic educational experience. Parents, teachers and community members will participate in the learning environment to enrich progress toward our students becoming local and global stewards of time, resource and talent.

The focus of the charter school will be to serve the children and families in our culturally diverse community. The theme of the charter school will be to facilitate learning through a dynamic, interactive, teamwork environment to prepare students for the global workplace.

Innovation Charter School serves all eligible Broward County students in grades k-5.

Teamwork

The cornerstone of our success lies in the approach we take in serving our students, parents and community – teamwork. Together we will meet the challenges we face on a daily basis.

Benefits, responsibilities and operations are components of any business, but the most important factor in the success of any business is—YOU.

At all times, you represent Innovation Charter School. It is up to you to take this responsibility seriously. We exist though our joint efforts, but never underestimate your contribution. Many people outside the school invest their time, money and faith in us as a part of this equation. They will in large part determine how fast we grow, how many people will be employed and any advances to be made. To that end,

we must always keep in mind that we are to serve our students and community with professionalism and our highest level of skills. Working together and working well provides us with a bright future and with a priceless possession, a stellar reputation. Your ideas and suggestions are important to your supervisor or manager. We also encourage you to take part in project/ problem-solving teams, and extracurricular activities. You participation is critical to the ongoing success of Innovation Charter School.

Equal Employment Opportunity
ICS is an equal opportunity employer. In order to provide equal employment and advancement opportunities to all individuals, employment decisions at ICS will be based on merit, qualifications, and abilities. ICS does not unlawfully discriminate in employment opportunities or practices on the basis of race, color, religion, sex, pregnancy, national origin, citizenship, age, veteran status, disability, or any other characteristic protected by law. ICS will not unlawfully discriminate against any qualified employee or applicant on the basis of a physical or mental disability.

All advertisements shall state in clearly distinguishable type that ICS is an "Equal Opportunity Employer."

When opportunities for job advancement occur and persons who are already employed by the Company are qualified to fill such positions, the job posting process and selection procedure shall allow all qualified employees to apply and be considered for the advancement opportunity.

If you witness or experience any form of discrimination, or if you have questions concerning this policy, you should immediately notify your Administrator/Manager or Human Resources.

NON DISCRIMINATION / HARASSMENT
ICS is committed to maintaining a work environment in which all individuals are treated with respect and dignity. In keeping with this commitment, we will not tolerate harassment of our employees by anyone, including supervisors, co-workers, vendors, or clients. Any type of harassment should be reported immediately to one's superior or to the Human Resources Department in order for the complaint to be investigated and remedial action to be taken when necessary.

Sexual Harassment
Any type of sexual harassment is against company policy and may be unlawful and should be reported immediately.

ICS requires that all incidents of discrimination, harassment or retaliation be reported, regardless of the offender's identity or position. Individuals who believe they have witnessed or experienced conduct that they believe is contrary to the Company's harassment or discrimination policy or who have concerns about such matters should file their complaints with their immediate Administrator/Manager,

next level of management, or Human Resources. Individuals should not feel obligated to file their complaints with their Administrator/Manager first before bringing the matter to the attention of one of the other Company's designated representatives identified above.

AMERICANS WITH DISABILITIES ACT POLICY STATEMENT

ICS is committed to complying with all applicable provisions of the Americans with Disabilities Act ("ADA"). It is the Company's policy not to discriminate against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual's disability or perceived disability so long as the employee can perform the essential functions of the job. Consistent with this policy of nondiscrimination, the Company will provide reasonable accommodations to a qualified individual with a disability, as defined by the ADA, who has made the Company aware of his or her disability, provided that such accommodation does not constitute an undue hardship on the Company.

Employees with a disability who believe they need a reasonable accommodation to perform the essential functions of their job should contact Human Resources. The Company encourages individuals with disabilities to come forward and request reasonable accommodation.

Procedure for Requesting an Accommodation

On receipt of an accommodation request, Human Resources and your supervisor will meet to discuss and identify the precise limitations resulting from the disability and the potential accommodation that the Company might make to help overcome those limitations.

APPLICANT REFERENCE AND BACKGROUND CHECKS

It is the policy of ICS to check the employment history, references and credentials of all applicants. As a condition of employment, a release to conduct a background check is required. Examples include: driving records, credit checks, criminal background, fingerprinting, certification checks, District Ethics Committee, etc.

Providing References for Former Employees

Only the Human Resources Department is authorized to respond to inquiries for reference checks for current or former ICS employees. Responses to such inquiries will be limited to employment verification (confirmation of job position and dates of employment.)

Immigration Law Compliance

New employees, as a condition of employment, must complete the Employment Eligibility Verification I-9 Form and present documentation establishing identity and employment eligibility. This policy is in compliance with the Immigration Reform and Control Act of 1986. Former employees who are rehired must also complete the form if they have not completed an I-9 with ICS within the past three years, or if their previous I-9 is no longer retained or valid.

Public Media Policy
ICS is committed to communicating with the media in the following manner:
Any member of the media who engages any staff member, teacher or student on the school property is to be politely referred /directed to the Principal who will in turn refer the media representative to the Public Relations representative.
There are no circumstances in which any staff member or teacher is ever to speak with a member of the media unless expressly directed to do so by the governing board or Public Relations representative.

Orientation Period
Newly hired employees, and any current employees who have been transferred, promoted or reassigned to a new position, are employed with the understanding that the first 90 days in a new position are considered to be an orientation period.

This orientation period provides an opportunity for both you and ICS to evaluate and to determine the desirability of continuing the employment relationship.

During your first 90 days in your new position your job performance will be observed to ensure job compatibility. You will be provided with training and guidance from your Administrator/Manager. Under appropriate circumstances, your orientation period may be extended. Employment is not for any specific time and may be terminated at will, with or without cause or reason and without prior notice.

At the end of the orientation period, you and your Administrator/Manager may discuss performance. Provided the job performance is "satisfactory" at the end of the introductory period, you may continue in your employment as an at will employee. The orientation period does not represent a guarantee or contract of employment for 90 days or any other period of time and all aspects of "Employment-At-Will" will continue to apply.

Performance
ICS achieves its goals by evaluating how we perform – as individuals, teams, and as a school. The ways we focus our efforts, use our talents, manage our time and work together will determine our success. We emphasize the importance of ongoing communication between you and your Administrator/Manager about your performance, progress toward job expectations, results and any development or needs that you may have.

You and your Administrator/Manager are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. Additional formal performance evaluations are conducted to provide both Administrator/Managers and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.
The performance of all new employees is generally evaluated according to the

schedule associated with your position.

For 10-month instructional, 12-month school administrators, or non-instructional employees, you are reviewed after 75 days, during the first semester and at the end of the school year. After your first year of employment, your performance will be formally evaluated on an annual basis. Your opportunity to recommit and your pay increase for the following school year will be dependent on your overall performance.

For 12-month corporate employees, your performance reviews are after the first 75 days and then annually, usually at the end of each calendar year.
Your attendance and dependability is an important part of your overall performance. Excessive absenteeism could lead to disciplinary action and affect your performance rating.

On a discretionary basis, ICS may award merit based pay adjustments in an effort to recognize superior employee performance. The decision to award such an adjustment is dependent upon numerous factors, including the information documented by this formal performance evaluation process.

Outside Employment
ICS does not limit an employee's activities during non-working hours unless those activities interfere with or are in conflict with the performance of his/her job, or create a conflict of interest.

Promotions and Transfers
It is our desire to provide employees with opportunities for growth and advancement. ICS attempts to fill job openings with qualified candidates from within whenever possible. Internal candidates may be identified by management selection or through responses to job postings.

A promotion is a move from one position to that of greater responsibility, either within the same department or to a new department.

A transfer is a move from one department to another in the same or similar position. To be considered for a promotion within your current department you must have completed 90 days of employment in your current position; be performing satisfactorily; not have any disciplinary actions against you; and meet the minimum requirements for the position for which you are applying.

EMPLOYMENT RECORDS
ICS maintains confidential employment records on each employee. Your employment application and all other records that require specific information about you become part of your employment record. Information submitted on the employment application and other employment forms is subject to verification by the Company. If the Company determines you have provided false or misleading

information, you may be subject to disciplinary action up to and including termination.

Keeping Your Files Up To Date
It is your responsibility to ensure your employment records are kept up-to-date. This includes notifying us of any changes in your name, personal, contact, family status, vehicle and/or military status information.

If there is a change to these types of information, you must notify your Administrator/Manager as soon as possible.

Reviewing Your Employment Records
Employment records are the property of ICS, and access to the information they contain is restricted. Generally, only supervisors and management personnel of ICS who have a legitimate reason to review information in a file are allowed to do so. Employees may review their own employment records in ICS's office and in the presence of an individual appointed by ICS to maintain the files. Records deemed to contain sensitive or confidential information could be excluded from the review. If you wish to review your employment records, contact Human Resources to schedule a file review.

SEPARATION FROM THE COMPANY
Every Company employee has the status of "employee at will," meaning that no one has a contractual right, express or implied, to remain in the Company's employ unless they enter into a written contract signed by the Human Resource Department.

Resignation
If you initiate the separation, it is considered a voluntary resignation. If you elect to resign, your Administrator/Manager would like the opportunity to discuss your resignation before final action is taken. ICS often finds that this discussion may produce another alternative. If, however, after full consideration you decide to leave, it is requested that you provide the Company with a written two-week advance notice period. Though ICS requests two weeks' notice, the company may request earlier resignation if the circumstances require.

TERMINATION
Job Abandonment
If you are absent from work for three consecutive scheduled workdays without giving proper notice to your Administrator/Manager, you are advised that the Company will consider this an abandonment of your job, and your employment will be terminated.

Exit Interview
In addition, employees separating from ICS may be asked to participate in an exit interview and provide any constructive comments and suggestions on improving

working conditions.

A Drug Free Workplace

ICS prohibits the following:

- Reporting to work under the influence of alcohol or illegal drugs or substance including the illegal use of prescription drugs.
- Being intoxicated while on Company premises.
- The sale or purchase of alcoholic beverages on Company premises or while performing Company business, except in connection with Company authorized events and gatherings.
- Working under the influence of prescription or nonprescription drugs that could impair judgment or motor functions and place persons or property in jeopardy.

Possession of paraphernalia used in connection with the use of any drug is evidence of violation of this rule. Non-prescribed use of prescription medication is also prohibited. Employees may be tested for any and all of these drugs.

As a part of our policy prohibiting reporting to work or working with the presence of drugs, drug testing may be required. The Company must and will conduct drug tests under the following circumstances:

- For an employee whose conduct creates a reasonable suspicion of improper use or possession of drugs.
- For an employee subject to regular fitness-for-duty medical examination.
- For an employee previously given a drug-related suspension or a leave of absence for prohibited drug use. Such tests will be conducted on a quarterly, semi-annual, or annual basis for up to two years thereafter. On a random, unspecified basis.
- For an employee suffering a reportable accident and any other parties associated with the accident. If an employee refuses to be tested, he/she will be subject to suspension or dismissal.

Refusal to cooperate in the drug testing procedure will result in termination of employment.

Investigation – Site Inspections

ICS reserves the right to access and inspect all Company owned or managed areas. Desks, lockers, computers, cabinets, drawers, etc., are provided for the convenience of employees and may be searched at any time to the extent considered necessary by management. Please cooperate with us on this matter. ICS also reserves the right to search employee property on Company property, such as handbags, lunch boxes, briefcases, laptops, and employee cars on Company property. ICS may, but is not required to, obtain the employee's consent when property belonging to or used by an employee is to be searched.

Where possible, the employee will be notified of the search and should be present.

The search should be carried out in privacy, but with a supervisory witness. ICS shall have the right to conduct a search if there is reasonable suspicion to believe that a violation of this policy has occurred.

EXPECTATIONS AND STANDARDS

Attendance and Punctuality

It is the responsibility of ICS to maintain a safe and organized work environment. ICS expects you to be reliable and to be punctual in reporting for scheduled work. Absenteeism and tardiness place a burden on other employees and on ICS. In the rare instances when you cannot avoid being late to work or are unable to work as scheduled, you should notify your Administrator/Manager as soon as possible in advance of the anticipated tardiness or absence.

Call-In Procedure

If it is necessary for you to be late or absent for any reason, you are responsible for following the call-in procedure for your work team or department. While call-in procedures vary by department and location, there are some general requirements that are universal to all employees:

- You should telephone your Administrator/Manager before your starting time, if possible.
- If you are unable to make the call because of a medical condition, then you should have a person make the call for you and you should personally contact your Administrator/Manager at your earliest opportunity.
- If you cannot reach your Administrator/Manager when you call, speak with the person designated by your department/school.
- It is your responsibility to make contact with your supervisor or designee.
- Provide an explanation of why you are going to be late or absent and when you expect to return to work.

Also leave a phone number where you can be reached. If appropriate, provide a reference to any pending assignments to be handled in your absence.

Failure to do so will subject you to disciplinary action up to and including termination.

Work Rules and Standards

We expect our employees to be honest, reliable and conscientious in meeting the responsibilities of their job, and to perform all duties competently, professionally, and responsibly. In order to meet these expectations, you must understand and abide by the standards that govern job conduct. The following are examples of expectations that ICS has and some of the responsibilities you must observe:

- Comply with all of ICS's policies, procedures, safety and security guidelines.

- Learn your job and perform it to the best of your ability – efficiently, accurately, and safely.
- Take initiative to excel in your job and cooperate with your work team. Let us know your ideas for innovation and improvement and/or when you have problems, concerns or complaints.
- Report to work on time.
- Follow the call-in procedure for your work team.
- Treat all clients, visitors, parents, students, and co-workers with respect and courtesy.
- Provide the highest level of service to all clients.
- Follow and respect management's direction concerning job-related matters.
- Maintain the confidentiality of proprietary Company and customer, and student information.
- Present a professional, neat, and clean appearance appropriate to your work situation.
- Report to management any violations of the ICS's policy, unethical or illegal conduct by co-workers, clients or vendors.
- Refrain from offensive or undesirable behavior or conduct.

Examples of Conduct Not Permitted

Any conduct that interferes with operations, discredits to ICS, or is offensive, is not tolerated. The following are examples of conduct not permitted. Such conduct will subject the individual involved to disciplinary action up to and including termination.

- Failure to meet performance standards and fulfill job requirements.
- Refusal to follow management's instructions concerning a job-related matter (insubordination).
- Unsafe practices or unsafe performance of any job.
- Leaving the workplace during working hours without authorization.
- Unauthorized use of Company or customer assets, including equipment, property, information, and funds.
- Improper use or disclosure of proprietary and/or confidential Company or customer information.
- Theft, misuse or willful destruction of Company property and/or of another individual's property
- Harassing, sexually or otherwise, another employee, business associate and/or customer, or failing to report harassment
- Improper, unprofessional, and/or threatening behavior or language while on Company property or Company business
- Lying to employees, Administrator/Manager, clients, or students.
- Failure to report any knowledge of theft or other activities not in the best interest of ICS.
- Any action that is or can reasonably be expected to be detrimental to ICS or its reputation.

- Any violation of ICS's substance abuse policy
- Violation of Company safety or security policies or procedures
- Deliberately interfering with the operations of the Company
- Falsifying any Company record or report, including applications for employment, time sheets and client records
- Possession of firearms, weapons, ammunition or explosives on Company property or while on Company business
- Arrest or conviction of a crime*

*ALL employees regardless of the job or position you hold must abide by The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida. As such, all employees must report all/any arrests to their immediate Administrator/Manager (or designee) within 48 hours (or as soon as allowed by the circumstance/police). Failure to report an arrest within 48 hours (or as soon as allowed by the circumstance/police) may lead to immediate termination.

These examples are illustrative of the types of behavior that are not permitted at ICS, but are not intended to be all-inclusive. Other types of behavior or conduct could also lead to disciplinary action up to and including immediate termination. You are expected to comply with all Company policies and procedures and all standards of conduct.

Disciplinary Action

ICS attempts to resolve performance and conduct problems in the most positive and constructive manner possible. We believe our employees are responsible individuals interested in working as a team toward common goals. When situations arise which warrant disciplinary action ICS will utilize corrective action to deal with the misconduct.

Improper conduct or improper work performance may be grounds for disciplinary action in the judgment of the Company.

Disciplinary action may range from verbal, written or final warnings to suspension or immediate termination, depending upon the facts of the particular case and employment history.

STANDARD APPEARANCE AND DRESS CODE

Your dress, grooming and personal cleanliness contribute to the morale of all employees at ICS and affect the company's image to internal and external clients. You are expected to avoid inappropriate attire and present a clean, neat, and professional appearance. Cleanliness of the physical person consistent with the maintenance of good health and to avoid offensiveness to others is mandatory. Inappropriate attire is identified as any item of clothing that causes a distraction to

other employees, causes a break in the normal flow of the classroom or office environment, or creates an unsafe situation for the job being done (i.e., employees who work in areas that require climbing, lifting, and kneeling should consider the safety factor and wear clothing that is compatible with the job function they are performing).

Due to the nature of our business, where some employees work in the school environment while others work in an office environment, good judgment and discretion are expected when selecting work attire.

School Environment

Wear comfortable, modest, clothing that is considered business casual. Do not wear high heels, dress sandals, or open toes. This is a safety requirement.

Office Environment

Wear comfortable, modest clothing that is considered business casual, unless otherwise directed.

Customer Service

Our reputation for integrity and professionalism is everyone's responsibility. Be prudent and congenial in all you interaction with clients, parents, students, and the community. The following traits should be evident in all interactions we have as ICS employees:

- Trustworthy
- Respectful
- Honesty
- Integrity
- Diligence
- Reliability
- Polite
- Courteous

Use of good judgment, wisdom, moral conduct and high ethical standards will guide you in fulfilling your daily responsibilities.

Nepotism

Florida Statute §1002.33 requires full disclosure of the identity of all relatives employed by a charter school who are related to such charter school's owner, President, chairperson of the governing board of directors, governing board member, principal, assistant principal, or any other person employed by such charter school who has equivalent decision-making authority.

Therefore, all requests by a charter school to hire a relative must be pre-approved by the ICS board.

ICS also includes domestic partners or those involved in romantic relationships in this policy.

Personal Relationships
While our company has family relationships, consenting romantic or personal relationships between an Administrator/Manager and an employee may at some point lead to complications and difficulties for all concerned. ICS strongly discourages such relationships and any conduct such as dating between an Administrator/Manager and an employee.

If a romantic or personal relationship between an Administrator/Manager and an employee should develop, it shall be the responsibility and mandatory obligation of the Administrator/Manager to promptly disclose the existence of the relationship to Human Resources.

Guidelines and Determining Factors
Upon being informed or learning of the existence of such a relationship, the Company's management may take all steps that it, in its discretion, deems appropriate.

WORK ENVIRONMENT

Smoke Free Environment
Smoking in the workplace is prohibited. This policy applies equally to all employees and clients and students.

ICS does not provide smoking areas for employees nor are smokers entitled to additional break time. Employees should not smoke at building entryways, around students, or in areas where others are exposed to smoke in order to enter or exit the school.

Safety
ICS will follow all applicable federal and/or state run Occupational Safety and Health programs as our minimum operational standard.

It is the responsibility of each employee to adhere to safety procedures and safe practices. To achieve and maintain a safe working environment, each employee must take an active interest in safe work practices and must take responsibility for following any safety rules or recommendations. All incidents must be reported in the OSHA 300 log, and must be available for review by auditors if necessary.

ICS does not allow employees to wear open toed shoes and/or heels in schools due to the work environment, student traffic, and the flooring.

Communications

ICS provides information to employees about workplace safety and health issues through regular internal communication channels such as department meetings, bulletin board postings, memos, or other written communications.

Making Suggestions and Reporting Violations
If you have ideas, concerns, or suggestions for improved safety in the workplace you are encouraged to raise them with your Administrator/Manager, or with another who is responsible for safety, or bring them to the attention of Human Resources. You must immediately report any unsafe condition to the appropriate

Administrator/Manager. Employees who violate safety standards, who cause hazardous or dangerous situations, or who fail to report or remedy such situations, may be subject to disciplinary action, up to and including termination of employment. Reports and concerns about workplace safety issues may be made anonymously if you wish without fear of reprisal.

In the case of accidents that result in injury, regardless of how insignificant the injury may appear, immediately notify your Administrator/Manager and Human Resources. They will complete an incident report. Such reports are necessary to comply with the laws and initiates insurance and workers' compensation benefits procedures.

WORKERS' COMPENSATION INSURANCE

ICS provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides compensation benefits after a short waiting period. All approved medical expenses are covered immediately.

Employees who sustain work related injuries or illnesses must inform Human Resources immediately. All employees will be provided care, first aid and emergency service, as required for injuries or illnesses while on Company time. Employees should contact their Administrator/Manager, the nearest Administrator/Manager, and/or 911 in the event of an accident or emergency. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as possible. Failure to report accidents is a serious matter as it may preclude an employee's coverage under workers' compensation insurance. Neither ICS nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary participation in any off duty recreational, social, or athletic activity sponsored by ICS.

Return to Work Policy

Under Florida Statutes, if the employee is unable to perform the regular work activity, the physician is expected to release the injured worker to work with temporary medical restrictions, as soon as medically advisable. Your Administrator/Manager, the Workers' Compensation insurer, the Doctor, and you will be expected to take an active role in assisting you to regain productive work status as soon as possible. Human Resources will also assist in identifying suitable transitional work assignments, as needed, to reduce lost time. ICS will work closely with the workers' compensation insurance carrier and your doctor to develop a suitable return to work plan.

Through this joint effort, we aim to help employees recover as soon as possible, allow employees to minimize wage loss, gain production instead of lost time, and help to control overall Workers' Compensation costs.

COMPANY EQUIPMENT AND VEHICLES

The Company provides supplies, equipment, vehicles and materials necessary for its employees to perform their job.

Computers and Communication Systems
ICS provides and maintains the following forms of electronic communications, messaging agents and electronic facilities: Internal and external mail (email), telephone voicemail, Internet access, and computer hardware and software. These remain the sole propriety of ICS and are to be used only for Company business and not for personal use.

ICS reserves the right to retrieve and review any messages or file composed, sent or received. The privilege of electronic access carries with it commensurate responsibility to ensure the appropriateness of the content for the workplace.
If you desire to install software you must first gain permission to do so from your Administrator/ Manager.

Social Media should be used only at the directive of your Administrator / Manager. Employees understand that engaging in personal social media apart from ICS responsibilities still carries the expectation to communicate in a professional manner.

Use of Company and Personal Cell Phones
You are permitted to limited use of cellular phones for essential business during lunch and break periods. Emergency calls regarding illness or to family members, changed plans, or calls for similar reasons may be made at any time Cell phones should not be visible and placed on the silent mode.
Company telephones are to be kept free for business calls at all times.

Security

Maintaining the security of our employees, students, workplace and parking lot is every employee's responsibility. Be vigilant at all times and report any suspicious incident or person(s) to your Administrator / Manager immediately.

Visitors
Only authorized visitors are allowed in the workplace. They should be identified in the office prior to proceeding elsewhere in the workplace. After being properly identified they will be escorted to the proper location and an escort will remain with them at all times while on the premises.

Violence in the Workplace
ICS does not tolerate fighting, bullying, threats of any kind (implied or verbalized) or any act of aggression.

In addition, firearms, explosives or any other weapons are strictly prohibited on the premises.

Suspicion of such items or display of any related behavior should be reported immediately to your Administrator / Manager.

Emergency Closures
There are times that certain conditions (usually weather-related) necessitate school closure. Such closures can be verified by contacting your Administrator/ Manager prior to work.

In these instances, time off from work will be paid.

ICS's disaster preparedness plan is located on the company's intranet and in SIS. Each employee is responsible to become familiar with and follow said plan in the event of a disaster.

Environmental
We are all to be good stewards of your environment and to that end ICS complies with all applicable laws and regulatory standards.

Pay Related Information

Compensation

ICS is committed to compensate its employees in a fair and equitable manner based on the job responsibilities performed.

We value the contributions each employee makes to the overall success of our vision and mission and in so doing recognize performance, achievements and contributions to ICS.

After the 90-day probationary period is completed, each employee will be evaluated on an annual basis, but it should be noted that this does not mean that there will be a salary increase tied to the same. Pay increases are based on merit and the business climate.

Employment categories
Exempt- such employees are exempt from overtime under the Fair Labor Standards Act. (Paid on a salary or commission basis)

Non-Exempt- Such employees must keep records of their hours and any hours worked over a 40 hour week must be paid at an overtime rate. (Paid at an hourly rate)

Full-Time- Standard working hours a minimum of 36 hours per week

Part-Time- Employees who work less than 36 hours each week

Temporary- Hired for a specific project or time frame

Each category determines the number of hours worked each week and any benefits related to the category.

Time keeping and Pay Records
Each employee is to record and submit an accurate record of attendance for each designated time period. Your record is to be signed and submitted to your payroll representative in a timely manner in order for your paycheck to be issued on time.

Inaccurate reporting is considered stealing and will be dealt with in the proper manner.

Work Hours
The normal workweek is considered to be 8 hours per day, 5 days per week. Your manager will discuss with you a variance to this in advance of an adjustment in your schedule based on staffing needs. Your manager must approve all overtime in advance.

Professional Memberships
Membership in professional organizations is encouraged by ICS and provided the organization is related to your specific responsibility, ICS will consider payment for related dues upon submission of proper documentation.

Training and Staff Development
ICS is vested in the ongoing training and professional development of its employees and will provide opportunities to attend, workshops, seminars, conferences and lectures related to a professional development plan.

Employee Benefits
This handbook contains a general listing of benefits that are specifically outlined in official documents related to various planes and coverage made available to ICS employees. Please consult with your Administrator/ Manager for benefits that apply to you.

Some of the benefit programs available to eligible employees are:

- Personal Time Off
- Medical / Dental / Vision Benefits
- 401K
- Holiday Pay
- Sick Time
- Short and Long Term Disability
- Life insurance/ Accidental Death /Dismemberment
- Leaves of Absence
- Family and Medical Leave (if applicable)
- Employee Assistance Program

Eligibility for benefits is yet to be determined.

Other time off includes:

- Bereavement leave
- Jury Duty
- Voting in Elections

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7/19/13

PAUL R. ALFIERI, P.L.

ATTORNEY AND COUNSELOR AT LAW

2401 W. CYPRESS CREEK ROAD
FT. LAUDERDALE, FLORIDA 33309

PAUL R. ALFIERI, ESQ.
Email: paul@alfierilaw.com

TELEPHONE: (954) 315-4315
FACSIMILE: (954) 301-2622

July 10, 2013

Secretary of State
Division of Corporations
P.O. Box 6327
Tallahassee, FL 32314

Reference: INNOVATION CHARTER SCHOOL, INC.
Not for Profit - Filing of Articles of Incorporation

Dear Sir or Madam:

Enclosed are a fully executed original and one copy of the Articles of Incorporation and Certificate Designating Registered Agent for the above captioned corporation.

Also enclosed is a check in the amount of $78.75 representing the applicable filing fee for the Articles of Incorporation and Certificate Designating Registered Agent.

Please return a copy of the Articles of Incorporation marked "Filed" to my office at your earliest convenience.

Thank you for your help in this matter.

Sincerely,

Paul R. Alfieri, Esq.

PRA/lma
Encl.

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ARTICLES OF INCORPORATION

OF

INNOVATION CHARTER SCHOOL, INC.

The undersigned pursuant to applicable provisions of the Florida Not For Profit Corporation Act, hereby adopts the following articles of incorporation:

ARTICLE ONE

NAME

The name of this corporation shall be Innovation Charter School, Inc.

ARTICLE TWO

ADDRESS OF PRINCIPAL OFFICE

The address of the initial principal office of the corporation is 600 SW 3rd Street, Pompano Beach, Florida 33060.

ARTICLE THREE

PURPOSES AND POWERS

This corporation is organized exclusively for charitable, religious, educational, and scientific purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future federal tax code, hereinafter the "Code" including, but not limited to, the making of distributions to or on behalf of organizations which qualify as exempt organizations under section 501(c)(3) of the Code.

The corporation shall have all the rights and powers customary and proper for tax exempt not-for-profit corporations, including the powers specifically enumerated in Section §617.0302 of the Florida Statutes as amended. The corporation shall have the power to hold or administer property for the purposes stated in this Article Three, including the power to act as trustee.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under Section §501(c)(3) of the Code or, (b) by a corporation, contributions to which are deductible under Section §170(c)(2) of the Code.

ARTICLE FOUR

DIRECTORS

The board of directors shall be elected as provided for in the bylaws of the corporation. The initial directors of the corporation are as follows:

Chad Causey
600 SW 3rd Street
Pompano Beach, Florida 33060

Nicole Johansson
600 SW 3rd Street
Pompano Beach, Florida 33060

Jon A. Laria, CPA
600 SW 3rd Street
Pompano Beach, Florida 33060

ARTICLE FIVE

OFFICERS

The officers of the corporation shall be elected as provided for in the bylaws of the corporation. The initial officers of the corporation are as follows:

President:	Chad Causey 600 SW 3rd Street Pompano Beach, Florida 33060
Treasurer:	Jon A. Laria, CPA 600 SW 3rd Street Pompano Beach, Florida 33060
Secretary:	Nicole Johansson 600 SW 3rd Street Pompano Beach, Florida 33060

ARTICLE SIX

NO MEMBERS

The corporation shall have no members.

ARTICLE SEVEN

TERM OF EXISTENCE

The corporation shall have perpetual existence.

ARTICLE EIGHT

BYLAWS

The bylaws of the corporation shall be prepared and adopted by the board of directors and may be amended, altered or rescinded as set forth in the bylaws.

ARTICLE NINE

REGISTERED AGENT

The registered agent upon whom service of process against this corporation may be made is PAUL R. ALFIERI, P.L. The registered agent and the registered agent's office are located at 5143 NW 42 Terrace, Coconut Creek, FL 33073.

ARTICLE TEN

INCORPORATOR

The name and mailing address of the incorporator is Paul R. Alfieri whose address is 5143 NW 42 Terrace, Coconut Creek, Florida 33073.

ARTICLE ELEVEN

LIMITATIONS AND RESTRICTIONS

The income and assets of the corporation shall be irrevocably dedicated to its exclusive purposes. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except 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 Three hereof.

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 or in opposition to any candidate for political office.

The corporation shall not, except in an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes described above.

ARTICLE TWELVE

NONDISCRIMINATORY POLICY

This corporation, including all of its educational programs and sponsored activities admits participants of any race, color and national or ethnic origin, to all the rights, privileges, programs and activities generally accorded or made available to other participants in any of its educational or sponsored programs. It does

not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarships and loan programs, athletic and other educational or sponsored programs.

ARTICLE THIRTEEN

DISSOLUTION

Upon the dissolution of the corporation, the board of directors shall, after paying or making provision for the payment of all the liabilities of the corporation, shall dispose of all the assets of the corporation exclusively to an organization or organizations organized and operated exclusively for charitable, religious, educational or scientific purposes as shall qualify as an exempt organization or organizations under Section 501(c)(3) of the Code, as the board of directors shall determine or shall be distributed to the federal government, or to a state or local government. Any such assets not disposed shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation is 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 FOURTEEN

AMENDMENTS

Amendments to the articles of incorporation shall be adopted by a majority vote of the board of directors currently in office at any regular or special meeting called for that purpose.

IN WITNESS WHEREOF I have set my hand and seal, acknowledged and filed the foregoing articles of incorporation under the laws of the state of Florida, this 10th day of July, 2013.

Paul R. Alfieri, Incorporator

STATE OF FLORIDA
COUNTY OF BROWARD

Before me, a Notary Public authorized to take acknowledgments in the state and county set forth above, Paul R. Alfieri, incorporator of Innovation Charter School, Inc. located at 600 SW 3rd Street, Pompano Beach, Florida 33060, personally known to me to be the person(s) who executed the foregoing articles of incorporation or produced _____ as identification, and acknowledged before me that he executed those articles of incorporation.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal in the state and county aforesaid, this 10th day of July, 2013.

My Commission Expires:

NATASHA Q. BYRD
Notary Public - State of Florida
My Comm. Expires Jul 12, 2015
Commission # EE 111810

Notary Public

REGISTERED AGENT CERTIFICATE

CERTIFICATE DESIGNATING (OR CHANGING) PLACE OF BUSINESS OR DOMICILE FOR THE SERVICE OF PROCESS WITHIN THIS STATE, NAMING AGENT UPON WHOM PROCESS MAY BE SERVED.

In pursuance of Section §48.091 and §617.0501, Florida Statutes, the following is submitted in compliance with said statutes:

That Innovation Charter School, Inc., having been organized under the laws of the state of Florida Not For Profit Corporation Act, with its principal office, as indicated in the articles of incorporation at 600 SW 3rd Street, Pompano Beach, Florida 33060 has named Paul R. Alfieri, P.L., the registered agent and 5143 NW 42 Terrace, Coconut Creek, FL 33073 as the place where service of process may be served within this state.

That this designation has been duly approved by a resolution of the corporation's board of directors as applicable under Florida Statute.

ACKNOWLEDGMENT

Having been named to accept service of process for the above stated corporation, at the place designated in this certificate, I hereby acknowledge that I am familiar with and accept to act in this capacity and agree to comply with the provision of said Act relative to keeping open said office.

Dated the 10th day of July, 2013.

PAUL R. ALFIERI, PL.

By: _____
PAUL R. ALFIERI, ESQ.,
Registered Agent

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CONSENT TO ACTION OF THE INCORPORATOR

AND DIRECTORS OF THE ORGANIZATION

OF

INNOVATION CHARTER SCHOOL, INC.

The undersigned, being the sole incorporator and members of the board of directors of Innovation Charter School, Inc., a Florida Not For Profit corporation, does consent to and take the following action instead of holding an organizational meeting of the incorporator and board of directors of the corporation, to have the same effect as action taken at a duly called organizational meeting of the incorporator and directors at which the incorporator all the directors were present and voting.

RESOLVED, that articles of incorporation of the corporation and designation of registered agent were filed on the 15th day of July, 2013 with the Florida, Secretary of State, Division of Corporations, and that they be adopted and the secretary is directed to append to this consent to action a copy of the articles of incorporation and designation of registered agent; and

RESOLVED, that the bylaws of the corporation prepared by legal counsel for the corporation are approved and the secretary is directed to append to this consent to action a copy of the bylaws of the corporation; and

RESOLVED, the following individuals were nominated elected as directors of the corporation to serve and to hold office until a successor of each shall have been elected and qualified as authorized in the bylaws:

Chad Causey

Jon Laria

Nicole Johansson

RESOLVED, the following individuals were nominated and elected the officers of the corporation to serve and to hold office until such time as a successor of each shall have been elected and qualified as authorized in the bylaws:

President:	Chad Causey
Treasurer:	Jon Laria
Secretary:	Nicole Johansson

RESOLVED, that the Treasurer, or his designee, is authorized to open a bank account on behalf of the corporation and to execute a resolution for this purpose; and

RESOLVED, that the Treasurer, or his designee, is authorized to pay in full, from the corporate funds, the expenses of organizing the corporation, approval for payment being given to

the statement for professional services rendered by legal and tax professionals assisting in the organization of the corporation; and

RESOLVED, the board of directors approves the conflict of interest policy, executive compensation policy, whistleblower and intellectual property policies prepared by counsel for the corporation, copies of which are appended to this consent to action; and

RESOLVED, the board of directors approve the president or his designee to engage legal and tax counsel to prepare and file the IRS form 1023, Application for Exemption From Federal Taxation under 501(c)(3) of the Internal revenue Code; and

RESOLVED, this consent to action may be executed in several counterparts and delivered by facsimile or email, each of which shall be deemed an original, but all of which shall constitute but one and the same instrument.

Dated this 23rd day of July, 2013.

Paul R. Alfieri, Incorporator

Innovation Charter School, Inc.

Assignment of Incorporator's Rights

I, the undersigned incorporator, hereby assign to the Board of Directors all of my rights in and to the corporation which I have acquired by virtue of being the Incorporator of Innovation Charter School, Inc., a Florida not-for-profit corporation organized under the laws of the state of Florida. I understand my making this assignment I have no further claim or interest in the corporation.

Dated the 23rd day of July, 2013

Paul R. Alfieri, Incorporator

Innovation Charter School, Inc.

Whistleblower Policy

1. **Purpose.** This Whistleblower Policy is designed to provide a mechanism for employees of Innovation Charter School, Inc. (the "Organization") and other organization leaders to raise good faith concerns regarding suspected violations of law or Organization policy; to facilitate cooperation in any inquiry or investigation by any court, agency, law enforcement, or other governmental body; and to protect individuals who take such action from retaliation or any threat of retaliation by any other employee or agent of the Organization.

2. **Scope.** This Policy applies to all Organization employees, including part-time, temporary, and contract employees, as well as the board of directors, officers, and other organization volunteers.

3. **Policy.** The Organization is committed to maintaining a workplace where employees are free to raise good faith concerns regarding the Organization's business practices. Employees should be encouraged to report suspected violations of the law on the part of the Organization; to identify potential violations of Organization policy, including those contained in the Organization's Employee Handbook or Policies and Procedures Manual; and to provide truthful information in connection with any official inquiry or investigation

4. **Prohibited Activity**. The Organization expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of Organization policies; or objects to, or refuses to participate in, any activity, policy, or practice of the Organization which is in violation of a law, rule, or regulation. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

5. **Procedure.** Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality. The president of the Organization will manage such investigation, and may request the assistance of legal counsel or other outside parties as he or she deems necessary. The president will prepare a report of the findings of the investigation, and submit such report to the board of directors. In the event that a report concerns the president, they shall recuse themself from the proceedings, and the board of directors shall select an appropriate officer of the Organization to continue the investigation. Any employee who believes that he or she has been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report such incident to his or her supervisor, the president, or the director of human resources. Supervisors, managers, and human resources staff who has received a complaint of retaliation must immediately inform the president or the board of directors if the complaint is against the President.

This policy was adopted by the board of directors on the 23rd day of July, 2013.

Nicole Johansson, Secretary

Innovation Charter School, Inc.
Annual Disclosure Statement as Required by
Conflicts of Interest Policy
For the Year Ended 6/30/14

(To be obtained annually from each "interested person")*

1. Name of Interested Person: Nicole Johansson

2. Date Submitted: July 25, 2013

3. List the nature of any transactions which may create a conflict of interest between you and Innovation Charter School, Inc. (the "Organization"), including but not limited to: (1) compensation arrangements, (2) contracts for the provision of goods or services to/from the Organization, (3) ownership/investment interest in any entity with which the Organization transacts business, (4) substantial gifts or favors provided by the Organization, (5) potential ownership, investment, or compensation arrangements, and (6) partnership/joint venture arrangements. (*Use additional pages if necessary*)

   none

The undersigned hereby affirms that he/she has received a copy of the conflicts of interest policy of the Organization; has read and understands the policy; has agreed to comply with the policy; and understands that the Organization is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Signed: Nicole Joh

Date: 7/25/13

For each of the transactions/arrangements in Question 3 above, appropriate action should be taken by an authorized official/body of the Organization with respect to the potential conflict of interest, as outlined in the Organization's Conflicts of Interest Policy.

* Interested persons, as defined in Section 2 of the Organization's Conflicts of Interest policy, include:

1. Anyone who is, or during the preceding 5 years was, in a position to exercise substantial influence over the affairs of the Organization;

2. Anyone who is, or during the preceding 5 years was, a director, principal officer or member of a committee with Board delegated powers, and who has a direct or indirect financial interest, defined as:
   a. An ownership or investment interest in any entity in which the Organization has a transaction or arrangement,
   b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
   c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement;

3. Spouses, ancestors, siblings, and descendants (and the spouse of any ancestor, sibling or descendant) of any of the above;

4. Any business, trust or estate, at least 35% of which is owned by one or more interested persons; and

5. Others who may be considered interested persons due to other factors, such as being the founder, a substantial contributor, or a key executive who is not an officer.

Innovation Charter School, Inc.
Intellectual Property Policy

The purpose of the intellectual property policy is to protect Innovation Charter School, Inc.'s (the "Organization) interest with regard to the creation of intellectual property by an employee within the scope of employment with the Organization. This policy is intended to supplement, but not replace, any applicable federal and state laws governing intellectual property applicable to nonprofit corporations.

1. Definitions.

   (a) Intellectual Property. Intellectual property includes all created works that can be protected under federal law, including copyrightable works, ideas, discoveries, inventions, trade names, trade secrets, know-how and software, which have commercial value meriting protection by the Organization. The term includes, but is not limited to, manuscripts, sound recordings, music, artwork, photographs, computer software, videos, film and other similar property.

   (b) Scope of Employment. Conduct of an employee is within the scope of employment if, but only if: (1) it is of the kind the employee is employed to perform, (2) it occurs substantially within the time and space limits of the employee's employment, and (3) it is performed, at least in part, out of a purpose to serve the Organization.

   (c) Employee. The term "employee" includes any individual who is classified as an employee of the Organization for federal income tax purposes.

2. Ownership of Intellectual Property Created by an Employee Within the Scope of Employment. Unless otherwise agreed to between the Organization and the employee, in writing, all creative works of an employee, original works of authorship created by an employee (as defined in section 1(c)) within the scope of their employment (as defined in section 1(b)), or any other efforts of an employee which are subject to protection as proprietary intellectual property (as defined in section 1(a)) (collectively "Employee Works") shall be deemed and considered "works made for hire" in accordance with the United States Copyright Act, 17 U.S.C., Sec. 101 *et seq.*, and as such all of the rights comprised in the copyright of any Employee Works shall vest in and be owned by the Organization. The employee by virtue of their acceptance of continuing employment with the Organization, assigns to the Organization all of their right title and interest in and to their Employee Works. The employee shall cooperate with the Organization to execute and/or file such further documents or instruments as the Organization may require to perfect, amend, maintain and/or protect the interest of the Organization in any Employee Works.

3. Prohibition Against Use of Organization's Resources by an Employee. Resources of the Organization may not be used by any employee to produce or edit works that are the property of the employee. Examples of such resources include, but are not limited to, equipment, personnel, and supplies of the Organization. Exceptions may be made if approved by the Organization pursuant to a specific written agreement with an employee.

This policy was adopted by the board of directors on the 23rd day of July, 2013.

Nicole Johansson, Secretary

Innovation Charter School, Inc.

Key Executive Compensation Arrangements Policy

1. **Setting and approval of key executive employee compensation arrangements.**

Compensation arrangements of key executive employees of Innovation Charter School, Inc. (the "Organization") shall be approved in advance by an authorized body (as defined in Section 4) of the Organization who shall have obtained and relied upon appropriate data as to comparability (as defined in Section 6) prior to making its determination. The authorized body shall adequately document (as defined in Section 7) the basis for its determination concurrently with making that determination.

2. **Key executive employee.**

For purposes of this article, the term "key executive employee" includes the officers and directors of the Organization and any individual who has powers and responsibilities similar to officers and directors of the Organization. The term includes any person who, regardless of title, has ultimate responsibility for implementing the decisions of the board, for supervising the management, administration, or operation of the Organization as a whole, or for managing the finances of the Organization as a whole. The term does not include the heads of separate departments or smaller units of the Organization, as these individuals do not have management responsibilities for the Organization as a whole. Notwithstanding the foregoing, the term "key executive employee" will include all employees who earn $150,000 or more in total annual compensation from the Organization.

3. **Family members of key executive employees.**

Compensation arrangements of family members (as that term is defined in Treas. Reg. §53.4958-3(b)(1)) of key executive employees shall be reported to an authorized body (as defined in Section 4) of the Organization at least annually.

Compensation arrangements of family members (as that term is defined in Treas. Reg. §53.4958-3(b)(1)) of key executive employees that are not commensurate with non-family member employees of the Organization for individuals in similar positions with similar duties and experience shall be approved in advance by an authorized body (as defined in Section 4) of the Organization who shall have obtained and relied upon appropriate data as to comparability (as defined in Section 6) prior to making its determination. The authorized body shall adequately document (as defined in Section 7) the basis for its determination concurrently with making that determination.

4. **Governing body authorized to set key executive employee compensation arrangements.**

The term "authorized body" shall include the bard of directors of the Organization or a committee of the board of directors, which may be composed of any individuals permitted under State law or the Organization's bylaws to serve on such a committee, to the extent that the committee is permitted by State law to act on behalf of the board of directors. However, such authorized body shall be composed solely of individuals who do not have a conflict of interest (as defined in Section 5) with respect to such compensation arrangement.

5. **Absence of conflict of interest.**

A member of the governing body authorized to approve key executive employee compensation arrangements does not have a conflict of interest with respect to a compensation arrangement only if the member:

a. Is not a disqualified person (within the meaning of Treas. Reg. §53.4958-3) participating in or economically benefiting from the compensation arrangement, and is not a member of the family (as defined in Treas. Reg. §53.4958-3(b)(1)) of any such disqualified person;

b. Is not in an employment relationship subject to the direction or control of any disqualified person participating in or economically benefiting from the compensation arrangement;

c. Does not receive compensation or other payments subject to approval by any disqualified person participating in or economically benefiting from the compensation arrangement;

d. Has no material financial interest affected by the compensation arrangement; and

e. Does not approve a transaction providing economic benefits to any disqualified person participating in the compensation arrangement, who in turn has approved or will approve a transaction providing economic benefits to the member.

6. **Appropriate data as to comparability.**

The authorized body has appropriate data as to comparability if, given the knowledge and expertise of its members, it has information sufficient to determine whether the compensation arrangement in its entirety is reasonable. Relevant information shall include, but is not limited to, compensation levels paid by similarly situated organizations, both taxable and tax-exempt, for functionally comparable positions; the availability of similar services in the geographic area of the Organization; current compensation surveys compiled by independent firms; and actual written offers from similar institutions competing for the services of the individual for whom the compensation arrangement is being set.

7. **Adequate documentation.**

The written or electronic records of the authorized body shall note:

a. The terms of the compensation arrangement that was approved and the date it was approved;

b. The members of the authorized body who were present during debate on the compensation arrangement that was approved and those who voted on it;

c. The comparability data obtained and relied upon by the authorized body and how the data was obtained; and

d. Any actions taken with respect to consideration of the compensation arrangement by anyone who is otherwise a member of the authorized body but who had a conflict of interest with respect to the compensation arrangement.

If the authorized body determines that reasonable compensation for a specific arrangement is higher or lower than the range of comparability data obtained, the authorized body must record the basis for its determination.

The documentation outlined in the section shall be duly recorded in the minutes of the authorized body before the later of the next meeting of the authorized body or sixty (60) days after the final action or actions of the authorized body are taken. Such records shall be reviewed and approved by the authorized body as reasonable, accurate and complete within a reasonable time period thereafter.

This policy was adopted by the board of directors on the 23rd day of July, 2013.

Nicole Johansson, Secretary

Innovation Charter School, Inc.
Annual Disclosure Statement as Required by
Conflicts of Interest Policy
For the Year Ended ____6/30/14_____

(To be obtained annually from each "interested person")*

1. Name of Interested Person: ____Chad Causey_____

2. Date Submitted: _____July 25th, 2013_____

3. List the nature of any transactions which may create a conflict of interest between you and _____Innovation Charter School_____, Inc. (the "Organization"), including but not limited to: (1) compensation arrangements, (2) contracts for the provision of goods or services to/from the Organization, (3) ownership/investment interest in any entity with which the Organization transacts business, (4) substantial gifts or favors provided by the Organization, (5) potential ownership, investment, or compensation arrangements, and (6) partnership/joint venture arrangements. (*Use additional pages if necessary*)

_____

_____

_____

_____

The undersigned hereby affirms that he/she has received a copy of the conflicts of interest policy of the Organization; has read and understands the policy; has agreed to comply with the policy; and understands that the Organization is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Signed: _____

Date: _____7/25/13_____

For each of the transactions/arrangements in Question 3 above, appropriate action should be taken by an authorized official/body of the Organization with respect to the potential conflict of interest, as outlined in the Organization's Conflicts of Interest Policy.

* Interested persons, as defined in Section 2 of the Organization's Conflicts of Interest policy, include:

1. Anyone who is, or during the preceding 5 years was, in a position to exercise substantial influence over the affairs of the Organization;

2. Anyone who is, or during the preceding 5 years was, a director, principal officer or member of a committee with Board delegated powers, and who has a direct or indirect financial interest, defined as:
   a. An ownership or investment interest in any entity in which the Organization has a transaction or arrangement,
   b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
   c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement;

3. Spouses, ancestors, siblings, and descendants (and the spouse of any ancestor, sibling or descendant) of any of the above;

4. Any business, trust or estate, at least 35% of which is owned by one or more interested persons; and

5. Others who may be considered interested persons due to other factors, such as being the founder, a substantial contributor, or a key executive who is not an officer.

Innovation Charter School, Inc.

Conflict of Interest Policy

The purpose of the conflicts of interest policy is to protect Innovation Charter School, Inc. (the "Organization") interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization. This policy is intended to supplement, but not replace, any applicable state laws governing conflicts of interest applicable to a nonprofit Organization.

1. **Definitions.**

   a. Interested Person.

      1. General Rule. Any person who is a "disqualified person" within the meaning of Treas. Reg. §53.4958-3 is an "interested person" for purposes of this policy. Thus, any person who is, or during the preceding 5 years was, in a position to exercise substantial influence over the affairs of the Organization is an "interested person." If an individual or entity is an interested person with respect to the Organization or any entity affiliated with the Organization, he or she is an interested person with respect to all affiliated entities.

      2. Particular persons. Any person who is, or who was during the past 5 years, a director, principal officer, or member of a committee with board delegated powers, and who has a direct or indirect financial interest, as defined below, is an "interested person." In addition, the spouse, ancestors, siblings, and descendants (and spouse of any ancestor, sibling, or descendant) of any such person is an interested party. Finally, any business, trust, or estate, at least 35% of which is owned by one or more interested persons, is itself an interested person. Other factors, e.g., being the founder of the Organization, a substantial contributor to the Organization, or a key executive who is not an officer, will also be taken into account in determining whether an individual or entity is an interested person.

   b. Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family:

      1. an ownership or investment interest in any entity with which the Organization has a transaction or arrangement;

      2. a compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement; or

      3. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

   c. Compensation includes direct and indirect remuneration, as well as gifts or favors that are substantial in nature.

2. **Procedures.**

   a. Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence and nature of his or her financial interest, and must be given the opportunity to disclose all material facts, to the directors and members of committees with board delegated powers that are considering the proposed transaction or arrangement.

   b. Determining whether a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

   c. Procedures for Addressing the Conflict of Interest.

      1. An interested person may make a presentation at the board or committee meeting, but after the presentation, he or she shall leave the meeting during the discussion of and the vote on the transaction or arrangement that results in the conflict of interest.

      2. The chairperson of the board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

      3. After exercising due diligence by obtaining and reviewing reliable comparability information regarding the terms of the transaction from appropriate independent sources such as competitive bids, independent appraisals, or independent expert opinions; the board or committee shall determine whether the Organization can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

      4. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested directors or committee members whether the transaction or arrangement is in the Organization's best interest and for its own benefit, and whether the transaction is fair and reasonable to the Organization. The board or committee shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

      5. The Organization contemporaneously documents the elements described above, as well as the board's approval of the transaction. In addition, any agreement with an interested person shall contain an appropriate provision permitting the agreement to be modified or terminated in the event that the Internal Revenue Service determines that any transaction that is the subject of the agreement is an excess benefit transaction within the meaning of §4958 of the Internal Revenue Code.

6. For purposes of this policy, a disinterested person is one who is not an interested person with respect to the transaction, who is not in an employment or other financial relationship with any disqualified person with respect to the transaction, and who does not have any other material financial interest that may be affected by the transaction.

d. Violations of the Conflicts of Interest Policy.

1. If the board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

2. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

3. **Records of Proceedings.**

The minutes of the board and all committees with board authority shall contain:

a. the names of the persons who disclosed or otherwise were found to have a financial interest in connection with a transaction or arrangement, and the nature of the financial interest; and

b. the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

4. **Compensation Committees.**

A voting member of the board of directors, or of any committee whose jurisdiction includes compensation matters, and who receives compensation, directly or indirectly, from the Organization for services is precluded from discussing and voting on matters pertaining to that member's compensation. However, such a person is not prohibited from providing information to the board of directors or any committee regarding compensation of similarly situated persons.

5. **Annual Statements.**

Each director, principal officer and member of a committee with board delegated powers shall annually sign a statement which affirms that such person:

a. has received a copy of this conflicts of interest policy;

b. has read and understands the policy;

c. has agreed to comply with the policy; and

d. understands that the Organization is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

6. **Periodic Reviews.**

To ensure that the Organization operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. whether compensation arrangements and benefits are reasonable and are consistent with the results of arm's-length bargaining;

b. whether acquisitions of goods or services result in inurement or impermissible private benefit;

c. whether partnership and joint venture arrangements conform to written policies, are properly recorded, reflect reasonable payments for goods and services, further the Organization's charitable purposes and do not result in inurement or impermissible private benefit; and

d. whether agreements to provide goods or services further the Organization's charitable purposes and do not result in inurement or impermissible private benefit.

7. **Use of Outside Experts.**

The Organization may consult with tax and/or legal counsel in establishing compensation for their top leaders, including any person who meets the definition of a "disqualified person," and in entering into related-party transactions to ensure compliance with federal tax law and other applicable law. Tax counsel may assist the Organization and its leaders in taking steps to avail themselves of protections that may be available under the law in connection with compensation-setting and related-party transactions.

The president shall ensure that all directors, officers, agents, employees, and independent contractors of the Organization are made aware of the Organization's policy with respect to conflicts of interest.

This policy was adopted by the board of directors on the 23rd day of July, 2013.

Nicole Johansson, Secretary

Innovation Charter School, Inc.
Annual Disclosure Statement as Required by
Conflicts of Interest Policy
For the Year Ended 6/30/14

(To be obtained annually from each "interested person")*

1. Name of Interested Person: JON LARIA

2. Date Submitted: JULY 25, 2013

3. List the nature of any transactions which may create a conflict of interest between you and Innovation Charter School Inc. (the "Organization"), including but not limited to: (1) compensation arrangements, (2) contracts for the provision of goods or services to/from the Organization, (3) ownership/investment interest in any entity with which the Organization transacts business, (4) substantial gifts or favors provided by the Organization, (5) potential ownership, investment, or compensation arrangements, and (6) partnership/joint venture arrangements. (*Use additional pages if necessary*)

   NONE

The undersigned hereby affirms that he/she has received a copy of the conflicts of interest policy of the Organization; has read and understands the policy; has agreed to comply with the policy; and understands that the Organization is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Signed: _____

Date: 7/25/13

For each of the transactions/arrangements in Question 3 above, appropriate action should be taken by an authorized official/body of the Organization with respect to the potential conflict of interest, as outlined in the Organization's Conflicts of Interest Policy.

* Interested persons, as defined in Section 2 of the Organization's Conflicts of Interest policy, include:

1. Anyone who is, or during the preceding 5 years was, in a position to exercise substantial influence over the affairs of the Organization;

2. Anyone who is, or during the preceding 5 years was, a director, principal officer or member of a committee with Board delegated powers, and who has a direct or indirect financial interest, defined as:
   a. An ownership or investment interest in any entity in which the Organization has a transaction or arrangement,
   b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
   c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement;

3. Spouses, ancestors, siblings, and descendants (and the spouse of any ancestor, sibling or descendant) of any of the above;

4. Any business, trust or estate, at least 35% of which is owned by one or more interested persons; and

5. Others who may be considered interested persons due to other factors, such as being the founder, a substantial contributor, or a key executive who is not an officer.

BYLAWS OF

INNOVATION CHARTER SCHOOL, INC.

a Florida Not For Profit Corporation

ARTICLE I

OFFICES

SECTION 1. Principal Office

The principal office for the transaction of the business of the corporation ("principal executive office") is located at 600 SW 3rd Street, Pompano Beach, Florida 33060. The directors may change the principal office from one location to another.

SECTION 2. Other Offices

The board of directors may at any time establish a branch or subordinate offices at any place or places where the corporation is qualified to do business.

ARTICLE II

OBJECTIVES OF CORPORATION

The objectives of this corporation shall be:

(a) To providing a learning environment in compliance with all State Rules & Regulations and a learning experience for all students aligning with State Education Standards and the Common Core Standards of the Charter School.

(b) To serve the children and families of our culturally diverse community by facilitating each student's path of learning through a dynamic curriculum, in a welcoming learning environment through interactive, trans-disciplinary teaching strategies, methodologies and techniques. Our pedagogy is routed in Piaget and Vygotsky's theories of constructivism in that learners build meaning based on their previous experiences and the body of knowledge gained from those experiences.

(c) To be an active and interactive learning environment where learners develop academically, socially, emotionally and creatively.

(d) To catalyze a depth of learning not possible in a competitive, individualistic educational experience through respect for all.

(e) To enrich progress toward our students becoming local and global stewards of time, resource and talent supported by parents, teachers and community members.

(f) To do all things necessary, expedient, or appropriate to the accomplishment of any of the objects and purposes for which this corporation is formed and is authorized in its articles of incorporation and bylaws.

ARTICLE III

MEMBERSHIP

The corporation shall have no members. All corporate powers shall be exercised by or under the authority of, and the affairs of the corporation shall be managed under the direction of the corporation's board of directors.

ARTICLE IV

DIRECTORS

SECTION 1. Number, Term, and Election of Directors

The board of directors shall consist of no less than three (3) and no more than eleven (11) directors.

The board of directors shall first be appointed by the incorporator of this corporation, and thereafter shall be elected by a two-thirds (2/3) affirmative vote of the preceding board of directors then in office at their annual meeting or at any special meeting of the board of directors called for that purpose at which a quorum is present. Each director shall serve a term of three (3) years. A director may succeed himself. Each director, including a director elected to fill a vacancy, shall hold office until the expiration of the term for which elected and until a successor has been elected.

The board of directors shall elect a chairman by majority affirmative vote of the board of directors then in office at a general or special meeting of the board of directors called for such purpose at which a quorum is present. The chairman of the board shall preside at meetings of the board of directors and exercise and perform such other powers and duties as may be from time to time assigned to him by the board of directors or prescribed by the bylaws. If there is no president, the chairman of the board shall, in addition, be the chief executive officer of the corporation and shall have the powers and duties of the president. In the absence of the chairman or if delegated specific authority by the chairman, the president shall assume the role and responsibilities of the chairman when the chairman is unable to attend a board meeting or act in their official capacity.

SECTION 2. Powers

(a) General corporate powers. The business and affairs of the corporation shall be managed, and all corporate powers including the formulation of corporate policy, shall be exercised by or under the direction of the board of directors.

(b) Specific powers. Without prejudice to these general powers, the corporation through the action of its directors shall have the powers set forth in F.S. §617.0302, including but not limited to:

i. Elect or appoint such officers and agents as its affairs shall require and allow them reasonable compensation.

ii. Adopt, change, amend, and repeal bylaws, not inconsistent with law or its articles of incorporation, for the administration of the affairs of the corporation and the exercise of its corporate powers.

iii. Make contracts and guaranties, incur liabilities, borrow money at such rates of interest as the corporation may determine, issue its notes, bonds, and other obligations, and secure its obligations by mortgage and pledge of all or any of its property, franchises, or income.

iv. Conduct its affairs, carry on its operations, and have offices and exercise the powers granted by the Florida Not For Profit Corporation Act in any state, territory, district, or possession of the United States or any foreign country.

v. Purchase, take, receive, lease, take by gift, devise, or bequest, or otherwise acquire, own, hold, improve, use, or otherwise deal in and with real or personal property, or any interest therein, wherever situated.

vi. Acquire, enjoy, utilize, and dispose of patents, copyrights, and trademarks and any licenses and other rights or interests thereunder or therein.

vii. Sell, convey, mortgage, pledge, lease, exchange, transfer, or otherwise dispose of all or any part of its property and assets.

viii. Purchase, take, receive, subscribe for, or otherwise acquire, own, hold, vote, use, employ, sell, mortgage, lend, pledge, or otherwise dispose of and otherwise use and deal in and with, shares and other interests in, or obligations of, other domestic or foreign corporations, whether for profit or not for profit, associations, partnerships, or individuals, or direct or indirect obligations of the United States, or of any other government, state, territory, governmental district, municipality, or of any instrumentality thereof.

ix. Lend money for its corporate purposes, invest and reinvest its funds, and take and hold real and personal property as security for the payment of funds loaned or invested.

x. Make donations for the public welfare or for religious, charitable, scientific, educational, or other similar purposes.

xi. Have and exercise all powers necessary or convenient to effect any or all of the purposes for which the corporation is organized.

(c) Charter School. Notwithstanding the foregoing, the Board of Directors shall exercise all of the powers and responsibilities required of a Charter School under §1002.33 of the Florida Statutes.

SECTION 3. Vacancies

(a) Events causing vacancy. A vacancy or vacancies in the board of directors shall be deemed to exist on the occurrence of the death, resignation, or removal of any director, or the increase in any authorized number of directors.

(b) Resignations. Except as provided in this paragraph, any director may resign, which resignation shall be effective on giving written notice to the chairman of the board, the president, the secretary, or the board of directors, unless the notice specifies a later time for the resignation to become effective. If the resignation of a director is effective at a future time, the board of directors may elect a successor to take office when the resignation becomes effective. No director may resign when the corporation would then be left without a duly elected director or directors in charge of its affairs. The acceptance of such resignation shall not be necessary to make it effective.

(c) Removal. Any member of the board of directors may be removed from office with or without cause by the vote or agreement in writing by a majority of directors on the board of directors at a special meeting called for such purpose in which a quorum is present.

(d) Vacancies. Vacancies in the board of directors shall be filled by the remaining directors, though less than a quorum, by a majority affirmative vote of the directors present at a general or special meeting of the board of directors called for such purpose at which a quorum is present.

SECTION 4. Place of Meetings; Meetings By Telephone

Regular meetings of the board of directors may be held at any place within or outside the state of Florida that has been designated from time to time by resolution of the board. In the absence of such designation, regular meetings shall be held at the principal executive office of the corporation. Special meetings of the board of directors shall be held at any place within or outside the state of Florida which has been designated in the notice of the meeting or, if not stated in the notice or if there is no notice, at the principal executive office of the corporation. Notwithstanding the above provisions of this section of the bylaws, a regular or special meeting of the board of directors may be held at any place consented to in writing by all of the directors, either before or after the meeting. If consents are given, they shall be filed with the minutes of the meeting. Any meeting, regular or special, may be held by telephone conference or similar communication equipment, so long as all directors participating in the meeting can hear one another, and all such directors shall be deemed to be present at such meeting.

SECTION 5. Regular Meetings

Regular meetings of the board of directors shall be held without call at such time as shall from time to time be fixed by the board of directors. Such regular meetings may be held without notice. The board of directors is required to meet at least quarterly each year at a time and place set by the Board of Directors.

SECTION 6. Special Meetings

(a) Authority to call. Special meetings of the board of directors for any purpose may be called at any time by the chairman of the board or the president, or any vice president, the secretary, or any two directors.

(b) Notice.

(i) Manner of giving. Notice of the time and place of special meetings shall be given to each director by one of the following methods: (a) by personal delivery or written notice; (b) by first-class mail, postage paid; (c) by telephone or email communication, either directly to the director or to a person at the director's office who would reasonably be expected to communicate such notice promptly to the director. All such notices shall be given or sent to the director's address, telephone number or email address as shown on the records of the corporation.

(ii) Time requirements. Notices sent by first class mail shall be deposited into a United States mail box at least four (4) business days before the time set for the special meeting. Notices given by personal delivery, telephone, or email shall be delivered, telephoned, or emailed at least forty-eight (48) hours before the time set for the special meeting.

(iii) Notice contents. The notice shall state the time and place for the special meeting. However, it need not specify the purpose of the special meeting, or the place of the special meeting, if it is to be held at the principal executive office of the corporation.

SECTION 7. Quorum

A majority of the elected directors then in office shall constitute a quorum for the transaction of business, except as otherwise provided in these bylaws. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present, unless some other voting standard is required in these bylaws, shall be regarded as the act of the board of directors, subject to the provisions of the Florida Not For Profit Corporation Act, especially those provisions relating to (i) approval of contracts or transactions in which a director has a direct or indirect material financial interest; (ii) appointment of committees; and (iii) indemnification of directors. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for that meeting.

SECTION 8. Waiver of Notice

The transactions of any meeting of the board of directors, however called and noticed or wherever held, shall be as valid as though taken at a meeting duly held after regular call and notice, if (a) a quorum is present, and (b) either before or after the meeting, each of the directors not present signs a written waiver of notice, a consent to holding the meeting, or an approval of the minutes. The waiver of notice or consent need not specify the purpose of the meeting. All waiver, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of a meeting shall also be deemed to have been waived with respect to any director who attends the meeting without protesting before or at its commencement about the lack of adequate notice.

SECTION 9. Adjournment

A majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place.

SECTION 10. Notice of Adjournment

Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than twenty-four (24) hours, in which case personal notice of the time and place shall be given before the time of the adjourned meeting to the directors who were not present at the time of the adjournment.

SECTION 11. Action Without Meeting

Any action required or permitted to be taken by the board of directors may be taken without a meeting if all directors, individually or collectively, consent in writing to that action. Such action by written consent shall have the same force and effect as a unanimous vote of the board of directors. Such written consent or consents shall be filed with the minutes of the proceedings of the board of directors.

SECTION 12. Fees and Compensation of Directors

Directors and any members of any committees formed under the direction of the board of directors may not receive compensation for their services as a director of the corporation; however, they may be reimbursed for their expenses in connection with their duties, as may be determined by resolution of the board of directors to be just and reasonable.

SECTION 13. Voting by Proxy

All voting at meetings of the board of directors shall be by each director in person and voting by proxy shall not be allowed.

SECTION 14. Rules of Order

All meetings of the board of directors and any committees shall be governed by the most current edition of Robert's Rules of Order, unless properly waived by a vote of the board or committee at the commencement of any meeting.

ARTICLE V

ADVISORY BOARD AND COMMITTEES

SECTION 1. Committees of Directors

The board of directors may, by resolution adopted by a majority of the directors then in office, designate one or more committees, each consisting of two (2) or more directors, to serve at the pleasure of the board of directors. Any committee, to the extent provided in the resolution of the board, shall have all the authority of the board of directors, except that no committee, regardless of board resolution, may:

(a) fill vacancies on the board of directors or in any committee;

(b) fix compensation of the directors for serving on the board of directors or on any committee;

(c) amend or repeal bylaws or adopt new bylaws;

(d) amend or repeal any resolution of the board of directors which by its express terms is not subject to amendment or repeal;

(e) appoint any other committee of the board of directors or the members of these committees;

(f) expend corporate funds to support a nominee for director after there are more people nominated for director than can be elected; and/or

(g) approve any transaction (i) to which the corporation is a party and one (1) or more directors have a material financial interest; or (ii) between the corporation and one (1) or more of its directors or between the corporation and any person in which one (1) or more of its directors have a material financial interest.

SECTION 2. Advisory Board

The board of directors may, by resolution adopted by a majority of the directors then in office, form an advisory board also known as the "Parent Teacher Association" consisting of two (2) or more directors and a number of additional members form the staff and parents of the students of the corporation determined by the board, to serve at the pleasure of the board of directors.

The primary purpose of the advisory board or Parent Teacher Association is to promote the close association and cooperation of the parents of the students and the teachers involved in the school. The board of directors may appoint individuals to such associational office, posts or positions as they may from time to time deem advisable, and prescribe and define respective duties and powers, as the case may be, to insure the just and orderly performance of parent/teacher/student associational functions. Individual participation in such associational offices, posts or positions shall not be construed as a property, contract or legal right. The board of directors also reserves the right to promulgate standards for general participation by individuals to insure the just and orderly implementation of the Parent Teacher Association's purposes.

SECTION 3. Meetings and Action of Advisory Board and Committees

Meetings and action of the advisory board and committee(s) shall be governed by, and held and taken in accordance with, the provisions of Article IV of these bylaws, concerning meetings of directors, with such changes in the context of those bylaws as are necessary to substitute the advisory board or committee(s) and their members for the board of directors and its members, except that the time for regular meetings of any advisory board and/or committee(s) may be determined either by resolution of the board of directors or by resolution of the advisory board or committee(s). Special meetings of the advisory board or committee(s) may also be called by resolution of the board of directors. Notice of special meetings of the advisory board or committee(s) shall be given to all members of the advisory board or committee(s) and any alternate members, who shall have the right to attend all meetings. Minutes shall be kept of each meeting of the advisory board or committee(s) and shall be filed with the corporate records. The board of directors may adopt rules for the governance and purpose of the advisory board or committee(s) not inconsistent with the provisions of these bylaws.

ARTICLE VI

OFFICERS

SECTION 1. Officers

The officers of the corporation may be a chairman of the board, president, vice president, secretary, and treasurer. The corporation may also have, at the discretion of the board of directors, one (1) or more vice presidents, one or more assistant secretaries and such other officers as may be appointed in accordance with the provisions of Section 3 of this Article VI. The corporation shall have at least a president and secretary. Any number of offices may be held by the same person, except that the offices of president and secretary may not be held by the same person.

SECTION 2. Election of Officers

The president shall be appointed by the board of directors by a two-thirds (2/3) majority affirmative vote of the full board of directors at a general or special meeting of the board of directors called for such purpose at which a quorum is present, and shall serve at the pleasure of the board, subject to the rights, if any, of an officer under any contract of employment. The remaining officers of the corporation, except those appointed in accordance with the provision of Section 3 of this Article VI, shall be appointed by the board of directors by a two-thirds (2/3) majority affirmative vote of the full board of directors at a general or special meeting of the board of directors called for such purpose at which a quorum is present, subject to the rights, if any, of an officer under any contract of employment.

SECTION 3. Subordinate Officers

The board of directors may appoint, and may authorize the chairman of the board or the president or another officer to appoint, any other officers that the business of the corporation may require, each of whom shall have the title, hold office for the period, have the authority, and perform the duties specified in the bylaws or determined from time to time by the board of directors or the president of the corporation.

SECTION 4. Removal of Officers

Subject to the rights, if any, of any officer under any contract of employment, any officer may be removed, with or without cause, by the board of directors, at any regular or special meeting of the board called for that purpose, or by an officer on whom such power of removal may be conferred by the board of directors.

SECTION 5. Resignation of Officers

Any officer may resign at any time by giving written notice to the corporation. Any resignation shall take effect at the date of the receipt of that notice or at any later time specified in that notice; and unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party.

SECTION 6. Vacancies in Offices

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled only in the manner prescribed in these bylaws.

SECTION 7. Responsibilities of Officers

(a) Chairman of the Board. If such an officer be elected, the chairman of the board shall preside at meetings of the board of directors and exercise and perform such other powers and duties as may be from time to time assigned to him by the board of directors or prescribed by the bylaws. If there is no president, the chairman of the board shall, in addition, be the chief executive officer of the corporation and shall have the powers and duties of the president as set forth below.

(b) President. Subject to such supervisory powers as may be given by the board of directors to the chairman of the board, if any, the president shall, subject to the control of the board of directors, generally supervise, direct, and control the business and the officers of the corporation. This power shall include the authority to execute contracts on behalf of the corporation or to designate an individual or individuals who are either directors, officers or staff of the corporation to execute contracts on behalf of the corporation. In the absence of the chairman of the board the president shall preside at all meetings of the board of directors. The president shall have such other powers and duties as may be prescribed by the board of directors or the bylaws. The president shall be given notice and an agenda of all board and committee meetings at least forty-eight (48) hours in advance of any such meeting and shall have the right to attend all such meetings.

(c) Vice President. In the absence or disability of the president, the vice president(s), if any, in order of their rank as fixed by the board of directors or, if not ranked, a vice president designated by the board of directors, shall perform all the duties of the president, and when so acting shall have all the powers of, and be subject to all the restrictions upon, the president. The vice presidents shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the board of directors, the chairman of the board or the president of the corporation.

(d) Secretary. The secretary shall attend to the following:

(i) Book of minutes. The secretary, or their designee, shall keep or cause to be kept, at the principal executive office or such other place as the board of directors may direct, a book of minutes of all meetings and actions of directors and committees of directors, with the time and place of holding, whether regular or special, and if special, how authorized, the notice given, and the names of those present at such meetings.

(ii) Notices and other duties. The secretary, or their designee, shall give, or cause to be given, notice of all meetings of the board of directors required by the bylaws to be given. The secretary shall have such other powers and perform such other duties as may be prescribed by the board of directors or the bylaws.

(e) Treasurer. The treasurer shall attend to the following:

(i) Books of account. The treasurer, or their designee, shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation, including accounts of

its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The books of account shall be open to inspection by any director at all reasonable times.

(ii) Deposit and disbursement of money and valuables. The treasurer, or their designee, shall deposit or cause to be deposited all money and other valuables in the name and to the credit of the corporation with such depositories as may be designated by the board of directors; shall disburse or cause to be disbursed the funds of the corporation as may be ordered by the board of directors; shall render to the president and directors, whenever they request it, an account of all of his transactions as chief financial officer and of the financial condition of the corporation; and shall have other powers and perform such other duties as may be prescribed by the board of directors or the bylaws.

(iii) Bond. If required by the board of directors, the treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the board for faithful performance of the duties of his office and for restoration to the corporation of all its books, papers, vouchers, money, and other property of every kind in his possession or under his control on his death, resignation, retirement, or removal from office.

ARTICLE VII

FISCAL YEAR

The fiscal year of the corporation shall be the calendar year, July 1st through June 30th of each year.

ARTICLE VIII

INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES, AND OTHER AGENTS

SECTION 1. Indemnification

Every person who now is or hereafter shall be a director or officer of the corporation shall be indemnified by the corporation against all costs and expenses (including legal counsel fees) hereafter reasonably incurred by or imposed upon him in connection with, or resulting from, any action, suit or proceedings of whatever nature, to which he is or shall be made a party by reason of his being or having been a director or officer of the corporation (whether or not he is a director or officer of the corporation at the time he is made a party to such action, suit or proceeding, or at the time such cost or expense is incurred by or imposed upon him) except in relation to matters as to which he shall be finally adjudged in such action, suit or proceeding to have been derelict in the performance of his duties as such director or officer. The right of indemnification herein provided shall not be exclusive of other rights to which any such person may now or hereafter be entitled to as a matter of law.

SECTION 2. Insurance

The board of directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as

such, whether or not this corporation would have the power to indemnify the agent against that liability under the provisions of this section.

ARTICLE IX

RECORDS AND REPORTS

SECTION 1. Maintenance and Inspection of Corporate Records

The articles of incorporation, bylaws, accounting books, records, minutes of proceeding of the board of directors and committee(s) of the board of directors shall be kept at such place or places as designated by the board of directors, or, in the absence of such designation, at the principal executive office of the corporation. Minutes shall be kept in written or typed form or any other form capable of being converted into written form as well as other books and records which shall be kept in either written form or any other form capable of being converted into written form. Every director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the corporation for a reason reasonably related to his interests as a director. This inspection by a director may be made in person or by an agent or attorney, and the right of inspection includes the right to copy and make extracts of documents.

ARTICLE XI

AMENDMENT

These bylaws may be altered, amended, or repealed, and new bylaws may only be adopted, by a three-fourths (3/4) affirmative vote of the board of directors consisting of the directors then in office at any regular or special meeting called for that purpose.

CERTIFICATE OF SECRETARY

I, the undersigned, certify that I am the presently elected and acting secretary of Innovation Charter School, Inc., a Florida Not For Profit corporation, and the above bylaws, consisting of eleven (11) pages, are the bylaws of this corporation as adopted at a meeting of the board of directors held on the date indicated below.

Executed in Pompano Beach, Florida 33060.

Dated the 23rd day of July, 2013.

Nicole Johansson, Secretary

Appendix L: Job Descriptions

Job Description: PRINCIPAL

Job Title: Principal

Reports to: Curriculum and Instruction Director / Board

Job Function:
Provides onsite leadership for the school. Implements and manages all aspects of a welcoming, trans-disciplinary, educational environment that ensures each student the safety and security needed to thrive and engage in a maximized educational experience. Oversight of curriculum content, development and evaluation, as well as personnel direction, facilities maintenance, fiscal management, and scheduling of extracurricular activities and resources.

Core Responsibilities
Serves as the Educational Leader

- Develops and oversees educational programs as outlined by state standards and Innovation Charter School (ICS), including school the guidance program.
- Directs development and implementation of school programs and activities
- Manages instructional programs, ensuring lesson plans are evaluated based on class observations and adherence to trans-disciplinary teaching strategies, methodologies and techniques.
- Allocates supplies, instructional materials and equipment for availability according to the requirements of ICS.
- Develops student personnel procedures within ICS guidelines.
- Ensures school activities are approved and supervised.
- Creates opportunities for students to recognize achievement in school programs.

Serves as School Administrator

- Oversees all aspects of planning, organizing and direction of school activities.
- Creates and promotes academic performance and behavioral standards for students and staff.
- Maintains a professional demeanor with students and staff.
- Manages school budget and follows fiscal guidelines.
- Delegates authority to appropriate personnel to substitute in the absence of the principal.
- Monitors safety, security and effectiveness of school programs and building maintenance.
- Manages school building, funds, payroll, purchases, inventories and office.

- Supervises reporting and record keeping for school's administration, class schedules and student files.
- Ensure student and staff records are current and secure.
- Governs adherence to Federal, state, local and ICS regulations policies and procedures.
- Complies with school's Abuse posting requirements.
- Conveys to administrative team the needs and accomplishments of the school
- Supervises, schedules creates procedures for all pre, post school and non-classroom activities and areas including student pick–up and drop-off locations.
- Administers the ICS worker's compensation program.
- Observes statutory, regulatory and ICS personnel and hiring policies. Completes background checks, contacts references and verifies employment history.

Supervises Staff Development

- Exemplifies the vision and mission of ICS as a positive role model in achieving school objectives.
- Maintains a positive work environment and is responsive to the work-related needs of staff adheres to Human Resource policies and practices.
- Advises staff and administration in the event that inappropriate behavior or violation of ICS policies and procedures should arise.
- Conducts ongoing personnel performance evaluations. And comprehensive evaluations at determined intervals.
- Recruits, interviews and hires school-based teachers and support staff.
- Reports serious employee violations to ICS.
- Observes statutory, regulatory and ICS personnel and hiring policies. Completes background checks, contacts references and verifies employment history.
- Concludes the annual re-appointment of staff and teachers in a timely manner and within fiscal guidelines.

Involves Parents and Community

- Promote synergy between parents, teachers, and community members in the learning environment to enhance each student's progress towards becoming local, global stewards of time, resource and talent.
- Consults teachers, staff, parents and the board, if necessary, regarding educational and behavioral issues and how they should be addressed.
- Promotes, represents and maintains positive reflection of ICS at community functions and with ICS.
- Addresses students, staff, parents and the board with appropriated and effective communication methods at various functions.
- Exemplifies the vision and mission of ICS.
- Attends student recognition, school sponsored, and athletic events.

May Perform Additional Duties as Assigned

Disclaimer
The above requirements are general in nature and are by no means intended to be an exhaustive list of all responsibilities, duties and skills required of personnel appointed to this position.

Skills and Knowledge

- Demonstrated leadership and results oriented individual with 5 years combined K-5 classroom teaching/principal/ assistant principal experience.
- Expert organizational multitasking, and prioritizing abilities.
- Strategic and functional problem analysis and solving abilities.
- Fiscal planning and reporting experience
- Staff recruitment, hiring and development experience.
- Excellent interpersonal skills: courteous, professional, empathetic, strong work ethic
- Proven oral, written, negotiating and influencing skills.
- Broad world-view with ability to project plans, projects, and budgets over a 2-5 year time-frame.
- Interpret and condense complex issues and data to produce positive outcomes aligned with the vision and mission of ICS.
- Ability to delegate responsibly to identify and cultivate leaders and create consensus related to school programs, projects and activities.
- Creative thinker who takes initiative is proactive.
- Demands professionalism from the team and encourages each person to perform to the best of their abilities.
- Comprehensive knowledge of Federal, State, and local requirements for K-5 schools and charter school law preferred.

Job Requirements

- Master's degree (MA) from an accredited college or university.
- Florida Professional Certification in Educational Leadership.
- 2-5 years in school administration (Charter Schools preferred).
- Experience in K-5 school instruction
- Computer literacy skills; proficient in Windows, MS Word, Excel, Outlook, PowerPoint; Student Information System (SIS); Social Media.
- Equivalent/substitutionary requirements as ICS may deem appropriate.

Physical Demands

- Some physical exertion required
- Required to sit and /or stand for long periods of time
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed.

Work Environment

The work environment characteristics described here are representative of those and employee encounters while performing the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in this work environment is moderate; however, noise level may increase during periods of high student traffic.

Terms of Employment:

- Salary and benefits shall be paid consistent with ICS salary and benefit policies. Length of work year and hours of employment shall be those established by ICS.
- This document does not constitute an employment contract, implied or otherwise, other than an "at will" relationship.

FLSA Overtime Category:
Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

Evaluation:
Performance will be evaluated in accordance with ICS policy.

Declaration
Human Resources retain the sole right and discretion to make changes to the job descriptions. Any unauthorized changes made by an employee will be subject said person to disciplinary action and possible termination.

Job Description: Assistant Principal

Job Title: Assistant Principal

Reports to: Principal

Job Function:
Assists the Principal in providing onsite leadership for the school so as to implement and manage all aspects of a welcoming, trans-disciplinary, educational environment that ensures each student the safety and security needed to thrive and engage in a maximized educational experience.

Core Responsibilities:
Serves as an Educational Leader

- Assists the principal in the overall administration of the school while maintaining a welcoming and effective learning environment.
- Substitutes for the principal in the absence of the same.
- Assists the principal in developing instructional programs, ensuring lesson plans are evaluated based on class observations and adherence to trans-disciplinary teaching strategies, methodologies and techniques.
- Assists in the acquisition and allocation of supplies, instructional materials and equipment according to the requirements of Innovation Charter School (ICS).
- Participates, upon request, in both school and community activities intended to maximized the goals of ICS
- Follows directives from the principal regarding student and personnel procedures within ICS guidelines.
- Assists the principal in identifying areas for student and staff growth and implements constructive methods for advancement and /or improvement which may include but are not limited to persons with special needs
- Ensures school activities are approved and supervised.
- Assists the principal in the oversight of facilities and grounds including identifying safety concerns and proposing possible solutions
- Participates in the ongoing administrative functions of the school including gathering data on test results, attendance records, disciplinary reports, special projects and community endeavors and extracurricular activities
- Facilitates positive interaction and outcomes in regard to parent, staff and student populations.

Serves as School Administrator

- Assists the principal in all aspects of planning, organizing and direction of school activities.

- Assist in promoting academic performance and behavioral standards for students and staff.
- Maintains a professional demeanor with students and staff.
- Monitors safety, security and effectiveness of school programs and building maintenance.
- Assists the principal in the recruiting, screening, interviewing and recommended assignments for school staff in accordance with state laws and ICS guidelines.
- Provides orientation and training for new hires in accordance with state laws and ICS guidelines.
- Maintains reports and records regarding class schedules, testing and student files in accordance with statutory laws and ICS guidelines.
- Ensures student and staff records are current and secure.
- Exhibits diligence in obtaining and sustaining 100% projected student enrollment.
- Assists the principal in conveying the needs and accomplishments of the school to administrative team.
- Aids in Supervising, scheduling, and creating procedures for all pre, post school and non-classroom activities and areas including student pick–up and drop-off locations.

Supervises Staff Development

- Exemplifies the vision and mission of ICS as a positive role model in achieving school objectives.
- Maintains a positive work environment and is responsive to the work-related needs of staff; adhering to Human Resource policies and practices.
- Assists the principal by consulting with staff, students and parents regarding high standards of conduct and performance.
- Conducts disciplinary meetings regarding students' behavior and/or performance or violation of ICS standards and state laws, when necessary, and maintains records of the same.
- Assists the principal in recruiting, and interviewing school-based teachers and support staff.
- Creates a supportive environment for students, staff, parents, law enforcement officials and other community representatives regarding behavioral codes in conjunction with the principal.
- Supervises school related activities and events though attendance to monitor behavior and achievement.

Involves Parents and Community

- Promote synergy between parents, teachers, and community members in the learning environment to enhance each student's progress towards becoming local, global stewards of time, resource and talent.
- Consults with teachers, staff, and parents regarding educational and behavioral issues and how they should be addressed.

- Forms and participates in various student related committees when directed to do so.
- Promotes, represents and maintains positive reflection of ICS at community functions.
- Addresses students, staff, parents and the board with appropriated and effective communication methods at various functions, when requested.
- Exemplifies the vision and mission of ICS.
- Attends student recognition, school sponsored, and athletic events.

May Perform Additional Duties as Assigned

Disclaimer
The above requirements are general in nature and are by no means intended to be an exhaustive list of all responsibilities, duties and skills required of personnel appointed to this position.

Skills and Knowledge
- Demonstrated leadership and results oriented individual with 5 years combined K-5 classroom teaching/principal/ assistant principal experience.
- Enthusiastic and committed to the culture, vision and mission of ICS.
- Expert organizational multitasking, and prioritizing abilities.
- Strategic and functional problem analysis and solving abilities.
- Pro-active, self-starter, who is committed to teamwork and best practices.
- Comfortable in communicating and interacting with a diverse population.
- Excellent interpersonal skills: courteous, professional, empathetic, strong work ethic.
- Proven oral, written, negotiating and influencing skills.
- Broad world-view with ability to project plans, projects, and budgets over a 2-5 year time frame.
- Interpret and condense complex issues and data to produce positive outcomes aligned with the vision and mission of ICS.
- Ability to delegate responsibility. Identify and cultivate leaders and create consensus related to school programs, projects and activities.
- Creative thinker who takes pride in personal contributions and interaction with all levels of activity within the ICS organization.
- Expects professionalism from the team and encourages each person to perform to the best of their abilities.
- Comprehensive knowledge of Federal, State, and local requirements for K-5 schools and charter school law preferred.

Job Requirements
- Master's degree (MA) from an accredited college or university.
- Florida Professional Certification in Educational Leadership.
- 2-5 years in school administration or relevant experience (Charter Schools preferred).

- Experience in K-5 school instruction.
- Computer literacy skills; proficient in Windows, MS Word, Excel, Outlook, PowerPoint; Student Information System (SIS); Social Media.
- Equivalent/substitutionary requirements as ICS may deem appropriate.

Physical Demands

- Some physical exertion required
- Required to sit and /or stand for long periods of time
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential duties of this job in a school environment. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in this work environment is moderate; however, noise level may increase during periods of high student traffic.

Terms of Employment:

- Salary and benefits shall be paid consistent with ICS salary and benefit policies. Length of work year and hours of employment shall be those established by ICS.
- This document does not constitute an employment contract, implied or otherwise, other than an "at will" relationship.

FLSA Overtime Category:

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

Evaluation:

Performance will be evaluated in accordance with ICS policy.

Declaration

Human Resources retain the sole right and discretion to make changes to this job description. Any unauthorized changes made by an employee will subject said person to disciplinary action and possible termination.

Job Description: Business Administrator

Job Title: Business Administrator

Reports to: Curriculum and Instruction Director / Board

Job Function:
Oversees the business affairs of Innovation Charter School (ICS) by performing or delegating said function to/through subordinate(s).

Core Responsibilities:
Finance:

- Maintains financial records and prepares monthly financial statements.
- Makes bank deposits and submits documentation for all receipts and disbursements on a timely basis.
- Monitors and reconciles balances of school based accounts including outstanding checks, collection on returned checks, and resolves any payroll check issues.
- Submits and processes check requests, purchase orders and receipts in accordance with company policy and necessary approval(s).
- Reviews expenditure invoices with school Principal and reconciles internal accounts.

Budgeting:

- Oversees budget procedure and preparation.
- Advises and assists the Principal with general financial issues.

Human Resources:

- Maintain Human Resource files and assist both new and current employees with related paperwork so as to maintain compliance with certification guidelines.
- Assist the Principal with personnel matters such as new employee orientation, disciplinary actions, performance appraisals, coaching and exit interviews, when needed.
- Maintain Student Information System (SIS), Time and Attendance, and HR On-line systems.

HR/Recruiting:

- Support said process by completing job requisition for, offer letter, related items and securing supporting documents.
- Assist the Principal with prospective employee interview process
- Coordinate Finance and HR processes so as to comply with the school's budget.

Benefits:

- Supervise open enrollment and related benefit meetings such as 401K and insurance eligibility and procuring necessary documents from employees in a timely fashion.
- Assisting employees in completing HR paperwork related to family status changes, FMLA, STD, & LTD whenever needed.

Risk Management:

- Ensures adherence to safety procedures
- Liaison to Facilities and Finance departments on all, student accident, property, worker's compensation, and casualty claims.

Facilities:

- Monitors the facilities for safety and maintenance. Makes recommendations for adjustments when needed.
- Oversees services provided by vendors and contractors notifying appropriate parties if services are not in compliance with agreements.

Special Skills:

- Acts as building Administrator when Principal and Assistant Principal are not on the premises.
- Receives designated equipment and materials for delivery assigned departments

May Perform Additional Duties as Assigned

Disclaimer

The above requirements are general in nature and are by no means intended to be an exhaustive list of all responsibilities, duties and skills required of personnel appointed to this position.

Skills and Knowledge

- Demonstrated ability to produce and interpret technical documents related to safety regulations, operating and maintenance instructions and procedure manuals.
- Ability to construct financial reports using advanced mathematical concepts and produce and communicate the same in a professional manner at staff, parent, board and community meetings.
- Ability to project budgetary needs based on a variety of variables both concrete and abstract.
- Practical problem solver with strong interpersonal communication abilities.
- Expert organizational multitasking, and prioritizing abilities.

- Interpret and condense complex issues and data to produce positive outcomes aligned with the vision and mission of ICS.
- Creative thinker who takes initiative is proactive.
- Comprehensive knowledge of Federal, State, and local requirements for K-5 schools and charter school law preferred.

Job Requirements

- Associate's Degree (AA) or equivalent for a technical school.
- 3-5 years experience in bookkeeping or equivalent combination of education and experience
- Command of accounting, database, inventory, spreadsheet, and word processing software.
- Knowledge of HR, order processing and payroll systems.
- Experience with K-5 school environment
- Computer literacy skills; proficient in Windows, MS Word, Excel, Outlook, PowerPoint; Student Information Systems (SIS)

Physical Demands

- The employee is routinely required to be physically active including walking and occasionally required to stand and reach with arms and hands.
- Required to sit and /or stand for long periods of time
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed.

Work Environment

The work environment characteristics described here are representative of those and employee encounters while performing the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in this work environment is moderate; however, noise level may increase during periods of high student traffic.

Terms of Employment:

- Salary and benefits shall be paid consistent with ICS salary and benefit policies. Length of work year and hours of employment shall be those established by ICS.
- This document does not constitute an employment contract, implied or otherwise, other than an "at will" relationship.

FLSA Overtime Category:

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

Evaluation:

Performance will be evaluated in accordance with ICS policy.

Declaration
Human Resources retain the sole right and discretion to make changes to the job descriptions. Any unauthorized changes made by an employee will be subject said person to disciplinary action and possible termination.

Job Description: Registrar

Job Title: Registrar

Reports to: Principal

Job Function:
Organizes and completes student registration with a significant customer-centric attitude towards parents while building team relationships and student respect and cooperation within Innovation Charter School (ICS).

Core Responsibilities:
Serves as the Educational Leader

- Consults and complies with ICS personnel to implement registration schedules and procedures.
- Supervises the registration process and registers individual students at the direction of the ICS Principal.
- Provides registration data for administrative use including statistical reports necessary for governmental agencies and interprets the same to faculty and students.
- Evaluates incoming students' transcripts and processes requests for official documents and related to students enrollment.
- Issues official transcripts.
- Maintains the state student database system (TERMS, ISIS, etc.); effectively monitoring and updating information for the FTE cycles that yield school budgets.
- Updates waitlists, immunization records, and processes re-enrollments and generates reminder letters.
- Assists in clerical and administrative activities supporting various departments as directed by the Principal/ Assistant Principal.
- Maintains an enthusiastic attitude in hosting enrollment sessions based on student recruitment efforts.
- Demonstrates excellent written, oral and interpersonal skills and ability to negotiate and positively influence outcomes.

Involves Parents and Community

- Promote synergy between parents, teachers, and community members in the learning environment to enhance each student's progress towards becoming local, global stewards of time, resource and talent.
- Promotes, represents and maintains positive reflection of ICS at community functions.
- Addresses students, staff, parents and the board with appropriate and effective communication methods at various functions.
- Exemplifies the vision and mission of ICS.

- Attends student recognition, school sponsored, and athletic events when possible.

May Perform Additional Duties as Assigned

Disclaimer
The above requirements are general in nature and are by no means intended to be an exhaustive list of all responsibilities, duties and skills required of personnel appointed to this position.

Skills and Knowledge
- Ability to work and interact with individuals in a multi-level organization.
- Exhibits string organizational and prioritizing abilities.
- Strategic and functional problem analysis and solving abilities.
- Excellent interpersonal skills: courteous, professional, empathetic, strong work ethic
- Proven oral, written, negotiating and influencing skills.
- Ability to compile written reports that include formatting business documents.
- Interpret and condense complex issues and data to produce positive outcomes aligned with the vision and mission of ICS.
- Accept responsibility and work to create a consensus related to school programs, projects and activities.
- Creative thinker who takes initiative is proactive.
- Demands personal professionalism.
- Comprehensive knowledge of Federal, State, and local requirements for K-5 schools and charter school law preferred.

Job Requirements
- High School Diploma or equivalent; Associate's degree preferred.
- Previous experience as a registrar preferred.
- General clerical skills including proficiency in typing, word processing, filing, compilation of reports, and data entry.
- Computer literacy skills; proficient in Windows, MS Word, Excel, Outlook, PowerPoint; Student Information System (SIS); Social Media.
- Equivalent/substitutionary requirements as ICS may deem appropriate.

Physical Demands
- Some physical exertion required
- Required to sit and /or stand for long periods of time
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed.

Work Environment

The work environment characteristics described here are representative of those and employee encounters while performing the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in this work environment is moderate; however, noise level may increase during periods of high student traffic.

Terms of Employment:

- Salary and benefits shall be paid consistent with ICS salary and benefit policies. Length of work year and hours of employment shall be those established by ICS.
- This document does not constitute an employment contract, implied or otherwise, other than an "at will" relationship.

FLSA Overtime Category:
Job is non-exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

Evaluation:
Performance will be evaluated in accordance with ICS policy.

Declaration
Human Resources retain the sole right and discretion to make changes to job descriptions. Any unauthorized changes made by an employee will be subject said person to disciplinary action and possible termination.

Job Description: K-5 Teacher

Job Title: K-5 Teacher

Reports to: Principal

Job Function:
Provides trans-disciplinary teaching strategies, methodologies, and techniques through a dynamic curriculum, to designated students in a welcoming learning environment that maximizes each student's educational experience.

Core Responsibilities:
Serves as the Educational Instructor

- Implements the Innovation Charter School (ICS) curriculum while providing an active, interactive inviting, exciting and innovative learning environment for each student.
- Provide constructs for students to develop academically, socially, emotionally, and creatively.
- Develop lesson plans that ensure the attainment of state learning standards and the additional grade-by-grade learning standards set forth by ICS, including school the guidance program.
- Address individual needs of the students through long and short term planning.
- Prepares students for required assessments.
- Collaborates with other staff members to create meaningful community learning opportunities and community–based partnerships.
- Cooperates with the implementation of school programs and activities.
- Draws from the varied personal experiences of all engaged to enrich the classroom experience.
- Encourages parental/family involvement and volunteerism in the educational process.
- Engages in effective and appropriate classroom management.
- Creates lesson plans that adhere to trans-disciplinary teaching strategies, methodologies and techniques and best practices.
- Allocates supplies, instructional materials and equipment in the classroom according to the requirements of ICS.
- Contributes to, records, and reports each student's academic progress and identifies with other various interventions determined to be in the student's best interest.
- Maintains student progress reports and conducts parent / teacher conferences at designated intervals or when it is in the best interest of the student based upon continuous evaluation.
- Participates in school functions and staff development programs.
- Ensures students are supervised at all times.
- Pursues continuous professional growth.

- Supports the vision and mission of ICS.
- Performs other duties as assigned by the Principal.

Illustrative Duties:

- Oversees all aspects of planning, organizing and direction of classroom activities.
- Creates and promotes academic performance, expectations and behavioral standards for students.
- Maintains a professional demeanor with students and staff.
- Follows fiscal guidelines related to school property.
- Monitors safety, security and effectiveness of school programs in the classroom.
- Maintains highest level of respect for student confidentiality.
- Records and reports class schedules and student progress in keeping with ICS standards.
- Ensures student and staff records are current and secure.
- Adheres to Federal, state, local and ICS regulations, policies and procedures.
- Complies with school's Abuse posting requirements.
- Conveys to administrative team and parents the needs and accomplishments of each student.
- Supervises assigned pre/ post school and non-classroom activities and areas including student pick–up and drop-off locations.
- Cooperates with any specialists assigned to a particular student, when designated by the Principal.
- Participates in and facilitates the team process.
- Exemplifies the vision and mission of ICS as a positive role model in achieving school objectives.
- Maintains a positive classroom environment and is responsive to the school related needs of each student.
- Advises staff and administration in the event that inappropriate behavior or violation of ICS policies and procedures should arise.
- Complies with all Human Resource policies and procedures.

Involves Parents and Community

- Promote synergy between parents, staff and students in the learning environment to enhance each student's progress towards becoming local, global stewards of time, resource and talent.
- Consults with teachers, the Principal and parents, if necessary, regarding educational and behavioral issues and how they should be addressed.
- Promotes, represents and maintains positive reflection of ICS at school functions and in the community.

- Addresses students, staff, parents and the board with appropriated and effective communication methods at various functions when called upon to do so.
- Attends student recognition, school sponsored, and athletic events.

May Perform Additional Duties as Assigned

Disclaimer
The above requirements are general in nature and are by no means intended to be an exhaustive list of all responsibilities, duties and skills required of personnel appointed to this position.

Skills and Knowledge
- Demonstrated leadership and results oriented individual with a minimum 3 years K-5 classroom teaching experience.
- Expert organizational, multitasking, and prioritizing abilities.
- Rapport building and team oriented attributes.
- Excellent interpersonal skills: courteous, professional, empathetic, strong work ethic. Ability to relate to student population.
- Proven oral, written, negotiating and influencing skills.
- Broad world-view with ability to relate to diverse cultural backgrounds.
- Interpret and condense complex issues to produce positive outcomes aligned with the vision and mission of ICS.
- Ability to delegate responsibility, identify and cultivate the best in each student.
- Contribute to creating a consensus related to school programs, projects and activities.
- Creative thinker who takes initiative and is proactive.
- Demands professionalism from oneself and encourages each student to perform to the best of their abilities.
- Comprehensive knowledge of Federal, State, and local requirements for K-5 schools and charter school law preferred.

Job Requirements
- Bachelor's degree (BA) from an accredited college or university.
- Florida Professional Certification in Educational Leadership.
- Minimum 2 years as a K-5 teacher (Charter Schools preferred).
- Computer literacy skills; proficient in Windows, MS Word, Excel, Outlook, PowerPoint; Student Information System (SIS)
- Equivalent/substitutionary requirements as ICS may deem appropriate.

Physical Demands
- Some physical exertion required
- Required to sit and /or stand for long periods of time

- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed.

Work Environment
The work environment characteristics described here are representative of those and employee encounters while performing the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in this work environment is moderate; however, noise level may increase during periods of high student traffic.

Terms of Employment:

- Salary and benefits shall be paid consistent with ICS salary and benefit policies. Length of work year and hours of employment shall be those established by ICS.
- This document does not constitute an employment contract, implied or otherwise, other than an "at will" relationship.

FLSA Overtime Category:
Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

Evaluation:
Performance will be evaluated in accordance with ICS policy.

Declaration
Human Resources retain the sole right and discretion to make changes to the job descriptions. Any unauthorized changes made by an employee will subject said person to disciplinary action and possible termination.

Job Description: Exceptional Student Education (ESE) Director/Specialist

Job Title: ESE Director/ Specialist

Reports to: Principal

Job Function:
Provides onsite instructional and programmatic support of the school's children with cognitive and behavioral disabilities. This is done in collaboration with personnel, the Principal, teachers and others as assigned to the student in accordance with state law and regulations as well as Innovation Charter School (ICS) curriculum.

Core Responsibilities

- Creates visual supports such as individual and class schedules, work tasks work stations and individual behavior/token systems for students with communication, cognitive and behavior disorders.
- Monitors student behavior through classroom observations and collects data by using items such as counters, timers, and clickers, to be used to analyze students behaviors.
- Reviews and implements behavior intervention plans, behavior contracts, etc., directed with students under the supervision of the learning community and, principal, parents, and board. Uses independent judgment in the absence of direct supervision.
- Provides parents with resources and options for available programs in the community as is the district's policy and procedure in determining eligibility and placement for ESE students.
- Implements the least restrictive environment possible as assessed by the ESE Director.
- Provide support to staff and teachers regarding appropriate interaction with ESE students.
- Develops and oversees educational programs as outlined by state standards and ICS.
- Schedule and conduct Individual Education Plans (IEPs), Individual Transition Plans (ITPs), Family Support Plans (FSPs), and Educational Plans (EPs) for exceptional students in accordance with state requirements.
- Report confidential data to appropriate bodies. Assures confidentiality of personally identifiable data.
- Participates on field trips and community-based learning experiences providing safety and support to students with complex behaviors.
- Responds to crisis situations in a professional manner and assists in re-establishing a safe learning environment.

Note: This position is both physically and psychologically demanding and serves as a critically necessary support of and emergency response to students, staff, and

administration involved in the education of students with communication, cognitive, behavior disorders and other developmental / behavioral disabilities.
Keeping up to date on current instructional and behavioral technology, as job appropriate, is vital. Attends training to ensure skill leveling various technologies is at the level required to perform the essential job duties.

Serves as ESE School Liaison

- Oversees all aspects of planning, organizing and direction of ESE school activities.
- Creates and promotes academic performance and behavioral standards for ESE students.
- Maintains a professional demeanor with students and staff.
- Supervises reporting and record keeping for school's administration and class schedules regarding ESE student files.
- Ensures ESE's student and records are current and secure.
- Governs adherence to Federal, state, local and ICS regulations policies and procedures.
- Complies with school's Abuse posting requirements.
- Supervises, schedules, and creates procedures for all pre, post school and non-classroom activities and areas including student pick–up and drop-off locations for ESE students.

Supervises Staff Related ESE Development

- Maintains a collaborative relationship within ICS's staff and ESE students.
- Advises staff and administration in the event that inappropriate behavior or violation of ICS policies and procedures should arise.
- Reports serious employee violations to ICS.
- Complies with all statutory, regulatory and ICS policies.

Involves Parents and Community

- Promote synergy between parents, teachers, and community members in the learning environment to enhance each ESE student's progress towards becoming local, global stewards of time, resource and talent.
- Consults teachers, staff, parents and the board, if necessary, regarding educational and behavioral issues and how they should be addressed.
- Promotes, represents and maintains positive reflection of ICS at community functions and with ICS.
- Addresses students, staff, parents and the board with appropriated and effective communication methods at various functions.
- Exemplifies the vision and mission of ICS.
- Attends student recognition, school sponsored, and athletic events.

May Perform Additional Duties as Assigned

Disclaimer

The above requirements are general in nature and are by no means intended to be an exhaustive list of all responsibilities, duties and skills required of personnel appointed to this position.

Skills and Knowledge

- Fundamental knowledge of characteristics of students with Autism Spectrum Disorder, Intellectual Disabilities, and other developmental/ behavioral disabilities.
- Knowledge of behavior principles including reinforcement strategies, shaping of new behavior, and token economies.
- Knowledge of Boardmaker and other instructionally appropriate software and its application, as it relates to use with students with communication disorders.
- Basic computing skills including word processing, use of search engines, and software such as Boardmaker.
- Demonstrate technical writing skills.
- Ability to model the delivery of reinforcement on simple and complex schedules.
- Ability to utilize professional language when conversing with students, peers, and colleagues.
- Ability to apply principles of influences systems, such as motivation, incentive and leadership.
- Requires the ability to exercise judgment, decisiveness and creativity required in situations involving the evaluation of information against sensory, judgmental, or subjective criteria, as opposed to that which is clearly measurable or verifiable.
- Requires the ability to work effectively in stressful environments and circumstances.

Job Requirements

- Bachelor's degree (BA) or Higher from an accredited college or university.
- 3 years experience working directly with students with significant disabilities and /or severe behavioral disorders in a classroom or clinical setting.
- Experience in K-5 school instruction a plus
- Computer literacy skills; proficient in Windows, MS Word, Excel, Outlook, PowerPoint; Student Information Systems (SIS); Social Media.
- Equivalent/substitutionary requirements as ICS may deem appropriate.

Physical Demands

- Required to sit and /or stand for long periods of time
- Ability to physically lift up to 100 pounds and able to engage in sustained physical activity.

Work Environment

The work environment characteristics described here are representative of those and employee encounters while performing the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in this work environment is moderate; however, noise level may increase during periods of high student traffic.

Terms of Employment:

- Salary and benefits shall be paid consistent with ICS salary and benefit policies. Length of work year and hours of employment shall be those established by ICS.
- This document does not constitute an employment contract, implied or otherwise, other than an "at will" relationship.

FLSA Overtime Category:
Job is non-exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

Evaluation:
Performance will be evaluated in accordance with ICS policy.

Declaration
Human Resources retain the sole right and discretion to make changes to the job descriptions. Any unauthorized changes made by an employee will subject said person to disciplinary action and possible termination.

Job Description: Exceptional Student Education (ESE) Assistant/Specialist

Job Title: ESE Assistant/ Specialist

Reports to: ESE Director

Job Function:
Assist the ESE Director with onsite instructional and programmatic support of the school's children with cognitive and behavioral disabilities. This is done in collaboration with personnel, the Principal, teachers and others as assigned to the student in accordance with state law and regulations as well as Innovation Charter School (ICS) curriculum.

Core Responsibilities

- Creates visual supports such as individual and class schedules, work tasks work stations and individual behavior/token systems for students with communication, cognitive and behavior disorders.
- Monitors student behavior through classroom observations and collects data by using items such as counters, timers, and clickers, to be used to analyze students behaviors.
- Reviews and recommends to Director behavior intervention plans, behavior contracts, etc., related to students.
- Assists in providing Director with resources and options for available programs in the community as is the district's policy and procedure in determining eligibility and placement for ESE students.
- Implements the least restrictive environment possible as assessed by the ESE Director.
- Provides support to staff and teachers regarding appropriate interaction with ESE students.
- Assists in developing and overseeing educational programs as outlined by state standards and ICS.
- Assists in scheduling and conducting Individual Education Plans (IEPs), Individual Transition Plans (ITPs), Family Support Plans (FSPs), and Educational Plans (EPs) for exceptional students in accordance with state requirements.
- Reports confidential data to appropriate bodies. Assures confidentiality of personally identifiable data.
- Participates on field trips and community-based learning experiences providing safety and support to students with complex behaviors.
- Responds to crisis situations in a professional manner and assists in re-establishing a safe learning environment.

Note: This position is both physically and psychologically demanding and serves as a critically necessary support of and emergency response to students, staff, and

administration involved in the education of students with communication, cognitive, behavior disorders and other developmental / behavioral disabilities.

Keeping up to date on current instructional and behavioral technology, as job appropriate, is vital. Attends training to ensure skill leveling various technologies is at the level required to perform the essential job duties.

Serves as Assistant ESE School Liaison

- Assists in oversight of planning, organizing of ESE school activities.
- Creates and promotes academic performance and behavioral standards for ESE students.
- Maintains a professional demeanor with students and staff.
- Maintains records for school's administration and class schedules regarding ESE student files.
- Complies with Federal, state, local and ICS regulations, policies and procedures.
- Complies with school's Abuse posting requirements.
- Assists in supervising, scheduling, and creating procedures for all pre, post school and non-classroom activities and areas including student pick–up and drop-off locations for ESE students.

Assists in Staff Related ESE Development

- Maintains a collaborative relationship within ICS's staff and ESE students.
- Advises Director in the event that inappropriate behavior or violation of ICS policies and procedures should arise.
- Reports serious employee violations to Director.
- Complies with all statutory, regulatory and ICS policies.

Involves Parents and Community

- Promote synergy between parents, teachers, and community members in the learning environment to enhance each ESE student's progress towards becoming local, global stewards of time, resource and talent.
- Promotes, represents and maintains positive reflection of ICS at community functions.
- Addresses students, staff, parents, and director with appropriated and effective communication methods at various functions.
- Exemplifies the vision and mission of ICS.
- Attends student recognition, school sponsored, and athletic events.

May Perform Additional Duties as Assigned

Disclaimer

The above requirements are general in nature and are by no means intended to be an exhaustive list of all responsibilities, duties and skills required of personnel appointed to this position.

Skills and Knowledge

- Fundamental knowledge of characteristics of students with Autism Spectrum Disorder, Intellectual Disabilities, and other developmental/ behavioral disabilities.
- Knowledge of behavior principles including reinforcement strategies, shaping of new behavior, and token economies.
- Knowledge of Boardmaker and other instructionally appropriate software and its application, as it relates to use with students with communication disorders.
- Basic computing skills including word processing, use of search engines, and software such as Boardmaker.
- Demonstrate technical writing skills.
- Ability to model the delivery of reinforcement on simple and complex schedules.
- Ability to utilize professional language when conversing with students, peers, and colleagues.
- Ability to apply principles of influences systems, such as motivation, incentive and leadership.
- Requires the ability to exercise judgment, decisiveness and creativity required in situations involving the evaluation of information against sensory, judgmental, or subjective criteria, as opposed to that which is clearly measurable or verifiable.
- Requires the ability to work effectively in stressful environments and circumstances.

Job Requirements

- Bachelor's degree (BA) or Higher from an accredited college or university.
- 3 years experience working directly with students with significant disabilities and /or severe behavioral disorders in a classroom or clinical setting.
- Experience in K-5 school instruction a plus
- Computer literacy skills; proficient in Windows, MS Word, Excel, Outlook, PowerPoint; Student Information Systems (SIS); Social Media.
- Equivalent/substitutionary requirements as CSUSA may deem appropriate.

Physical Demands

- Required to sit and /or stand for long periods of time
- Ability to physically lift up to 100 pounds and able to engage in sustained physical activity.

Work Environment
The work environment characteristics described here are representative of those and employee encounters while performing the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
The noise level in this work environment is moderate, however, noise level may increase during periods of high student traffic.

Terms of Employment:

- Salary and benefits shall be paid consistent with ICS salary and benefit policies. Length of work year and hours of employment shall be those established by ICS.
- This document does not constitute an employment contract, implied or otherwise, other than an "at will" relationship.

FLSA Overtime Category:
Job is non-exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

Evaluation:
Performance will be evaluated in accordance with ICS policy.

Declaration
Human Resources retain the sole right and discretion to make changes to the job descriptions. Any unauthorized changes made by an employee will subject said person to disciplinary action and possible termination.

Appendix M: Staffing Plan and Salary Matrixes

Staffing Plan: Innovation Charter School

Staff Positions (based on 330 students each year)	Annualy Salary
Principal	$80,000
Assistant Principal	$65,000
Business Administrator	$40,000
Registrar	$50,000
K-5 Teacher (1 per class room> 18 total)	$42,000
ESE Specialist	$48,000
ESE Specialist Assistant	$35,000
Physical Education Teacher	$42,000
Art Teacher	$42,000
Music Teacher	$42,000
ESOL -Foreign Lang. Teacher	$45,000
Additional Administrative Staff - (330 students)	**Hourly Rate**
Administrative Assistant- Principal	$23.00
Office Assistant- General	$15.00
Sr. Custodian	$18.00
Jr. Custodian	$13.00
Cafeteria/ Kitchen Staff (total of 4 staff)	$12.00

Salary Matrix: Innovation Charter School

Teacher 's Years of Experience	Broward County Equivalent	ICS Salary
Zero	$ 39,000	$ 40,950
1 to 4	$ 39,180	$ 41,139
5	$ 39,475	$ 41,449
6 to 7	$ 39,775	$ 41,764
8	$ 40,075	$ 42,079
9	$ 40,375	$ 42,394
10	$ 40,714	$ 42,750
11	$ 41,110	$ 43,166
12 to 13	$ 42,150	$ 44,258
14	$ 42,881	$ 45,025
15	$ 43,440	$ 45,612

Salary Matrix: Broward County

BACHELORS (2012–2013) – Effective January 1, 2013				
Years of Experience	Level	Salary	Daily Rate	Hourly Rate
0	1	39,000	198.97959	26.53061
1, 2, 3, 4	2	39,180	199.89796	26.65306
5	4	39,475	201.40306	26.85374
6 or 7	5	39,775	202.93367	27.05782
8	6	40,075	204.46429	27.26190
9	7	40,375	205.99490	27.46599
10	8	40,714	207.72449	27.69660
11	10	41,110	209.74490	27.96599
12 or 13	11	42,150	215.05102	28.67347
14	12	42,881	218.78061	29.17075
15	13	43,440	221.63265	29.55102

Appendix N: Parent Support Letters

July 29, 2013

Dear Members of the Broward County School Board,

My name is Nikol Chuidian; my son currently attends For Him Christian Academy. I would like you to vote in favor of the charter for Innovation Charter School and make this educational opportunity available for my son. As a resident of Pompano Beach I searched and tried out other preschools and was not satisfied until I found For Him Christian Academy. I am confident knowing he is well cared for, happy and within reach if needed.

It would be incredibly difficult if he needed to go to an elementary school too far from my home or work. When the time comes I would be incredibly interested to continue my son's education in a learning environment like Innovation Charter School is projecting to have. I believe Innovation Charter School's application is compelling and well researched, and I look forward to sending my child to a school that would provide him a quality hands-on, project-based education with experiential, constructivist educational opportunities.

Please vote to approve Innovation Charter School!

Thank you,

Nikol Chuidian

Nikol Chuidian
(916) 803-2572
2722 NE 1st Street, Unit 3
Pompano Beach FL 33062

July 30, 2013

To Whom It May Concern,

I would like to express my support for the approval of the Innovation Charter School application being submitted to the Broward County School Board. I am a resident of Pompano Beach and I believe that Innovation Charter School will be an incredible asset to our school district as well as greatly benefit the children, families, and local community.

Innovation Charter School will fill a need in our community for an alternative to traditional public education. I currently take my soon-to-be second grader to a school in North Lauderdale and must make constant arrangements for his drop off and pick up timings that would be alleviated if Innovation Charter School were granted approval. My daughter begins kindergarten this year after attending preschool at For Him Christian Academy located in my workplace's building. I can understand how many families choose home-schooling, drive to schools of choice in another town, or select a blended or virtual form of learning. Now that I will need to transport both children, I will have added travel time added to my day should my daughter not be admitted to the same school my son attends. Our family situation is such that I need to work so an at-home learning option is not available to me.

I desire to be an active part of my children's school, but find additional trips to school nearly impossible due to the distance between my work location and that of the school. Should Innovation Charter School be granted the opportunity to serve in Pompano Beach where I live and work, this would be a value add for my family and, I believe, for the school as I could serve in volunteer areas.

Innovation Charter School will collaborate with existing public schools and schools of choice Broward County to enrich local students' learning experiences through special events, sports, music and fine arts programs, and community celebrations. I support the approval of Innovation Charter School to serve students in our community. I value the school's vision and mission and would be delighted to see a school of choice in our community.

Sincerely,

Ameka Anglin
777 N. Powerline Rd.
Pompano Beach, FL 33069
(954) 608-2992

July 29, 2013

Dear Members of the Broward County School Board:

I am writing to express my support for the approval of Innovation Charter School's application. I am a resident of Broward County and live and work in Pompano Beach. I believe that Innovation Charter School will be a valuable asset to Broward County and be of great benefit to the children, families, and local community.

Innovation Charter School will fill a need in our community for an innovative, challenging learning experience for K-5 students. Many families must choose a school miles from home or have opted for some blend of virtual and/or home schooling. As a preschool educator, I strongly believe in the classroom teaching-learning exchange where students can grow socially as well as academically. I want to continue to be involved in my child's education, but may not have that opportunity if I need to travel further than a few miles from my workplace to volunteer time at my child's school.

Innovation Charter School will provide every child access to a quality education through increased learning opportunities, programs designed to help each child succeed, and a learning environment designed to meet each child's needs. Innovation Charter School's mission will provide a safe and exceptional environment that cultivates personal accountability for learning, character education, and community awareness through critical thinking projects.

I support the approval of Innovation Charter School's application to serve students in our community. I endorse their mission and agree that a public school of choice is needed in our community.

Sincerely,

Amanda Lewis
403 SW 2nd Pl., Apt. 6
Pompano Beach, FL 33060
(754) 366-7858

Joe Byker

Office of the Treasurer

MAIN OFFICE
600 S W 3rd Street
Pompano Beach
FL, 33060 USA
954.968.3044

WEB
www.hopeeducation.org

Partnering with

Appendix O: Donor Commitment Letter

Innovation Charter School
600 SW 3rd St.
Pompano Beach, FL 33060

Re: Commitment Letter of Donation for Innovation Charter School

July 26, 2013

Dear Innovation Charter School Board Members:

Our company would be pleased to be involved in the development and start up of the Innovation Charter School in Pompano Beach, Florida. We are excited to participate in a project that truly considers the future of our local community and the impact that such a school could make on the children in this city as they grow into contributing global citizens.

Since our organization focuses on addressing the threats to and needs of children around the world, we would be pleased to contribute our resources toward the planning and start up of Innovation Charter School.

Based upon our organization's expertise in aiding children through HIV prevention education, de-worming initiatives, sustainable water solutions, etc., we believe this contribution will naturally expand past funding into a growing sharing of ideas and methods to meet the needs of students in our efforts overseas as well as allow for the children studying in Innovation Charter School to gain a deeper empathy and come to learn of the multiple ways in which they could become involved in local and global outreaches. To start, we would like to commit to funding $55,000 in capital expenditures.

The contact for our organization's donation to ICS will be Joe Byker who can be reached by telephone at (616) 534-8100 and by email at joe.byker@byker.com.

We understand that the donation promised in this Commitment Letter will be relied upon by Innovation Charter School in order to request funding, grants, and other donations. Once such donation is made, we understand that it becomes the property of ICS with all standard warranties included. Additionally, we are aware that any product and/or service donated by our organization may be shared with the public as well as displayed for the purposes of community education, as Innovation Charter School will be part of the Broward County Public School system if the Broward County School Board approves their charter application.

As part of our donation to Innovation Charter School, we agree to participate and work cooperatively with the Governing Board Members, the School's future staff, and start up team members in order to effectuate our donation.

Joe Byker
HopeEd Board Treasurer

Enrollment and Staffing Page

Ongoing Budget Totals	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	$ 55,000	$ 2,325,689	$ 2,359,744	$ 2,394,318	$ 2,517,577	$ 2,539,991
Estimated Expense	$ 49,400	$ 2,318,146	$ 2,210,701	$ 2,260,436	$ 2,332,120	$ 2,454,945
Net Revenue	$ 5,600	$ 7,543	$ 149,042	$ 133,881	$ 185,457	$ 85,046
Cash Balance	$ 5,600	$ 13,143	$ 162,185	$ 296,067	$ 481,524	$ 566,570

Enrollment Estimates

	Students Per Class	Number of Classes Per Grade Level				
		Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	18	3	3	3	3	3
1st Grade	18	3	3	3	3	3
2nd Grade	18	3	3	3	3	3
3rd Grade	18	3	3	3	3	3
4th Grade	19	3	3	3	3	3
5th Grade	19	3	3	3	3	3
6th Grade	1	0	0	0	0	0
7th Grade	1	0	0	0	0	0
8th Grade	1	0	0	0	0	0
9th Grade	1	0	0	0	0	0
10th Grade	1	0	0	0	0	0
11th Grade	1	0	0	0	0	0
12th Grade	1	0	0	0	0	0

Percentage of seats full	100.0%	In order to budget conservatively, enter the percentage of your total possible enrollment you think is realistic. For example, if you enter 95%, for a class of 22 students, the calculator will assume that the class will actually have about 21 students when it calculates your estimated income. It is better to under-estimate how many students you will have than over estimate, so be sure to leave some room for error.

	Year 1	Year 2	Year 3	Year 4	Year 5	
Total Classes	*18*	*18*	*18*	*18*	*18*	← This is the minimum number of classrooms you will need.
Max Enrollment	*330*	*330*	*330*	*330*	*330*	← This is the maximum number of students each year.
Assumed enrollment	*330*	*330*	*330*	*330*	*330*	← Budget will be based on these numbers.

Special Populations

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

	ESE Students	Gifted Students	ESOL Students	Free/Reduced Lunch
Kindergarten	10%	1%	15%	75%
1st Grade	15%	2%	15%	75%
2nd Grade	15%	2%	12%	75%
3rd Grade	13%	2%	12%	75%
4th Grade	12%	3%	12%	75%
5th Grade	10%	3%	12%	75%
6th Grade	1%	1%	1%	75%
7th Grade	1%	1%	1%	1%
8th Grade	1%	1%	1%	1%
9th Grade	1%	1%	1%	1%
10th Grade	1%	1%	1%	1%
11th Grade	1%	1%	1%	1%
12th Grade	1%	1%	1%	1%

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

		Year 1	Year 2	Year 3	Year 4	Year 5
Kind thru	ESE	28	28	28	28	28
	Gifted	4	4	4	4	4

thru 3rd	ESOL	28	28	28	28	28
	FRL	164	164	164	164	164
4th & 5th	ESE	13	13	13	13	13
	Gifted	4	4	4	4	4
	ESOL	14	14	14	14	14
	FRL	86	86	86	86	86
6th thru 8th	ESE	0	0	0	0	0
	Gifted	0	0	0	0	0
	ESOL	0	0	0	0	0
	FRL	0	0	0	0	0
9th thru 12th	ESE	0	0	0	0	0
	Gifted	0	0	0	0	0
	ESOL	0	0	0	0	0
	FRL	0	0	0	0	0
School Total	ESE	41	41	41	41	41
	Gifted	8	8	8	8	8
	ESOL	42	42	42	42	42
	FRL	250	250	250	250	250

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

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

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

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

Staffing Assumptions

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

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

Teacher FTE	1800	How many minutes can a full-time teacher teach during the week?

For middle and high schools teachers are usually calculated based on sections as opposed to the number of minutes. The following questions will help to determine the number of teachers you will need for middle and high school students.

	Middle School (6-8)	High School (9-12)	
Number of sections per day in the master schedule	1	1	(i.e. 4 periods a day for block periods, 7 periods or 8 periods a day for more traditional schedueles etc.)
How many sections per day does a full time teacher teach	1	1	Include only instructional time (time with students, not planning time).
Number of non class size sections per day	1	1	Not all courses are required to follow class size amendments. Enter the number of sections per day not required to meet class size requirements
Class Size in NON CORE courses	1	1	Enter the maximum class size you will allow in none core courses that are not required to meet class size reduction numbers.
Recommended Number of Teachers for Year 1	*0*	*0*	

ESE Case Load	30	What is the maximum number of students one full-time ESE teacher can provide services to in your school?
Gifted Case Load	30	What is the maximum number of students one full-time Gifted teacher can provide services to in your school?
ESOL Case Load	60	If you are going to have specialized ESOL staff at your school, how many ESOL students can one full-time teacher provide services to?

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

		Year 1		Year 2		Year 3		Year 4		Year 5		Budget Function	Budget Object
Elementary (K-5) Calculations	Classroom Teachers	18.0	18	18.0	18	18.0	18	18.0	18	18.0	18	5100-Instr	120-ClasTchr
	Art Teacher(s)	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	5100-Instr	130-OthTchr
	Music Teacher(s)	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	5100-Instr	130-OthTchr
	Wrld Lang Teacher(s)	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	5100-Instr	130-OthTchr
	Phys Ed Teacher(s)	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	5100-Instr	130-OthTchr
Middle School and High School (6-12) Calcualtions	Full Time Middle/High Teachers (w/ Benefits)	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	5100-Instr	120-ClasTchr
	Part Time Middle/High Teachers (NO Benefits)	0.0		0.0		0.0		0.0		0.0		5100-Instr	130-OthTchr
	Reading Specialst(s)	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	5100-Instr	130-OthTchr
	ESE Teacher(s)	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	5200-ESE	130-OthTchr
	Gifted Teacher(s)	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	5200-ESE	130-OthTchr
	Title 1 Teachers	0.0		0.0		0.0		0.0		0.0		5100-Instr	130-OthTchr
	Other 1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	5100-Instr	130-OthTchr
	Other 2	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	5100-Instr	130-OthTchr
	Other 3	0.0		0.0		0.0		0.0		0.0		5100-Instr	130-OthTchr

Teacher Salary	$42,000	Enter the AVERAGE full-time teacher salary you anticipate (remember this is average, so if one teacher makes $38,000 and another makes $45,000 the average would be $41,500). If you are an already existing school and would rather enter your actual staff and their salaries for a more precise budget, you can use the "Staff List" page to add those staff members.
Annual Increases	1.500%	Enter the PERCENTAGE of ANNUAL INCREASES you anticipate in staff pay.
FTE For Benefits	0.8	What FTE (Full Time Equivalency (% of full time)) does someone need to be at in order to receive benefits from the school (i.e. if a teacher needs to work at least 30 hours a week, you would enter 0.75 (30 divided by 40).
Combine for Benefits	Yes	When calculating benefits, do you want to combine positions to make more people full time? If you answer 'Yes', a 0.4 and a 0.6 position will be counted as 1 teacher, and that person will get benefits. If you answer 'No', it will count those positions as two seperate positions, and each would be evaluated separatly to see if they work enough hours based on your answer above to receive benefits.
Substitutes - Number	5	How many substitutes PER TEACHER do you anticipate paying for each year? (In otherwords, how many sick or personal days do you anticipate each teacher taking/being allowed?)
Substitutes - Pay	$100.00	How much will you pay a substitute per day?
Pay Teachers Unused PTO?	Yes	Some schools choose to pay teachers at the end of the year for their unused Paid Time Off. This provides an incentive to teachers to not call in sick or use their sick or personal time, and prevents teachers from building up large number of sick days in future years. Will you pay teachers for their unused Paid Time Off?
Number of unused days	2	On average, how many days do you assume your teachers will have left at the end of the year?
Reimbursement Rate	$150.00	How much will you pay the teachers for their unused time. Based on your average salary, if teachers have 194 day cotracts their normal daily rate would be $216. Some schools pay a flat rate (say $100) and others pay their daily rate.

Other Salaried Positions

	Yr 1 FT Salary	FTE Plng Yr	FTE Year 1	FTE Year 2	FTE Year 3	FTE Year 4	FTE Year 5	Budget Function	Budget Object
Principal	$80,000	0.0	0.0	0.0	0.0	0.0	0.0	7300-Admin	110-Admin
Assistant Principal	$65,000	0.0	0.0	0.0	0.0	0.0	0.0	7300-Admin	110-Admin
Business Administrator	$40,000	0.0	0.0	0.0	0.0	0.0	0.0	7300-Admin	110-Admin
Registrar	$50,000		0.0	0.0	0.0	0.0	0.0	7300-Admin	110-Admin
K-5 Teacher	$42,000		0.0	0.0	0.0	0.0	0.0	6500-EdTech	120-ClasTchr
ESE Specialist	$48,000		0.0	0.0	0.0	0.0	0.0	6500-EdTech	120-ClasTchr
ESE Specialist Assistant	$35,000		0.0	0.0	0.0	0.0	0.0	6500-EdTech	120-ClasTchr
Physical Education Teacher	$42,000		0.0	0.0	0.0	0.0	0.0	6500-EdTech	130-OthTchr
Art Teacher	$42,000		0.0	0.0	0.0	0.0	0.0	6500-EdTech	130-OthTchr
Music Teacher	$42,000		0.0	0.0	0.0	0.0	0.0	6500-EdTech	130-OthTchr
ESOL -Foreign Lang. Teacher	$45,000		0.0	0.0	0.0	0.0	0.0	6500-EdTech	130-OthTchr
	$0		0.0	0.0	0.0	0.0	0.0	5100-Instr	130-OthTchr

Hourly Staff Positions

	Hrly Rate	Total Plan Year Hours	# Each Year 1	# Each Year 2	# Each Year 3	# Each Year 4	# Each Year 5	Hrs Per Week	Weeks Per Year	Benfits?	Budget Function	Budget Object
Administrative Assistant- Principal	$23.00	0	1.0	1.0	1.0	1.0	1.0	40	38	Yes	7300-Admin	160-SuprtStf
Office Assistant- General	$15.00	0	1.0	1.0	1.0	1.0	1.0	30	38	No	7300-Admin	160-SuprtStf

Sr. Custodian	$18.00	0	1.0	1.0	1.0	1.0	1.0	40	38	Yes	7300-Admin	160-SuprtStf
Jr. Custodian	$13.00	0	1.0	1.0	1.0	1.0	1.0	30	36	No	7300-Admin	160-SuprtStf
Cafeteria/ Kitchen Staff A	$12.00	0	1.0	1.0	1.0	1.0	1.0	15	36	No	5100-Instr	160-SuprtStf
Cafeteria/ Kitchen Staff B	$12.00	0	1.0	1.0	1.0	1.0	1.0	15	36	No	6200-MediaC.	160-SuprtStf
Cafeteria/ Kitchen Staff C	$12.00	0	1.0	1.0	1.0	1.0	1.0	15	36	No	5100-Instr	160-SuprtStf
Cafeteria/ Kitchen Staff D	$12.00	0	1.0	1.0	1.0	1.0	1.0	15	36	No	5100-Instr	160-SuprtStf
	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	No	6100-PupServ	160-SuprtStf
	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	No	7900-Facility	160-SuprtStf
	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	No	7900-Facility	160-SuprtStf
	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	No	7900-Facility	160-SuprtStf
	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	No	7900-Facility	160-SuprtStf
	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	No	5100-Instr	160-SuprtStf
	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	No	5100-Instr	160-SuprtStf
	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	No	5200-ESE	160-SuprtStf
	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	No	7300-Admin	160-SuprtStf
	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	No	7600-Lunch	160-SuprtStf
	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	No	7600-Lunch	160-SuprtStf
	$0.00	0	0.0	0.0	0.0	0.0	0.0	0	0	No	7900-Facility	160-SuprtStf

Employer / Payroll Costs

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

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

Employee Benefit PERCENT	2.000%	If you offer a percentage package for employee benefits, enter the percentage here. For example, if you offer a 3% of salary retirement package, or if you offer a cafeteria package valued up to 16% of their salary, etc.
Benefit PER EMPLOYEE	$2,700	If you pay for a certain amount of employee benefits PER EMPLOYEE, enter that amount here. For example, if the school will pay for health insurance premiums, enter the amount per employee that the school will pay here.
How much of benefits towards retirement?	24%	There are two line items on the budget for employee benefits, group insurance plans and retirement. For the purposes of this calculator, the total benefits amounts will be broken down based on this number. For example, if you have $100,000 and you choose to direct 25% towards retirement, $25,000 will go towards retirement and $75,000 will go to employee benefits. This doesn't affect the overall bottom-line, just the placement of the funds.
FICA	6.20%	Enter the federal Employer FICA Rate (Typically stays at 6.2%)
Medicare	1.45%	Enter the federal Employer Medicare Rate (Typically stays at 1.45%)
Federal Unemployment Percent	0.00%	Enter the maximum amount you will pay per employee in Federal Unemployment Tax (If you are your own employer (not using a leasing company), and you have obtained 501(c)(3) status, you may be exempt from FUTA). Rates are available at http://www.oui.doleta.gov/unemploy/uitaxtopic.asp
Federal Unemp. Maximum Cap	$ -	
State Unemployment Percent	2.70%	Current Florida Unemployment rates can be accessed from: http://dor.myflorida.com/dor/taxes/reemployment.html#pay. In 2013 the rate is 2.70% on the first $8,000
State Unemp. Maximum Cap	$ 8,000	
Worker's Comp	1.250%	Enter the percentage of salary you are charged for Worker's Compensation Insurance.

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

Payroll Fees PERCENT	0.750%	If you are paying payroll fees based on a PERCENTAGE of salary (i.e. you are using a full service leasing company), enter the precentatge you are charged here.
Payroll Fees PER EMPLOYEE	$ -	If you are paying payroll fees based on a FLAT RATE PER EMPLOYEE / PER YEAR, enter the per employee amount here per year.

Supplemental Payments

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

Stipend Description	Pln Yr Totals	Year 1 Totals	Year 2 Totals	Year 3 Totals	Year 4 Totals	Year 5 Totals	Budget Function
Stipend 1 (Extra Curricular)	$ -	$ -	$ -	$ -	$ -	$ -	5100-Instr
Stipend 2 (Special Needs)	$ -	$ -	$ -	$ -	$ -	$ -	5200-ESE
Stipend 3 (Pupil Services)	$ -	$ -	$ -	$ -	$ -	$ -	6100-PupServ
Stipend 4 (Curriculum)	$ -	$ -	$ -	$ -	$ -	$ -	6300-Curric
Stipend 5 (Professional Dev.)	$ -	$ -	$ -	$ -	$ -	$ -	6400-ProfDev

Stipend 6 (Technology)	$ -	$ -	$ -	$ -	$ -	$ -	6500-EdTech
Stipend 7 (Administrative)	$ -	$ -	$ -	$ -	$ -	$ -	7300-Admin
Stipend 8 (Lunch Services)	$ -	$ -	$ -	$ -	$ -	$ -	7600-Lunch
Stipend 9 (Facility)	$ -	$ -	$ -	$ -	$ -	$ -	7900-Facility
Stipend 10 (Community Srvcs)	$ -	$ -	$ -	$ -	$ -	$ -	9100-ComSrv

Actual Salaried Employees

!!! Only Use This Sheet If You Already Have Hired Most Of Your Staff !!!

This sheet should only be used by currently operating schools who have already hired staff and want a more acurate salary calculation based on their actual employees. The calculator will pull in the number of salaried employees from the "Enrollment and Staff" page, and then you can enter the information for each employee to calculate the actual salary amounts for the current year. Be sure to enter the anual salary as if the person were full time, as it will be multipled against the FTE. For example, if a person is a 0.5 FTE, and their salary is set at $50,000, the calculator will multiply them and the total salary amount will be $25,000. After you complete the "Enrollment And Staff" page, click the "Show Only Used Rows" to the right, so that unused lines will be hidden and everything you need will be displayed. Clicking this button is a slow process, so be patient as the worksheet looks at each line (about 1-2 minutes). Also, be sure to set cell E5 to "Yes" if you are using this information, otherwise the calculator will ignore everything on this page. When you are finished with everything on this page, click the "Include Funds Below in Budget" button to refresh the budget. This page does not automatically refresh in the overall budget.

No	Do you wish to use the numbers on this page?

							Planning Year		Year 1		Year 2		Year 3		Year 4		Year 5	
Position	Estimated Salary	Function	Object	Benefits?	Last Name	First Name	FTE	Actual Salary	FTE	Actual Salary	FTE	Actual Salary	FTE	Actual Salary	FTE	Actual Salary	FTE	Actual Salary
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Classroom Teachers	$ 42,000	5100-Instr	120-ClasTchr	Yes					1.00	$ 42,000	1.00	$ 42,630	1.00	$ 43,269	1.00	$ 43,918	1.00	$ 44,577
Classroom Teachers	$ 42,000	5100-Instr	120-ClasTchr	Yes					1.00	$ 42,000	1.00	$ 42,630	1.00	$ 43,269	1.00	$ 43,918	1.00	$ 44,577
Classroom Teachers	$ 42,000	5100-Instr	120-ClasTchr	Yes					1.00	$ 42,000	1.00	$ 42,630	1.00	$ 43,269	1.00	$ 43,918	1.00	$ 44,577

Classroom Teachers	$ 42,000	5100-Instr	120-ClasTchr	Yes					1.00	$ 42,000	1.00	$ 42,630	1.00	$ 43,269	1.00	$ 43,918	1.00	$ 44,577
Classroom Teachers	$ 42,000	5100-Instr	120-ClasTchr	Yes					1.00	$ 42,000	1.00	$ 42,630	1.00	$ 43,269	1.00	$ 43,918	1.00	$ 44,577
Classroom Teachers	$ 42,000	5100-Instr	120-ClasTchr	Yes					1.00	$ 42,000	1.00	$ 42,630	1.00	$ 43,269	1.00	$ 43,918	1.00	$ 44,577
Classroom Teachers	$ 42,000	5100-Instr	120-ClasTchr	Yes					1.00	$ 42,000	1.00	$ 42,630	1.00	$ 43,269	1.00	$ 43,918	1.00	$ 44,577
Classroom Teachers	$ 42,000	5100-Instr	120-ClasTchr	Yes					1.00	$ 42,000	1.00	$ 42,630	1.00	$ 43,269	1.00	$ 43,918	1.00	$ 44,577
Classroom Teachers	$ 42,000	5100-Instr	120-ClasTchr	Yes					1.00	$ 42,000	1.00	$ 42,630	1.00	$ 43,269	1.00	$ 43,918	1.00	$ 44,577
Classroom Teachers	$ 42,000	5100-Instr	120-ClasTchr	Yes					1.00	$ 42,000	1.00	$ 42,630	1.00	$ 43,269	1.00	$ 43,918	1.00	$ 44,577
Classroom Teachers	$ 42,000	5100-Instr	120-ClasTchr	Yes					1.00	$ 42,000	1.00	$ 42,630	1.00	$ 43,269	1.00	$ 43,918	1.00	$ 44,577
Classroom Teachers	$ 42,000	5100-Instr	120-ClasTchr	Yes					1.00	$ 42,000	1.00	$ 42,630	1.00	$ 43,269	1.00	$ 43,918	1.00	$ 44,577
Classroom Teachers	$ 42,000	5100-Instr	120-ClasTchr	Yes					1.00	$ 42,000	1.00	$ 42,630	1.00	$ 43,269	1.00	$ 43,918	1.00	$ 44,577
Classroom Teachers	$ 42,000	5100-Instr	120-ClasTchr	Yes					1.00	$ 42,000	1.00	$ 42,630	1.00	$ 43,269	1.00	$ 43,918	1.00	$ 44,577
Classroom Teachers	$ 42,000	5100-Instr	120-ClasTchr	Yes					1.00	$ 42,000	1.00	$ 42,630	1.00	$ 43,269	1.00	$ 43,918	1.00	$ 44,577
Classroom Teachers	$ 42,000	5100-Instr	120-ClasTchr	Yes					1.00	$ 42,000	1.00	$ 42,630	1.00	$ 43,269	1.00	$ 43,918	1.00	$ 44,577
Classroom Teachers	$ 42,000	5100-Instr	120-ClasTchr	Yes					1.00	$ 42,000	1.00	$ 42,630	1.00	$ 43,269	1.00	$ 43,918	1.00	$ 44,577
Classroom Teachers	$ 42,000	5100-Instr	120-ClasTchr	Yes					1.00	$ 42,000	1.00	$ 42,630	1.00	$ 43,269	1.00	$ 43,918	1.00	$ 44,577
Art Teacher(s)	$ 42,000	5100-Instr	130-OthTchr	Yes					0.40	$ 16,800	0.40	$ 17,052	0.40	$ 17,308	0.40	$ 17,567	0.40	$ 17,831
Music Teacher(s)	$ 42,000	5100-Instr	130-OthTchr	Yes					0.30	$ 12,600	0.30	$ 12,789	0.30	$ 12,981	0.30	$ 13,176	0.30	$ 13,373
Wrld Lang Teacher(s)	$ 42,000	5100-Instr	130-OthTchr	Yes					0.30	$ 12,600	0.30	$ 12,789	0.30	$ 12,981	0.30	$ 13,176	0.30	$ 13,373
Phys Ed Teacher(s)	$ 42,000	5100-Instr	130-OthTchr	Yes					1.00	$ 42,000	1.00	$ 42,630	1.00	$ 43,269	1.00	$ 43,918	1.00	$ 44,577
Phys Ed Teacher(s)	$ 42,000	5100-Instr	130-OthTchr	Yes					0.50	$ 21,000	0.50	$ 21,315	0.50	$ 21,635	0.50	$ 21,959	0.50	$ 22,289
Reading Specialst(s)	$ 42,000	5100-Instr	130-OthTchr	Yes					0.70	$ 29,400	0.70	$ 29,841	0.70	$ 30,289	0.70	$ 30,743	0.70	$ 31,204
ESE Teacher(s)	$ 42,000	5200-ESE	130-OthTchr	Yes					1.00	$ 42,000	1.00	$ 42,630	1.00	$ 43,269	1.00	$ 43,918	1.00	$ 44,577
ESE Teacher(s)	$ 42,000	5200-ESE	130-OthTchr	Yes					0.40	$ 16,800	0.40	$ 17,052	0.40	$ 17,308	0.40	$ 17,567	0.40	$ 17,831
Gifted Teacher(s)	$ 42,000	5200-ESE	130-OthTchr	Yes					0.30	$ 12,600	0.30	$ 12,789	0.30	$ 12,981	0.30	$ 13,176	0.30	$ 13,373
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Income Decisions

Ongoing Budget Totals	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	$ 55,000	$ 2,325,689	$ 2,359,744	$ 2,394,318	$ 2,517,577	$ 2,539,991
Estimated Expense	$ 49,400	$ 2,318,146	$ 2,210,701	$ 2,260,436	$ 2,332,120	$ 2,454,945
Net Revenue	$ 5,600	$ 7,543	$ 149,042	$ 133,881	$ 185,457	$ 85,046
Cash Balance	$ 5,600	$ 13,143	$ 162,185	$ 296,067	$ 481,524	$ 566,570

Virtual School

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

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

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

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

State Revenue Estimator Results

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

	Estimator
FEFP - Base Funding	$ 1,380,998
FEFP - ESE Gurantee	$ 54,035
FEFP - Supplemental Academic Instruction	$ 67,980
FEFP - Class Size Reductions	$ 436,030
FEFP - Other FEFP (WFTE Share)	$ 7,872
FEFP - Discretionary Local Effort	$ 126,069
FEFP - Discretionary Millage Compression	$ -
FEFP - Proration to Funds Available	$ -
FEFP - Discretionary Lottery	$ -
FEFP - Instructional Materials Allocation	$ 25,472
FEFP - Dual Enrollment Instr. Materials	$ -
FEFP - Teacher Salary Allocation	$ 60,277
Transportation (All Riders)	$ 45,804
Transportation (ESE Student Riders)	$ 21,312
Total Income	**$ 2,225,849**

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

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

Historical Reference

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

	State Base FEFP	State Total UFTE	Base Allocation Increase	Other Funds Increase	Broward's Base Allocation	Broward's Total UFTE	Elem School ESE Guarantee		Middle School ESE Guarantee		High School ESE Guarantee	
Broward's District Differential					1.0238	1.0238						
2013-14 First Calculation	$ 3,752.30	$ 6,778.86	4.726%	8.407%	$ 3,841.60	$ 6,940.20	$ 975	0%	$ 1,093	0%	$ 778	0%
2012-13 Fourth Calculation	$ 3,582.98	$ 6,374.82	2.982%	1.968%	$ 3,668.25	$ 6,526.54	$ 975	-6%	$ 1,093	-6%	$ 778	-6%
2011-12 Final Calcualtions	$ 3,479.22	$ 6,217.18	-3.989%	-16.363%	$ 3,562.03	$ 6,365.15	$ 1,039	0%	$ 1,165	0%	$ 829	0%
2010-11 Final Calcualtions	$ 3,623.76	$ 6,897.38	-0.189%	1.780%	$ 3,710.01	$ 7,061.54	$ 1,039	0%	$ 1,165	0%	$ 829	0%
2009-10 Final Calcualtions	$ 3,630.62	$ 6,846.98	-6.575%	8.635%	$ 3,717.03	$ 7,009.94	$ 1,039	2%	$ 1,165	2%	$ 829	2%
2008-09 Final Calcualtions	$ 3,886.14	$ 6,846.84	-4.745%	-3.341%	$ 3,978.63	$ 7,009.79	$ 1,018	-2%	$ 1,142	-2%	$ 812	-2%
2007-08 Final Calcualtions	$ 4,079.74	$ 7,142.79	2.465%	6.877%	$ 4,176.84	$ 7,312.79	$ 1,039	0%	$ 1,165	0%	$ 829	0%
2006-07 Final Calcualtions	$ 3,981.61	$ 6,847.56	6.391%	18.808%	$ 4,076.37	$ 7,010.53	$ 1,039		$ 1,165		$ 829	
	$ 3,742.42	$ 6,154.67					$ -		$ 1,165.00		$ -	

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

Program Cost Factors

Capital Outlays Per Student Amounts

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

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

Custom Income Assumptions

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

	Base FEFP Increase	Other Funds Increase	ESE Guarantee Increase	Capital Outlay Inc/Decrease	Eligible For Capital Outlay	
Planning Year	0.000%	0.000%	0.000%	0.000%		The calculator assumes that the State Income Calculator numbers are the planning year numbers.
Year 1	0.000%	0.000%	0.000%	50.000%	No	Percentage increase for Year one of the budget (Mouse over this cell for more information).
Year 2	1.500%	1.500%	0.000%	-15.000%	No	The percentage you enter will be a percentage above the Year 1 amount.
Year 3	1.500%	1.500%	0.000%	-15.000%	No	The percentage you enter will be a percentage above the Year 2 amount.
Year 4	1.500%	1.500%	0.000%	-15.000%	Yes	The percentage you enter will be a percentage above the Year 3 amount.
Year 5	1.500%	1.500%	0.000%	-15.000%	Yes	The percentage you enter will be a percentage above the Year 4 amount.

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

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

Title 1 Funds

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

District's Threshold	70%	Enter the district's threshold to be eligible for Title 1 Funds.

Your school has 76% FRL. You would be eligible based on these assumptions.

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

	Threshold Levels		
	70%		
Amount Per Student	$ -		

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

Financing

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

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Loan Amount (Dollars)	$ -	$ -	$ -	$ -	$ -	$ -
Interest Rate (Percent)	6.000%	6.000%	0.000%	0.000%	0.000%	0.000%
Term/Length of Loan (Years)	3	3	3	3	3	3
Interest Only Length? (Years)	0	0	0	0	0	0

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

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Calculated Debt Service Amounts	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Debt Service Amounts To Use	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Other Income Amounts

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

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	Object	
CSP Planning Grant	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	3299-Misc-Fed	*Misc. Federal through State*
Financial Backer / Donation	$55,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	3440-Donate	*Gifts, Grants and Bequests*
Other Grant 1	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	3440-Donate	*Gifts, Grants and Bequests*
Other Grant 2	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	3440-Donate	*Gifts, Grants and Bequests*
Other Grant 3	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	3440-Donate	*Gifts, Grants and Bequests*
Fundraising Efforts	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	3495-Misc-Loc	*Other Miscellaneous Local Sources*
Other Income 1	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	3495-Misc-Loc	*Other Miscellaneous Local Sources*
Other Income 2	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	3495-Misc-Loc	*Other Miscellaneous Local Sources*
Other Income 3	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	3495-Misc-Loc	*Other Miscellaneous Local Sources*

Facilities Decisions

Ongoing Budget Totals	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	$ 55,000	$ 2,325,689	$ 2,359,744	$ 2,394,318	$ 2,517,577	$ 2,539,991
Estimated Expense	$ 49,400	$ 2,318,146	$ 2,210,701	$ 2,260,436	$ 2,332,120	$ 2,454,945
Net Revenue	$ 5,600	$ 7,543	$ 149,042	$ 133,881	$ 185,457	$ 85,046
Cash Balance	$ 5,600	$ 13,143	$ 162,185	$ 296,067	$ 481,524	$ 566,570

Building Size Needs

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

Estimated Sq. Ft. per student	65		Year 1	Year 2	Year 3	Year 4	Year 5
		Students:	330	330	330	330	330
		Building Size:	21,450	21,450	21,450	21,450	21,450

Building Costs

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

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

Enter Exact Costs

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

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

Rental Costs - Per Square Foot (Traditional)

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

No information available for Broward county.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Building Size (Square Feet)	-	21,450.0	21,450.0	21,450.0	21,450.0	21,450.0
Annual Cost Per Square Foot	$ 1.00	$ 11.00	$ 11.22	$ 11.44	$ 11.67	$ 11.91
Total Estimated Annual Cost	$ -	*$ 235,950.00*	*$ 240,669.00*	*$ 245,482.38*	*$ 250,392.03*	*$ 255,399.87*

Per Student Facility Estimate

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

Enrollment Type	1	Enter 1 if you want to use your MAXIMUM total enrollment, or enter 2 if you want to use your ASSUMED enrollment.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students	enter total	330	330	330	330	330
Annual Per Student Cost	$ -	$ 700.00	$ 800.00	$ 900.00	$ 1,000.00	$ 1,000.00
Total Estimated Annual Cost	$ -	$ 231,000.00	$ 264,000.00	$ 297,000.00	$ 330,000.00	$ 330,000.00

Financing Calculator (To Purchase Building)

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

Facility Cost	$ 7,500,000	What is the total cost / purchase price of the facility?
Downpayment Amount	$ -	Down Payment Amount (See comment!)
Construction Costs	$ 3,500,000	You may need to conduct construction on the facility, enter the anticipated construction costs
Additional Financing	$ 715,000	Enter the additional amount you plan to finance to cover additional fees or costs (i.e. bank fees, realtor fees, etc.)
Total Financing Amount	$ 11,000,000	Total Amount To Finance
Interest Rate	6.125%	Enter the annual percentage rate for the financing
Amortization Term	20	Enter how many years you plan to amortize the loan over
Annual Debt Service Amount	$968,784.81	Annual Payment Amount
Monthly Debt Service Amount	$80,732.07	Monthly Payment Amount

Closing Year	3	What year are you planning to complete this purchase (enter 0 for planning year, 4 for Year 4, etc.)
Closing Month	12	What month do you plan to close the financing on?
Prior to Purchase Method	2	Which of the above facility options do you want to use for calculating rental costs prior to purchasing your building? (1 = Actual Cost, 2 = per square foot calculations, or 3 = per student, 0 = None).

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Debit Service	$ -	$ -	$ -	$ 565,124	$ 968,785	$ 968,785
Lease (prior to purchase)	$ -	$ 235,950	$ 240,669	$ 102,284	$ -	$ -
Debt Service Ratio				1.24	1.19	1.09

Other Facilities Costs

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

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Actual Building Square Footage		21,450	21,450	21,450	21,450	21,450
Enter the PER SQUARE FOOT amount to assume for electricity.	$0.25	$1.00	$1.02	$1.04	$1.06	$1.08
	$0.00	*$21,450.00*	*$21,879.00*	*$22,316.58*	*$22,762.91*	*$23,218.17*

Budget Line: 7900-430

Enter a PER STUDENT PER YEAR estimate for water and sewer utilities.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	*Budget Line: 7900-380*
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*	
Enter a PER CLASSROOM estimate for other services (i.e. fire alarm, pest control, etc.)	$50.00	$50.00	$51.00	$52.02	$53.06	$54.12	*Budget Line: 7900-390*
	$50.00	*$900.00*	*$918.00*	*$936.36*	*$955.09*	*$974.19*	
Enter an anticipated PER YEAR amount for HVAC maintenance and service contract.	$0.00	$2,500.00	$2,550.00	$2,601.00	$2,653.02	$2,706.08	*Budget Line: 7900-390*
	$0.00	*$2,500.00*	*$2,550.00*	*$2,601.00*	*$2,653.02*	*$2,706.08*	
Enter an anticipated PER YEAR amount for annual inspections (i.e. sprinkler, fire, etc.)	$500.00	$1,500.00	$1,545.00	$1,591.35	$1,639.09	$1,688.26	*Budget Line: 7900-390*
	$500.00	*$1,500.00*	*$1,545.00*	*$1,591.35*	*$1,639.09*	*$1,688.26*	
Enter an anticipated PER YEAR amount on general repairs and maint. to the facility	$1,000.00	$6,600.00	$6,798.00	$7,001.94	$7,212.00	$7,428.36	*Budget Line: 7900-350*
	$1,000.00	*$6,600.00*	*$6,798.00*	*$7,001.94*	*$7,212.00*	*$7,428.36*	
Enter an anticipated PER YEAR amount on remodeling and renovations.	$5,000.00	$2,500.00	$5,000.00	$5,150.00	$5,304.50	$5,463.64	*Budget Line: 7900-680*
	$5,000.00	*$2,500.00*	*$5,000.00*	*$5,150.00*	*$5,304.50*	*$5,463.64*	
Enter a PER STUDENT estimate for building supplies for the year (i.e. toilet paper, cleaning supplies, paper towels, etc.)	$500.00	$20.00	$20.60	$21.22	$21.85	$22.51	*Budget Line: 7900-510*
	$500.00	*$6,600.00*	*$6,798.00*	*$7,001.94*	*$7,212.00*	*$7,428.36*	
Enter the PER SQUARE FOOT amount to assume for cleaning services (if you are hiring it out instead of having your own staff).	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*	

Services Expenses

Ongoing Budget Totals	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	$ 55,000	$ 2,325,689	$ 2,359,744	$ 2,394,318	$ 2,517,577	$ 2,539,991
Estimated Expense	$ 49,400	$ 2,318,146	$ 2,210,701	$ 2,260,436	$ 2,332,120	$ 2,454,945
Net Revenue	$ 5,600	$ 7,543	$ 149,042	$ 133,881	$ 185,457	$ 85,046
Cash Balance	$ 5,600	$ 13,143	$ 162,185	$ 296,067	$ 481,524	$ 566,570

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

District Administrative Fee

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

	Year 1	Year 2	Year 3	Year 4	Year 5	
Maximum Number Of Students For Fees	250	250	250	250	250	
Percentage To Use	5.00%	5.00%	5.00%	5.00%	5.00%	
Cost	*$84,327.79*	*$85,549.90*	*$86,790.33*	*$88,049.38*	*$89,327.31*	*Budget Line: 7200-310*
Savings that must be used for Capital Outlay	*$26,984.89*	*$27,375.97*	*$27,772.91*	*$28,175.80*	*$28,584.74*	*See Comment here for details*

Management, Network or Professional Services Organizations

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

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Per Student Fee	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
Percent of FEFP Income	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	
Percent of Total Revenue	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	
Flat Annual Fee	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*Budget Line: 7300-310*

Accounting Fees

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

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Flat Rate Accounting Fees (Annual Amount)	$ -	$ 3,000.00	$ 3,150.00	$ 3,307.50	$ 3,472.88	$ 3,646.52	
Per Student Accounting Fees	$ -	$ -	$ -	$ -	$ -	$ -	
Flat Rate Auditor Fees (Annual Amount)	$ -	$ 5,000.00	$ 5,250.00	$ 5,512.50	$ 5,788.13	$ 6,077.53	
	$0.00	*$8,000.00*	*$8,400.00*	*$8,820.00*	*$9,261.00*	*$9,724.05*	*Budget Line: 7500-310*

Legal Fees

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

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Legal Fees	$ 2,000.00	$ 10,000.00	$ 10,500.00	$ 11,025.00	$ 11,576.25	$ 12,155.06	*Budget Line: 7100-310*

Professional Development for Staff

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

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Workshop / Conference Registration	$ -	$ 2,500.00	$ 2,550.00	$ 2,601.00	$ 2,653.02	$ 2,706.08	*Budget Line: 6400-310*
Onsite Professional Development	$ -	$ 10,000.00	$ 10,200.00	$ 10,404.00	$ 10,612.08	$ 10,824.32	*Budget Line: 6400-310*
PD Supplies (i.e. book, materials)		$ 2,000.00	$ 2,040.00	$ 2,080.80	$ 2,122.42	$ 2,164.86	*Budget Line: 6400-510*
Substitute Teachers for Professional Dev.		$ 90,000.00	$ 91,800.00	$ 93,636.00	$ 95,508.72	$ 97,418.89	*Budget Line: 6400-140*
Travel Expenses related to Professional Dev.	$ -	$ 2,500.00	$ 2,550.00	$ 2,601.00	$ 2,653.02	$ 2,706.08	*Budget Line: 6400-330*

Exceptional Education Services - Contracted Services

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

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Assumed Hourly Rate		$ 75.00	$ 78.75	$ 82.69	$ 86.82	$ 91.16	
Assumed Hours PER WEEK.		1.5	1.5	1.5	1.5	1.5	
	$0.00	*$4,050.00*	*$4,252.50*	*$4,465.13*	*$4,688.38*	*$4,922.80*	*Budget Line: 5200-310*

Corporate Insurance Policies

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

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimate Liability / Professional Insurance (ENTER PER STUDENT)		$ 22.00	$ 23.10	$ 24.26	$ 25.47	$ 26.74
	$0.00	*$7,260.00*	*$7,623.00*	*$8,004.15*	*$8,404.36*	*$8,824.58*
Estimate Property / Renters Insurance (ENTER PER SQUARE FOOT)		$ 0.25	$ 0.26	$ 0.28	$ 0.29	$ 0.30
	$0.00	*$5,362.50*	*$5,630.63*	*$5,912.16*	*$6,207.76*	*$6,518.15*

Enter Annual Liability/Prof Insurance Cost	$0.00	$7,260.00	$7,623.00	$8,004.15	$8,404.36	$8,824.58	*Budget Line: 7100-320*
Enter Annual Property/Renters Insurance	$0.00	$5,362.50	$5,630.63	$5,912.16	$6,207.76	$6,518.15	*Budget Line: 7900-320*

Board of Directors Expenses

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

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Travel reimbursement (Annual Amount)	$ 250.00	$ 750.00	$ 787.50	$ 826.88	$ 868.22	$ 911.63	*Budget Line: 7100-330*
Professional Development (Annual Amount)	$ -	$ 2,000.00	$ 1,000.00	$ 1,050.00	$ 1,102.50	$ 1,157.63	*Budget Line: 7100-310*
Board Meeting Supplies (Annual Amount)	$ 100.00	$ 500.00	$ 525.00	$ 551.25	$ 578.81	$ 607.75	*Budget Line: 7100-510*

Transportation Services

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

Percentage of students to transport	40.0%	Estimate the percentage of your total students who will require transportation.
Number of students on one bus	72	Enter the number of students you can transport on a single bus on a single trip. (See comment)

	Year 1	Year 2	Year 3	Year 4	Year 5
Students To Transport	132	132	132	132	132
Busses Needed	1.83	1.83	1.83	1.83	1.83

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

	Apply To All	Year 1	Year 2	Year 3	Year 4	Year 5
Hourly Rate for the bus driver		$ 1.00	$ 1.02	$ 1.03	$ 1.05	$ 1.06

Number of Bus Drivers?		0	0	0	0	0	
Hours PER DAY for the bus driver	3						
Additional days over 180 school days	5						
Does the Driver Receive Benefits?	No						
		$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*Budget Function 7800 (180-250)*

Financing Calculator to purchase / lease a bus

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

Total cost of the bus	$ -

Purchase / Loan Calculator

Interest Rate	9.000%
Number of Years	5
Total Monthly Payment	$0.00
Total Monthly Payment	$0.00

Lease Calculator

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

Actual Costs Related To Purchasing Or Leasing a Bus

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

	Year 1	Year 2	Year 3	Year 4	Year 5	
Enter the annual loan payments	$ -	$ -	$ -	$ -	$ -	*Budget Line: 7800-720*
Enter the annual lease payments	$ -		$ -	$ -	$ -	*Budget Line: 7800-360*
Estimated miles per day	0	0	0	0	0	
Estimated MPG efficiency of bus	9	9	9	9	9	
Estimated cost of fuel	$ -	$ -	$ -	$ -	$ -	*Budget Line: 7800-460*
Annual Maintenance Assumption	$ -	$ -	$ -	$ -	$ -	*Budget Line: 7800-390*
Annual Insurance Fees	$ -	$ -	$ -	$ -	$ -	*Budget Line: 7800-320*
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	

Third Party Transportation Provider

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

PER DAY Contract	Year 1	Year 2	Year 3	Year 4	Year 5	
Cost PER BUS PER DAY	$ 165.00	$ 173.25	$ 181.91	$ 191.01	$ 200.56	
Number of Busses	2	2	2	2	2	
	$59,400.00	*$62,370.00*	*$65,488.50*	*$68,762.93*	*$72,201.07*	*Budget Line: 7800-390*

PER STUDENT Contract	Year 1	Year 2	Year 3	Year 4	Year 5	
Cost PER STUDENT PER DAY	$ -	$ -	$ -	$ -	$ -	
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*Budget Line: 7800-390*

Public Transportation

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

Public Transportation	Year 1	Year 2	Year 3	Year 4	Year 5	
Public Transportation Pass	$ 65.00	$ 65.00	$ 70.00	$ 70.00	$ 70.00	
Number of students utilitzing	0	0	0	0	0	
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*Budget Line: 7800-390*

Reimbursements

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

	Year 1	Year 2	Year 3	Year 4	Year 5

Number of Students Reimbursed	132	132	132	132	132	
Reimbursement Rate	$ 347.00	$ 352.21	$ 357.49	$ 362.85	$ 368.29	
	$67,116.00	*$67,803.06*	*$68,500.43*	*$69,208.25*	*$69,926.70*	*Income Line: 3492*

Transportation Totals					
Transportation Income	$67,116.00	$67,803.06	$68,500.43	$69,208.25	$69,926.70
Transportation Expenses	$59,400.00	$62,370.00	$65,488.50	$68,762.93	$72,201.07

School Lunch Calculator

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

	Year 1	Year 2	Year 3	Year 4	Year 5	
Percent FRL Students Ordering Lunch	75.0%	75.0%	75.0%	75.0%	75.0%	
How much is charged for Reduced Lunch	$ 0.40	$ 0.40	$ 0.40	$ 0.40	$ 0.40	
Percent Other Students Order Lunch	25.0%	25.0%	25.0%	25.0%	25.0%	
Other Students Full Price Lunch Rate	$ 2.75	$ 2.75	$ 2.75	$ 2.75	$ 2.75	
How much does each lunch cost?	$ 2.75	$ 2.75	$ 2.75	$ 2.75	$ 2.75	*Income Lines: 3261 & 3262*
Federal NSLP Reimbursement Rate	$ 2.66	$ 2.71	$ 2.77	$ 2.82	$ 2.88	*Budget Line: 7600-570*
Lunch Program Supplies	$ -	$ -	$ -	$ -	$ -	*Budget Line: 7600-510*
	-$3,029.40	*-$1,238.69*	*$587.84*	*$2,450.90*	*$4,351.21*	

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

Cafeteria Staff	Apply To All	Year 1	Year 2	Year 3	Year 4	Year 5
Hourly Rate for the Cafeteria Staff		$ 12.00	$ 12.18	$ 12.36	$ 12.55	$ 12.74
Number of Cafeteria Staff		4	4	4	4	4
Hours PER DAY for the Cafeteria Staff	3					
Additional days over 180 school days	2					
Benefits?	No					

Coordinator / Administrative Support Staff (paperwork, etc.)							
Hourly Rate for the Cafeteria Staff		$ 10.50	$ 10.66	$ 10.82	$ 10.98	$ 11.14	
Number of Administrative/Coord. Staff		0	0	0	0	0	
Hours PER DAY for the Cafeteria Staff	3.5						
Additional days over 180 school days	5						
Benefits?	No						
Total Staff Cost		*$29,248.13*	*$29,686.85*	*$30,132.15*	*$30,584.13*	*$31,042.90*	*Budget Lines in 7600*

School Lunch Totals					
School Lunch Income	$99,435.60	$101,226.31	$103,052.84	$104,915.90	$106,816.21
School Lunch Expenses	$131,713.13	$132,151.85	$132,597.15	$133,049.13	$133,507.90

Other Expenses

Ongoing Budget Totals	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	$ 55,000	$ 2,325,689	$ 2,359,744	$ 2,394,318	$ 2,517,577	$ 2,539,991
Estimated Expense	$ 49,400	$ 2,318,146	$ 2,210,701	$ 2,260,436	$ 2,332,120	$ 2,454,945
Net Revenue	$ 5,600	$ 7,543	$ 149,042	$ 133,881	$ 185,457	$ 85,046
Cash Balance	$ 5,600	$ 13,143	$ 162,185	$ 296,067	$ 481,524	$ 566,570

Textbooks / Curricular Materials / Assessments

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

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Total Possible Students		330	330	330	330	330	
Average Cost Per Textbook	$ -	$ 60.00	$ 61.20	$ 62.42	$ 63.67	$ 64.95	
Books For New Students / Additional Enrollment							
New Student Seats (by Grade Level)		330	0	0	0	0	
Total Students To Buy Books For	0	330	0	0	0	0	
Books To Buy Per Student	0	3	3	3	3	3	
	$0.00	*$59,400.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*Budget Line: 5100-520*
Replacement Books							
Replacement Books To Purchase	0	30	30	30	30	30	
	$0.00	*$1,800.00*	*$1,836.00*	*$1,872.72*	*$1,910.17*	*$1,948.38*	*Budget Line: 5100-520*
New Textbook Adoption							
Textbook Adoptions (New Series)	0	0	0	0	330	0	
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$21,011.92*	*$0.00*	*Budget Line: 5100-520*
Consumable Books							
Number of Consumable Books To Purchase	0	162	162	162	162	162	
Average Consumable Cost	$ -	$ 8.00	$ 8.16	$ 8.32	$ 8.49	$ 8.66	
	$0.00	*$1,296.00*	*$1,321.92*	*$1,348.36*	*$1,375.33*	*$1,402.83*	*Budget Line: 5100-520*

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

Academic Software	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Curricular Provider Subscriptions PER STUDENT		$ -	$ -	$ -	$ -	$ -	*Budget Line: 6300-390*
Software Subscriptions PER STUDENT		$ -	$ -	$ -	$ -	$ -	*Budget Line: 5100-690*
Software Subscriptions PER SCHOOL	$ -	$ 4,000.00	$ 4,200.00	$ 4,368.00	$ 4,586.40	$ 4,815.72	*Budget Line: 5100-690*
	$0.00						

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

Assessments	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
PER STUDENT Assessment Costs	$ -	$ 22.00	$ 22.44	$ 22.89	$ 23.35	$ 23.81	
	$0.00	*$7,260.00*	*$7,405.20*	*$7,553.30*	*$7,704.37*	*$7,858.46*	*Budget Line: 5100-520*

Technology / Equipment

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Copy Machine Lease - PER STUDENT	$ -	$ 21.50	$ 21.93	$ 22.37	$ 22.82	$ 23.27	
	$0.00	$7,095.00	$7,236.90	$7,381.64	$7,529.27	$7,679.86	Budget Line: 7300-360

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

PURCHASING Academic Computers	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Type 1 - Number of Machines	0	0	0	0	0	0	
Type 1 - Estimated Cost Per Machine/Station	$ -	$ 750.00	$ 750.00	$ 750.00	$ 750.00	$ 750.00	
	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	Budget Line: 6400-643
Type 2 - Number of Machines	0	0	0	0	0	0	
Type 2 - Estimated Cost Per Machine/Station	$ -	$ 800.00	$ 800.00	$ 800.00	$ 800.00	$ 800.00	
	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	Budget Line: 6400-643

LEASING Academic Computers	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Type 1 - Number of Machines		40	40	40	40	40	
Type 1 - Estimated Cost Per Machine/Station		$ 100.00	$ 105.00	$ 110.25	$ 115.76	$ 121.55	
	$0.00	$4,000.00	$4,200.00	$4,410.00	$4,630.50	$4,862.03	Budget Line: 6400-360
Type 2 - Number of Machines	0	0	0	0	0	0	
Type 2 - Estimated Cost Per Machine/Station	$ -	$ 300.00	$ 300.00	$ 300.00	$ 300.00	$ 300.00	
	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	Budget Line: 6400-360

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

PURCHASING Admin. Computers	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Admin - Number of Machines	0	30	0	0	0	30	
Admin - Estimated Cost Per Machine/Station	$ 1,000.00	$ 550.00	$ 650.00	$ 700.00	$ 725.00	$ 725.00	
	$0.00	$16,500.00	$0.00	$0.00	$0.00	$21,750.00	Budget Line: 7300-643

LEASEING Admin. Computers	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Admin - Number of Machines	0	0	0	0	0	0	
Admin - Estimated Cost Per Machine/Station	$ -	$ 240.00	$ 250.00	$ 260.00	$ 270.00	$ 280.00	
	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	Budget Line: 7300-360

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

Instructional Technology	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Cost PER CLASSROOM	$ 1,000.00	$ 1,500.00	$ 1,515.00	$ 1,530.15	$ 1,545.45	$ 1,560.91	
Number of Classrooms		18	0	0	0	9	
	$0.00	$27,000.00	$0.00	$0.00	$0.00	$14,048.15	Budget Line: 5100-621
Additional ANNUAL Instructional Tech Money	$ -	$ -	$ -	$ -	$ -	$ -	Budget Line: 5100-643

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

IT Service Provider	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
ANNUAL IT Service Provider Contract Amount		$ 35,000.00	$ 36,750.00	$ 38,587.50	$ 40,516.88	$ 42,542.72	*Budget Line: 6500-310*

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

Software	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
ANNUAL amount for software each year	$ -	$ 1,650.00	$ 1,683.00	$ 1,716.66	$ 1,750.99	$ 1,786.01	*Budget Line: 7300-690*

Furniture and Classroom/Office Equipment

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

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Estimated PER CLASSROOM furniture cost	$ -	$ 2,500.00	$ 200.00	$ 200.00	$ 200.00	$ 2,750.00	
Number of student classes each year		18	18	18	18	18	
Number of classrooms to outfit each year	0	21	21	21	21	21	
Purchase or Lease?	Lease	Purchase	Purchase	Purchase	Purchase	Purchase	
	$0.00	*$52,500.00*	*$4,200.00*	*$4,200.00*	*$4,200.00*	*$57,750.00*	*Budget Line: 5100-641*
Estimate Total Office Furniture Needs	$ -	$ 2,000.00	$ 500.00	$ 500.00	$ 500.00	$ 500.00	
Purchase or Lease?	Purchase	Purchase	Purchase	Purchase	Purchase	Purchase	
	$0.00	*$2,000.00*	*$500.00*	*$500.00*	*$500.00*	*$500.00*	*Budget Line: 7300-641*
Media Center Furniture	$ -	$ 2,000.00	$ 200.00	$ 200.00	$ 200.00	$ 2,750.00	
Purchase or Lease?	Purchase	Purchase	Purchase	Purchase	Purchase	Purchase	
	$0.00	*$2,000.00*	*$200.00*	*$200.00*	*$200.00*	*$2,750.00*	*Budget Line: 6200-641*

Other General Expenses

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

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	
Academic Supplies		$ 37.00	$ 30.00	$ 30.60	$ 31.21	$ 31.84	
	$0.00	*$12,210.00*	*$9,900.00*	*$10,098.00*	*$10,299.30*	*$10,507.20*	*Budget Line: 5100-510*
Academic Dues and Fees		$ 0.50	$ 0.51	$ 0.52	$ 0.53	$ 0.54	
	$0.00	*$165.00*	*$168.30*	*$171.60*	*$174.90*	*$178.20*	*Budget Line: 5100-730*
Library Books, Supplies and Equipment		$ 5.00	$ 5.00	$ 6.00	$ 6.00	$ 6.00	

	$0.00	*$1,650.00*	*$1,650.00*	*$1,980.00*	*$1,980.00*	*$1,980.00*	*Budget Line: 6200-510*
ESE Supplies and Materials		$ 15.00	$ 15.75	$ 16.54	$ 17.36	$ 18.23	
	$0.00	*$4,950.00*	*$5,197.50*	*$5,458.20*	*$5,728.80*	*$6,015.90*	*Budget Line: 5200-510*
Professional Administrative Services		$ -	$ -	$ -	$ -	$ -	
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*Budget Line: 7300-310*
Non Professional Admin. Services	$ 35,000.00	$ 10.00	$ 10.20	$ 10.40	$ 10.61	$ 10.82	
	$35,000.00	*$3,300.00*	*$3,366.00*	*$3,432.00*	*$3,501.30*	*$3,570.60*	*Budget Line: 7300-390*
Office Supplies and Minor Equipment		$ 20.00	$ 20.00	$ 20.00	$ 20.00	$ 20.00	
	$0.00	*$6,600.00*	*$6,600.00*	*$6,600.00*	*$6,600.00*	*$6,600.00*	*Budget Line: 7300-510*
Administrative Dues and Fees		$ 3.00	$ 3.00	$ 3.00	$ 3.00	$ 3.00	
	$0.00	*$990.00*	*$990.00*	*$990.00*	*$990.00*	*$990.00*	*Budget Line: 7300-730*
Communications Utils (i.e. Phones, Internet)		$ 10.00	$ 10.50	$ 11.03	$ 11.58	$ 12.16	
	$0.00	*$3,300.00*	*$3,465.00*	*$3,639.90*	*$3,821.40*	*$4,012.80*	*Budget Line: 7900-370*
Communications (i.e. postage)	$ 5,000.00	$ 5.00	$ 5.25	$ 5.51	$ 5.79	$ 6.08	
	$5,000.00	*$1,650.00*	*$1,732.50*	*$1,818.30*	*$1,910.70*	*$2,006.40*	*Budget Line: 7300-370*
Administrative Equipment		$ 4.00	$ 4.20	$ 4.41	$ 4.63	$ 4.86	
	$0.00	*$1,320.00*	*$1,386.00*	*$1,455.30*	*$1,527.90*	*$1,603.80*	*Budget Line: 7300-644*

Reserve Fund / Undesignated Expenditures

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

Reserve Fund - PERCENT OF FEFP	3%	3%	4%	4%	5%	5%
Reserve Fund - Total Dollars	$ -	$ -	$ -	$ -	$ -	$ -
	$0.00	*$66,787.61*	*$79,048.10*	*$91,650.59*	*$104,602.66*	*$117,912.05*

Custom Expenses Page

Ongoing Budget Totals	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	$ 55,000	$ 2,325,689	$ 2,359,744	$ 2,394,318	$ 2,517,577	$ 2,539,991
Estimated Expense	$ 49,400	$ 2,318,146	$ 2,210,701	$ 2,260,436	$ 2,332,120	$ 2,454,945
Net Revenue	$ 5,600	$ 7,543	$ 149,042	$ 133,881	$ 185,457	$ 85,046
Cash Balance	$ 5,600	$ 13,143	$ 162,185	$ 296,067	$ 481,524	$ 566,570

Custom Expenses

Most typical charter school expenses have been covered through the surveys within this calculator. However, some charter schools have specific unique situations that they wish to account for within their budget. This spreadsheet will allow you to enter specific expenses that you do not feel were adequately covered within the survey. Please include a description of the expense for the benefit of those reviewing your budget. When you are complete, please remember to click on the "Include Funds Below In Budget" button above to refresh your totals.

Function	Object	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Description
5100-Instr	510-Supplies							
5100-Instr	510-Supplies							

Innovation Charter School's Five Year Budget Projections

Complete Budget - Broward County

	Year 1	Year 2	Year 3	Year 4	Year 5
Maximum Students	330	330	330	330	330
Budgetted Students	330	330	330	330	330

Income Estimates

Func	Obj	Desription	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
FEFP Calculations								
	3310	FEFP - Base Funding		$ 1,381,403	$ 1,402,124	$ 1,423,156	$ 1,444,503	$ 1,466,170
	3310	FEFP - ESE Gurantee		$ 54,035	$ 54,035	$ 54,035	$ 54,035	$ 54,035
	3310	FEFP - Supplemental Academic Instruction		$ 67,980	$ 69,000	$ 70,035	$ 71,085	$ 72,151
	3310	FEFP - Class Size Reductions		$ 436,030	$ 442,570	$ 449,209	$ 455,947	$ 462,786
	3310	FEFP - Other FEFP (WFTE Share)		$ 7,872	$ 7,990	$ 8,110	$ 8,232	$ 8,355
	3310	FEFP - Discretionary Local Effort		$ 126,069	$ 127,960	$ 129,879	$ 131,828	$ 133,805
	3310	FEFP - Discretionary Millage Compression		$ -	$ -	$ -	$ -	$ -
	3310	FEFP - Proration to Funds Available		$ -	$ -	$ -	$ -	$ -
	3310	FEFP - Discretionary Lottery		$ -	$ -	$ -	$ -	$ -
	3310	FEFP - Instructional Materials Allocation		$ 25,472	$ 25,854	$ 26,242	$ 26,636	$ 27,035
	3310	FEFP - Teacher Salary Allocation		$ 60,277	$ 61,181	$ 62,099	$ 63,030	$ 63,976
	3310	FEFP - Dual Enrollment Instr. Materials		$ -	$ -	$ -	$ -	$ -
	3492	Transportation (All Riders)		$ 45,804	$ 46,491	$ 47,188	$ 47,896	$ 48,615
	3492	Transportation (ESE Student Riders)		$ 21,312	$ 21,312	$ 21,312	$ 21,312	$ 21,312
	3240	Title 1 Funding		$ -	$ -	$ -	$ -	$ -
Other Income								
	3230	IDEA Funds	$ -	$ -	$ -	$ -	$ -	$ -
	3240	Title 1 Funds	$ -	$ -	$ -	$ -	$ -	$ -
	3261	School Lunch Reimbursements	$ -	$ 85,072	$ 86,862	$ 88,689	$ 90,552	$ 92,452
	3262	School Breakfast Reimbursements	$ -	$ 14,364	$ 14,364	$ 14,364	$ 14,364	$ 14,364
	3263	After School Snack Reimbursement	$ -	$ -	$ -	$ -	$ -	$ -
	3269	Other Food Service Income	$ -	$ -	$ -	$ -	$ -	$ -
	3299	Misc. Federal through State	$ -	$ -	$ -	$ -	$ -	$ -
	3310	Florida Ed. Finance Program (FEFP)	$ -	$ -	$ -	$ -	$ -	$ -
	3355	Class Size Reduction Funds	$ -	$ -	$ -	$ -	$ -	$ -
	3361	School Recognition Funds	$ -	$ -	$ -	$ -	$ -	$ -
	3397	Capital Outlay Funds	$ -	$ -	$ -	$ -	$ 88,158	$ 74,934
	3430	Interest	$ -	$ -	$ -	$ -	$ -	$ -
	3440	Gifts, Grants and Bequests	$ 55,000	$ -	$ -	$ -	$ -	$ -
	3451	School Lunch Collections	$ -	$ -	$ -	$ -	$ -	$ -

3452	Student Breakfast Collections	$ -	$ -	$ -	$ -	$ -	$ -
3453	Adult Breakfast/Lunch Collections	$ -	$ -	$ -	$ -	$ -	$ -
3455	Student Snack Collections	$ -	$ -	$ -	$ -	$ -	$ -
3473	School-Aged Child Care Fees	$ -	$ -	$ -	$ -	$ -	$ -
3492	Transportation Services	$ -	$ -	$ -	$ -	$ -	$ -
3493	Sale of 'Junk'	$ -	$ -	$ -	$ -	$ -	$ -
3495	Other Miscellaneous Local Sources	$ -	$ -	$ -	$ -	$ -	$ -
3498	Collection for lost materials	$ -	$ -	$ -	$ -	$ -	$ -
3720	Financing / Loan Proceeds	$ -	$ -	$ -	$ -	$ -	$ -
	Total Income	**$ 55,000**	**$ 2,325,689**	**$ 2,359,744**	**$ 2,394,318**	**$ 2,517,577**	**$ 2,539,991**

Expense Estimates

Function 5100 - Basic Instruction

5100	110	Administrator Salaries	$ -	$ -	$ -	$ -	$ -	$ -
5100	120	Classroom Teacher Salaries	$ -	$ 761,400	$ 772,821	$ 784,413	$ 796,180	$ 808,122
5100	130	Other Certified Staff Member	$ -	$ 135,360	$ 137,390	$ 139,451	$ 141,543	$ 143,666
5100	140	Substitute Teachers	$ -	$ 6,360	$ 6,360	$ 6,360	$ 6,360	$ 6,360
5100	150	Paraprofessionals	$ -	$ -	$ -	$ -	$ -	$ -
5100	160	Other Support Personnel	$ -	$ 19,440	$ 19,732	$ 20,028	$ 20,328	$ 20,633
5100	210	Retirement	$ -	$ 17,839	$ 17,903	$ 17,968	$ 18,033	$ 18,100
5100	220	FICA	$ -	$ 70,089	$ 71,141	$ 72,208	$ 73,291	$ 74,390
5100	230	Group Insurance	$ -	$ -	$ -	$ -	$ -	$ -
5100	240	Worker's Compensation	$ -	$ 11,453	$ 11,624	$ 11,799	$ 11,976	$ 12,155
5100	250	Unemployment Compensation	$ -	$ 5,709	$ 5,717	$ 5,725	$ 5,733	$ 5,741
5100	290	Other Employee Benefits	$ -	$ 57,336	$ 57,541	$ 57,750	$ 57,961	$ 58,176
5100	310	Professional and Technical Services	$ -	$ -	$ -	$ -	$ -	$ -
5100	320	Insurance and Bond Premiums	$ -	$ -	$ -	$ -	$ -	$ -
5100	330	Travel	$ -	$ -	$ -	$ -	$ -	$ -
5100	350	Repairs and Maintenance	$ -	$ -	$ -	$ -	$ -	$ -
5100	360	Rentals	$ -	$ 4,000	$ 4,200	$ 4,410	$ 4,631	$ 4,862
5100	370	Communications	$ -	$ -	$ -	$ -	$ -	$ -
5100	380	Public Utilities	$ -	$ -	$ -	$ -	$ -	$ -
5100	390	Other Purchased Services	$ -	$ -	$ -	$ -	$ -	$ -
5100	430	Electricity	$ -	$ -	$ -	$ -	$ -	$ -
5100	510	Supplies	$ -	$ 12,210	$ 9,900	$ 10,098	$ 10,299	$ 10,507
5100	520	Textbooks	$ -	$ 69,756	$ 10,563	$ 10,774	$ 32,002	$ 11,210
5100	530	Periodicals	$ -	$ -	$ -	$ -	$ -	$ -
5100	570	Food	$ -	$ -	$ -	$ -	$ -	$ -
5100	590	Other Materials and Supplies	$ -	$ -	$ -	$ -	$ -	$ -
5100	610	Library Books	$ -	$ -	$ -	$ -	$ -	$ -
5100	621	AV Materials-Capitalized	$ -	$ 27,000	$ -	$ -	$ -	$ 14,048
5100	622	AV Materials (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -

5100	630	Building/Fixed Equipment	$ -	$ -	$ -	$ -	$ -	$ -
5100	641	Furniture, Fixtures-Capitalized	$ -	$ 52,500	$ 4,200	$ 4,200	$ 4,200	$ 57,750
5100	642	Furniture, Fixtures (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
5100	643	Computer Hardware-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
5100	644	Computer Hardware (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
5100	680	Remodeling/Renovations	$ -	$ -	$ -	$ -	$ -	$ -
5100	690	Computer Software	$ -	$ 4,000	$ 4,200	$ 4,368	$ 4,586	$ 4,816
5100	720	Interest Payment / Debt Service	$ -	$ -	$ -	$ -	$ -	$ -
5100	730	Dues and Fees	$ -	$ 165	$ 168	$ 172	$ 175	$ 178
5100	750	Other Personnel Services	$ -	$ 6,872	$ 6,975	$ 7,079	$ 7,185	$ 7,293
5100	790	Miscellaneous Expenses	$ -	$ -	$ -	$ -	$ -	$ -
		5100 Sub Total	**$ -**	**$ 1,261,488**	**$ 1,140,435**	**$ 1,156,802**	**$ 1,194,483**	**$ 1,258,008**
Function 5200 - Exceptional Education								
5200	110	Administrator Salaries	$ -	$ -	$ -	$ -	$ -	$ -
5200	120	Classroom Teacher Salaries	$ -	$ -	$ -	$ -	$ -	$ -
5200	130	Other Certified Staff Member	$ -	$ 71,910	$ 72,989	$ 74,083	$ 75,195	$ 76,323
5200	140	Substitute Teachers	$ -	$ 510	$ 510	$ 510	$ 510	$ 510
5200	150	Paraprofessionals	$ -	$ -	$ -	$ -	$ -	$ -
5200	160	Other Support Personnel	$ -	$ -	$ -	$ -	$ -	$ -
5200	210	Retirement	$ -	$ 1,430	$ 1,436	$ 1,441	$ 1,446	$ 1,451
5200	220	FICA	$ -	$ 5,501	$ 5,584	$ 5,667	$ 5,752	$ 5,839
5200	230	Group Insurance	$ -	$ -	$ -	$ -	$ -	$ -
5200	240	Worker's Compensation	$ -	$ 899	$ 912	$ 926	$ 940	$ 954
5200	250	Unemployment Compensation	$ -	$ 648	$ 648	$ 648	$ 648	$ 648
5200	290	Other Employee Benefits	$ -	$ 4,598	$ 4,614	$ 4,631	$ 4,648	$ 4,665
5200	310	Professional and Technical Services	$ -	$ 4,050	$ 4,253	$ 4,465	$ 4,688	$ 4,923
5200	320	Insurance and Bond Premiums	$ -	$ -	$ -	$ -	$ -	$ -
5200	330	Travel	$ -	$ -	$ -	$ -	$ -	$ -
5200	350	Repairs and Maintenance	$ -	$ -	$ -	$ -	$ -	$ -
5200	360	Rentals	$ -	$ -	$ -	$ -	$ -	$ -
5200	370	Communications	$ -	$ -	$ -	$ -	$ -	$ -
5200	380	Public Utilities	$ -	$ -	$ -	$ -	$ -	$ -
5200	390	Other Purchased Services	$ -	$ -	$ -	$ -	$ -	$ -
5200	430	Electricity	$ -	$ -	$ -	$ -	$ -	$ -
5200	510	Supplies	$ -	$ 4,950	$ 5,198	$ 5,458	$ 5,729	$ 6,016
5200	520	Textbooks	$ -	$ -	$ -	$ -	$ -	$ -
5200	530	Periodicals	$ -	$ -	$ -	$ -	$ -	$ -
5200	570	Food	$ -	$ -	$ -	$ -	$ -	$ -
5200	590	Other Materials and Supplies	$ -	$ -	$ -	$ -	$ -	$ -
5200	610	Library Books	$ -	$ -	$ -	$ -	$ -	$ -
5200	621	AV Materials-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
5200	622	AV Materials (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
5200	630	Building/Fixed Equipment	$ -	$ -	$ -	$ -	$ -	$ -

5200	641	Furniture, Fixtures-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
5200	642	Furniture, Fixtures (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
5200	643	Computer Hardware-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
5200	644	Computer Hardware (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
5200	680	Remodeling/Renovations	$ -	$ -	$ -	$ -	$ -	$ -
5200	690	Computer Software	$ -	$ -	$ -	$ -	$ -	$ -
5200	720	Interest Payment / Debt Service	$ -	$ -	$ -	$ -	$ -	$ -
5200	730	Dues and Fees	$ -	$ -	$ -	$ -	$ -	$ -
5200	750	Other Personnel Services	$ -	$ 539	$ 547	$ 556	$ 564	$ 572
5200	790	Miscellaneous Expenses	$ -	$ -	$ -	$ -	$ -	$ -
		5200 Sub Total	**$ -**	**$ 95,036**	**$ 96,690**	**$ 98,386**	**$ 100,120**	**$ 101,901**
Function 6100 - Pupil Services								
6100	110	Administrator Salaries	$ -	$ -	$ -	$ -	$ -	$ -
6100	120	Classroom Teacher Salaries	$ -	$ -	$ -	$ -	$ -	$ -
6100	130	Other Certified Staff Member	$ -	$ -	$ -	$ -	$ -	$ -
6100	140	Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -
6100	150	Paraprofessionals	$ -	$ -	$ -	$ -	$ -	$ -
6100	160	Other Support Personnel	$ -	$ -	$ -	$ -	$ -	$ -
6100	210	Retirement	$ -	$ -	$ -	$ -	$ -	$ -
6100	220	FICA	$ -	$ -	$ -	$ -	$ -	$ -
6100	230	Group Insurance	$ -	$ -	$ -	$ -	$ -	$ -
6100	240	Worker's Compensation	$ -	$ -	$ -	$ -	$ -	$ -
6100	250	Unemployment Compensation	$ -	$ -	$ -	$ -	$ -	$ -
6100	290	Other Employee Benefits	$ -	$ -	$ -	$ -	$ -	$ -
6100	310	Professional and Technical Services	$ -	$ -	$ -	$ -	$ -	$ -
6100	320	Insurance and Bond Premiums	$ -	$ -	$ -	$ -	$ -	$ -
6100	330	Travel	$ -	$ -	$ -	$ -	$ -	$ -
6100	350	Repairs and Maintenance	$ -	$ -	$ -	$ -	$ -	$ -
6100	360	Rentals	$ -	$ -	$ -	$ -	$ -	$ -
6100	370	Communications	$ -	$ -	$ -	$ -	$ -	$ -
6100	380	Public Utilities	$ -	$ -	$ -	$ -	$ -	$ -
6100	390	Other Purchased Services	$ -	$ -	$ -	$ -	$ -	$ -
6100	430	Electricity	$ -	$ -	$ -	$ -	$ -	$ -
6100	510	Supplies	$ -	$ -	$ -	$ -	$ -	$ -
6100	520	Textbooks	$ -	$ -	$ -	$ -	$ -	$ -
6100	530	Periodicals	$ -	$ -	$ -	$ -	$ -	$ -
6100	570	Food	$ -	$ -	$ -	$ -	$ -	$ -
6100	590	Other Materials and Supplies	$ -	$ -	$ -	$ -	$ -	$ -
6100	610	Library Books	$ -	$ -	$ -	$ -	$ -	$ -
6100	621	AV Materials-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
6100	622	AV Materials (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
6100	630	Building/Fixed Equipment	$ -	$ -	$ -	$ -	$ -	$ -
6100	641	Furniture, Fixtures-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -

6100	642	Furniture, Fixtures (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
6100	643	Computer Hardware-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
6100	644	Computer Hardware (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
6100	680	Remodeling/Renovations	$ -	$ -	$ -	$ -	$ -	$ -
6100	690	Computer Software	$ -	$ -	$ -	$ -	$ -	$ -
6100	720	Interest Payment / Debt Service	$ -	$ -	$ -	$ -	$ -	$ -
6100	730	Dues and Fees	$ -	$ -	$ -	$ -	$ -	$ -
6100	750	Other Personnel Services	$ -	$ -	$ -	$ -	$ -	$ -
6100	790	Miscellaneous Expenses	$ -	$ -	$ -	$ -	$ -	$ -
		6100 Sub Total	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Function 6200 - Instructional Media Services								
6200	110	Administrator Salaries	$ -	$ -	$ -	$ -	$ -	$ -
6200	120	Classroom Teacher Salaries	$ -	$ -	$ -	$ -	$ -	$ -
6200	130	Other Certified Staff Member	$ -	$ -	$ -	$ -	$ -	$ -
6200	140	Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -
6200	150	Paraprofessionals	$ -	$ -	$ -	$ -	$ -	$ -
6200	160	Other Support Personnel	$ -	$ 6,480	$ 6,577	$ 6,676	$ 6,776	$ 6,878
6200	210	Retirement	$ -	$ -	$ -	$ -	$ -	$ -
6200	220	FICA	$ -	$ 496	$ 503	$ 511	$ 518	$ 526
6200	230	Group Insurance	$ -	$ -	$ -	$ -	$ -	$ -
6200	240	Worker's Compensation	$ -	$ 81	$ 82	$ 83	$ 85	$ 86
6200	250	Unemployment Compensation	$ -	$ 175	$ 178	$ 180	$ 183	$ 186
6200	290	Other Employee Benefits	$ -	$ -	$ -	$ -	$ -	$ -
6200	310	Professional and Technical Services	$ -	$ -	$ -	$ -	$ -	$ -
6200	320	Insurance and Bond Premiums	$ -	$ -	$ -	$ -	$ -	$ -
6200	330	Travel	$ -	$ -	$ -	$ -	$ -	$ -
6200	350	Repairs and Maintenance	$ -	$ -	$ -	$ -	$ -	$ -
6200	360	Rentals	$ -	$ -	$ -	$ -	$ -	$ -
6200	370	Communications	$ -	$ -	$ -	$ -	$ -	$ -
6200	380	Public Utilities	$ -	$ -	$ -	$ -	$ -	$ -
6200	390	Other Purchased Services	$ -	$ -	$ -	$ -	$ -	$ -
6200	430	Electricity	$ -	$ -	$ -	$ -	$ -	$ -
6200	510	Supplies	$ -	$ 1,650	$ 1,650	$ 1,980	$ 1,980	$ 1,980
6200	520	Textbooks	$ -	$ -	$ -	$ -	$ -	$ -
6200	530	Periodicals	$ -	$ -	$ -	$ -	$ -	$ -
6200	570	Food	$ -	$ -	$ -	$ -	$ -	$ -
6200	590	Other Materials and Supplies	$ -	$ -	$ -	$ -	$ -	$ -
6200	610	Library Books	$ -	$ -	$ -	$ -	$ -	$ -
6200	621	AV Materials-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
6200	622	AV Materials (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
6200	630	Building/Fixed Equipment	$ -	$ -	$ -	$ -	$ -	$ -
6200	641	Furniture, Fixtures-Capitalized	$ -	$ 2,000	$ 200	$ 200	$ 200	$ 2,750
6200	642	Furniture, Fixtures (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -

6200	643	Computer Hardware-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
6200	644	Computer Hardware (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
6200	680	Remodeling/Renovations	$ -	$ -	$ -	$ -	$ -	$ -
6200	690	Computer Software	$ -	$ -	$ -	$ -	$ -	$ -
6200	720	Interest Payment / Debt Service	$ -	$ -	$ -	$ -	$ -	$ -
6200	730	Dues and Fees	$ -	$ -	$ -	$ -	$ -	$ -
6200	750	Other Personnel Services	$ -	$ 49	$ 49	$ 50	$ 51	$ 52
6200	790	Miscellaneous Expenses	$ -	$ -	$ -	$ -	$ -	$ -
		6200 Sub Total	**$ -**	**$ 10,930**	**$ 9,239**	**$ 9,680**	**$ 9,793**	**$ 12,457**
Function 6300 - Instructional/Curriculum Development								
6300	110	Administrator Salaries	$ -	$ -	$ -	$ -	$ -	$ -
6300	120	Classroom Teacher Salaries	$ -	$ -	$ -	$ -	$ -	$ -
6300	130	Other Certified Staff Member	$ -	$ -	$ -	$ -	$ -	$ -
6300	140	Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -
6300	150	Paraprofessionals	$ -	$ -	$ -	$ -	$ -	$ -
6300	160	Other Support Personnel	$ -	$ -	$ -	$ -	$ -	$ -
6300	210	Retirement	$ -	$ -	$ -	$ -	$ -	$ -
6300	220	FICA	$ -	$ -	$ -	$ -	$ -	$ -
6300	230	Group Insurance	$ -	$ -	$ -	$ -	$ -	$ -
6300	240	Worker's Compensation	$ -	$ -	$ -	$ -	$ -	$ -
6300	250	Unemployment Compensation	$ -	$ -	$ -	$ -	$ -	$ -
6300	290	Other Employee Benefits	$ -	$ -	$ -	$ -	$ -	$ -
6300	310	Professional and Technical Services	$ -	$ -	$ -	$ -	$ -	$ -
6300	320	Insurance and Bond Premiums	$ -	$ -	$ -	$ -	$ -	$ -
6300	330	Travel	$ -	$ -	$ -	$ -	$ -	$ -
6300	350	Repairs and Maintenance	$ -	$ -	$ -	$ -	$ -	$ -
6300	360	Rentals	$ -	$ -	$ -	$ -	$ -	$ -
6300	370	Communications	$ -	$ -	$ -	$ -	$ -	$ -
6300	380	Public Utilities	$ -	$ -	$ -	$ -	$ -	$ -
6300	390	Other Purchased Services	$ -	$ -	$ -	$ -	$ -	$ -
6300	430	Electricity	$ -	$ -	$ -	$ -	$ -	$ -
6300	510	Supplies	$ -	$ -	$ -	$ -	$ -	$ -
6300	520	Textbooks	$ -	$ -	$ -	$ -	$ -	$ -
6300	530	Periodicals	$ -	$ -	$ -	$ -	$ -	$ -
6300	570	Food	$ -	$ -	$ -	$ -	$ -	$ -
6300	590	Other Materials and Supplies	$ -	$ -	$ -	$ -	$ -	$ -
6300	610	Library Books	$ -	$ -	$ -	$ -	$ -	$ -
6300	621	AV Materials-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
6300	622	AV Materials (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
6300	630	Building/Fixed Equipment	$ -	$ -	$ -	$ -	$ -	$ -
6300	641	Furniture, Fixtures-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
6300	642	Furniture, Fixtures (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
6300	643	Computer Hardware-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -

6300	644	Computer Hardware (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
6300	680	Remodeling/Renovations	$ -	$ -	$ -	$ -	$ -	$ -
6300	690	Computer Software	$ -	$ -	$ -	$ -	$ -	$ -
6300	720	Interest Payment / Debt Service	$ -	$ -	$ -	$ -	$ -	$ -
6300	730	Dues and Fees	$ -	$ -	$ -	$ -	$ -	$ -
6300	750	Other Personnel Services	$ -	$ -	$ -	$ -	$ -	$ -
6300	790	Miscellaneous Expenses	$ -	$ -	$ -	$ -	$ -	$ -
		6300 Sub Total	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Function 6400 - Instructional Staff Training								
6400	110	Administrator Salaries	$ -	$ -	$ -	$ -	$ -	$ -
6400	120	Classroom Teacher Salaries	$ -	$ -	$ -	$ -	$ -	$ -
6400	130	Other Certified Staff Member	$ -	$ -	$ -	$ -	$ -	$ -
6400	140	Substitute Teachers	$ -	$ 90,000	$ 91,800	$ 93,636	$ 95,509	$ 97,419
6400	150	Paraprofessionals	$ -	$ -	$ -	$ -	$ -	$ -
6400	160	Other Support Personnel	$ -	$ -	$ -	$ -	$ -	$ -
6400	210	Retirement	$ -	$ -	$ -	$ -	$ -	$ -
6400	220	FICA	$ -	$ -	$ -	$ -	$ -	$ -
6400	230	Group Insurance	$ -	$ -	$ -	$ -	$ -	$ -
6400	240	Worker's Compensation	$ -	$ -	$ -	$ -	$ -	$ -
6400	250	Unemployment Compensation	$ -	$ -	$ -	$ -	$ -	$ -
6400	290	Other Employee Benefits	$ -	$ -	$ -	$ -	$ -	$ -
6400	310	Professional and Technical Services	$ -	$ 12,500	$ 12,750	$ 13,005	$ 13,265	$ 13,530
6400	320	Insurance and Bond Premiums	$ -	$ -	$ -	$ -	$ -	$ -
6400	330	Travel	$ -	$ 2,500	$ 2,550	$ 2,601	$ 2,653	$ 2,706
6400	350	Repairs and Maintenance	$ -	$ -	$ -	$ -	$ -	$ -
6400	360	Rentals	$ -	$ -	$ -	$ -	$ -	$ -
6400	370	Communications	$ -	$ -	$ -	$ -	$ -	$ -
6400	380	Public Utilities	$ -	$ -	$ -	$ -	$ -	$ -
6400	390	Other Purchased Services	$ -	$ -	$ -	$ -	$ -	$ -
6400	430	Electricity	$ -	$ -	$ -	$ -	$ -	$ -
6400	510	Supplies	$ -	$ 2,000	$ 2,040	$ 2,081	$ 2,122	$ 2,165
6400	520	Textbooks	$ -	$ -	$ -	$ -	$ -	$ -
6400	530	Periodicals	$ -	$ -	$ -	$ -	$ -	$ -
6400	570	Food	$ -	$ -	$ -	$ -	$ -	$ -
6400	590	Other Materials and Supplies	$ -	$ -	$ -	$ -	$ -	$ -
6400	610	Library Books	$ -	$ -	$ -	$ -	$ -	$ -
6400	621	AV Materials-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
6400	622	AV Materials (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
6400	630	Building/Fixed Equipment	$ -	$ -	$ -	$ -	$ -	$ -
6400	641	Furniture, Fixtures-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
6400	642	Furniture, Fixtures (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
6400	643	Computer Hardware-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
6400	644	Computer Hardware (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -

6400	680	Remodeling/Renovations	$ -	$ -	$ -	$ -	$ -	$ -
6400	690	Computer Software	$ -	$ -	$ -	$ -	$ -	$ -
6400	720	Interest Payment / Debt Service	$ -	$ -	$ -	$ -	$ -	$ -
6400	730	Dues and Fees	$ -	$ -	$ -	$ -	$ -	$ -
6400	750	Other Personnel Services	$ -	$ -	$ -	$ -	$ -	$ -
6400	790	Miscellaneous Expenses	$ -	$ -	$ -	$ -	$ -	$ -
		6400 Sub Total	**$ -**	**$ 107,000**	**$ 109,140**	**$ 111,323**	**$ 113,549**	**$ 115,820**
Function 6500 - Instructional-Related Technology								
6500	110	Administrator Salaries	$ -	$ -	$ -	$ -	$ -	$ -
6500	120	Classroom Teacher Salaries	$ -	$ -	$ -	$ -	$ -	$ -
6500	130	Other Certified Staff Member	$ -	$ -	$ -	$ -	$ -	$ -
6500	140	Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -
6500	150	Paraprofessionals	$ -	$ -	$ -	$ -	$ -	$ -
6500	160	Other Support Personnel	$ -	$ -	$ -	$ -	$ -	$ -
6500	210	Retirement	$ -	$ -	$ -	$ -	$ -	$ -
6500	220	FICA	$ -	$ -	$ -	$ -	$ -	$ -
6500	230	Group Insurance	$ -	$ -	$ -	$ -	$ -	$ -
6500	240	Worker's Compensation	$ -	$ -	$ -	$ -	$ -	$ -
6500	250	Unemployment Compensation	$ -	$ -	$ -	$ -	$ -	$ -
6500	290	Other Employee Benefits	$ -	$ -	$ -	$ -	$ -	$ -
6500	310	Professional and Technical Services	$ -	$ 35,000	$ 36,750	$ 38,588	$ 40,517	$ 42,543
6500	320	Insurance and Bond Premiums	$ -	$ -	$ -	$ -	$ -	$ -
6500	330	Travel	$ -	$ -	$ -	$ -	$ -	$ -
6500	350	Repairs and Maintenance	$ -	$ -	$ -	$ -	$ -	$ -
6500	360	Rentals	$ -	$ -	$ -	$ -	$ -	$ -
6500	370	Communications	$ -	$ -	$ -	$ -	$ -	$ -
6500	380	Public Utilities	$ -	$ -	$ -	$ -	$ -	$ -
6500	390	Other Purchased Services	$ -	$ -	$ -	$ -	$ -	$ -
6500	430	Electricity	$ -	$ -	$ -	$ -	$ -	$ -
6500	510	Supplies	$ -	$ -	$ -	$ -	$ -	$ -
6500	520	Textbooks	$ -	$ -	$ -	$ -	$ -	$ -
6500	530	Periodicals	$ -	$ -	$ -	$ -	$ -	$ -
6500	570	Food	$ -	$ -	$ -	$ -	$ -	$ -
6500	590	Other Materials and Supplies	$ -	$ -	$ -	$ -	$ -	$ -
6500	610	Library Books	$ -	$ -	$ -	$ -	$ -	$ -
6500	621	AV Materials-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
6500	622	AV Materials (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
6500	630	Building/Fixed Equipment	$ -	$ -	$ -	$ -	$ -	$ -
6500	641	Furniture, Fixtures-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
6500	642	Furniture, Fixtures (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
6500	643	Computer Hardware-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
6500	644	Computer Hardware (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
6500	680	Remodeling/Renovations	$ -	$ -	$ -	$ -	$ -	$ -

6500	690	Computer Software	$	-	$	-	$	-	$	-	$	-	$	-
6500	720	Interest Payment / Debt Service	$	-	$	-	$	-	$	-	$	-	$	-
6500	730	Dues and Fees	$	-	$	-	$	-	$	-	$	-	$	-
6500	750	Other Personnel Services	$	-	$	-	$	-	$	-	$	-	$	-
6500	790	Miscellaneous Expenses	$	-	$	-	$	-	$	-	$	-	$	-
		6500 Sub Total	**$**	**-**	**$**	**35,000**	**$**	**36,750**	**$**	**38,588**	**$**	**40,517**	**$**	**42,543**
Function 7100 - Board														
7100	110	Administrator Salaries	$	-	$	-	$	-	$	-	$	-	$	-
7100	120	Classroom Teacher Salaries	$	-	$	-	$	-	$	-	$	-	$	-
7100	130	Other Certified Staff Member	$	-	$	-	$	-	$	-	$	-	$	-
7100	140	Substitute Teachers	$	-	$	-	$	-	$	-	$	-	$	-
7100	150	Paraprofessionals	$	-	$	-	$	-	$	-	$	-	$	-
7100	160	Other Support Personnel	$	-	$	-	$	-	$	-	$	-	$	-
7100	210	Retirement	$	-	$	-	$	-	$	-	$	-	$	-
7100	220	FICA	$	-	$	-	$	-	$	-	$	-	$	-
7100	230	Group Insurance	$	-	$	-	$	-	$	-	$	-	$	-
7100	240	Worker's Compensation	$	-	$	-	$	-	$	-	$	-	$	-
7100	250	Unemployment Compensation	$	-	$	-	$	-	$	-	$	-	$	-
7100	290	Other Employee Benefits	$	-	$	-	$	-	$	-	$	-	$	-
7100	310	Professional and Technical Services	$	2,000	$	12,000	$	11,500	$	12,075	$	12,679	$	13,313
7100	320	Insurance and Bond Premiums	$	-	$	7,260	$	7,623	$	8,004	$	8,404	$	8,825
7100	330	Travel	$	250	$	750	$	788	$	827	$	868	$	912
7100	350	Repairs and Maintenance	$	-	$	-	$	-	$	-	$	-	$	-
7100	360	Rentals	$	-	$	-	$	-	$	-	$	-	$	-
7100	370	Communications	$	-	$	-	$	-	$	-	$	-	$	-
7100	380	Public Utilities	$	-	$	-	$	-	$	-	$	-	$	-
7100	390	Other Purchased Services	$	-	$	-	$	-	$	-	$	-	$	-
7100	430	Electricity	$	-	$	-	$	-	$	-	$	-	$	-
7100	510	Supplies	$	100	$	500	$	525	$	551	$	579	$	608
7100	520	Textbooks	$	-	$	-	$	-	$	-	$	-	$	-
7100	530	Periodicals	$	-	$	-	$	-	$	-	$	-	$	-
7100	570	Food	$	-	$	-	$	-	$	-	$	-	$	-
7100	590	Other Materials and Supplies	$	-	$	-	$	-	$	-	$	-	$	-
7100	610	Library Books	$	-	$	-	$	-	$	-	$	-	$	-
7100	621	AV Materials-Capitalized	$	-	$	-	$	-	$	-	$	-	$	-
7100	622	AV Materials (Non Capitalized)	$	-	$	-	$	-	$	-	$	-	$	-
7100	630	Building/Fixed Equipment	$	-	$	-	$	-	$	-	$	-	$	-
7100	641	Furniture, Fixtures-Capitalized	$	-	$	-	$	-	$	-	$	-	$	-
7100	642	Furniture, Fixtures (Non Capitalized)	$	-	$	-	$	-	$	-	$	-	$	-
7100	643	Computer Hardware-Capitalized	$	-	$	-	$	-	$	-	$	-	$	-
7100	644	Computer Hardware (Non Capitalized)	$	-	$	-	$	-	$	-	$	-	$	-
7100	680	Remodeling/Renovations	$	-	$	-	$	-	$	-	$	-	$	-
7100	690	Computer Software	$	-	$	-	$	-	$	-	$	-	$	-

7100	720	Interest Payment / Debt Service	$ -	$ -	$ -	$ -	$ -	$ -
7100	730	Dues and Fees	$ -	$ -	$ -	$ -	$ -	$ -
7100	750	Other Personnel Services	$ -	$ -	$ -	$ -	$ -	$ -
7100	790	Miscellaneous Expenses	$ -	$ -	$ -	$ -	$ -	$ -
		7100 Sub Total	**$ 2,350**	**$ 20,510**	**$ 20,436**	**$ 21,457**	**$ 22,530**	**$ 23,657**
Function 7200 - General / District Administration								
7200	730	Dues and Fees	$ -	$ 84,328	$ 85,550	$ 86,790	$ 88,049	$ 89,327
		7200 Sub Total	**$ -**	**$ 84,328**	**$ 85,550**	**$ 86,790**	**$ 88,049**	**$ 89,327**
Function 7300 - School Administration								
7300	110	Administrator Salaries	$ -	$ -	$ -	$ -	$ -	$ -
7300	120	Classroom Teacher Salaries	$ -	$ -	$ -	$ -	$ -	$ -
7300	130	Other Certified Staff Member	$ -	$ -	$ -	$ -	$ -	$ -
7300	140	Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -
7300	150	Paraprofessionals	$ -	$ -	$ -	$ -	$ -	$ -
7300	160	Other Support Personnel	$ -	$ 93,460	$ 94,862	$ 96,285	$ 97,729	$ 99,195
7300	210	Retirement	$ -	$ 1,577	$ 1,582	$ 1,586	$ 1,591	$ 1,595
7300	220	FICA	$ -	$ 7,150	$ 7,257	$ 7,366	$ 7,476	$ 7,588
7300	230	Group Insurance	$ -	$ -	$ -	$ -	$ -	$ -
7300	240	Worker's Compensation	$ -	$ 1,168	$ 1,186	$ 1,204	$ 1,222	$ 1,240
7300	250	Unemployment Compensation	$ -	$ 864	$ 864	$ 864	$ 864	$ 864
7300	290	Other Employee Benefits	$ -	$ 5,069	$ 5,083	$ 5,098	$ 5,113	$ 5,128
7300	310	Professional and Technical Services	$ -	$ -	$ -	$ -	$ -	$ -
7300	320	Insurance and Bond Premiums	$ -	$ -	$ -	$ -	$ -	$ -
7300	330	Travel	$ -	$ -	$ -	$ -	$ -	$ -
7300	350	Repairs and Maintenance	$ -	$ -	$ -	$ -	$ -	$ -
7300	360	Rentals	$ -	$ 7,095	$ 7,237	$ 7,382	$ 7,529	$ 7,680
7300	370	Communications	$ 5,000	$ 1,650	$ 1,733	$ 1,818	$ 1,911	$ 2,006
7300	380	Public Utilities	$ -	$ -	$ -	$ -	$ -	$ -
7300	390	Other Purchased Services	$ 35,000	$ 3,300	$ 3,366	$ 3,432	$ 3,501	$ 3,571
7300	430	Electricity	$ -	$ -	$ -	$ -	$ -	$ -
7300	510	Supplies	$ -	$ 6,600	$ 6,600	$ 6,600	$ 6,600	$ 6,600
7300	520	Textbooks	$ -	$ -	$ -	$ -	$ -	$ -
7300	530	Periodicals	$ -	$ -	$ -	$ -	$ -	$ -
7300	570	Food	$ -	$ -	$ -	$ -	$ -	$ -
7300	590	Other Materials and Supplies	$ -	$ -	$ -	$ -	$ -	$ -
7300	610	Library Books	$ -	$ -	$ -	$ -	$ -	$ -
7300	621	AV Materials-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
7300	622	AV Materials (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
7300	630	Building/Fixed Equipment	$ -	$ -	$ -	$ -	$ -	$ -
7300	641	Furniture, Fixtures-Capitalized	$ -	$ 2,000	$ 500	$ 500	$ 500	$ 500
7300	642	Furniture, Fixtures (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
7300	643	Computer Hardware-Capitalized	$ -	$ 16,500	$ -	$ -	$ -	$ 21,750

7300	644	Computer Hardware (Non Capitalized)	$	-	$	1,320	$	1,386	$	1,455	$	1,528	$	1,604
7300	680	Remodeling/Renovations	$	-	$	-	$	-	$	-	$	-	$	-
7300	690	Computer Software	$	-	$	1,650	$	1,683	$	1,717	$	1,751	$	1,786
7300	720	Interest Payment / Debt Service	$	-	$	-	$	-	$	-	$	-	$	-
7300	730	Dues and Fees	$	-	$	990	$	990	$	990	$	990	$	990
7300	750	Other Personnel Services	$	-	$	701	$	711	$	722	$	733	$	744
7300	790	Miscellaneous Expenses	$	-	$	-	$	-	$	-	$	-	$	-
		7300 Sub Total	**$**	**40,000**	**$**	**151,094**	**$**	**135,040**	**$**	**137,018**	**$**	**139,037**	**$**	**162,841**
Function 7500 - Fiscal Services														
7500	110	Administrator Salaries	$	-	$	-	$	-	$	-	$	-	$	-
7500	120	Classroom Teacher Salaries	$	-	$	-	$	-	$	-	$	-	$	-
7500	130	Other Certified Staff Member	$	-	$	-	$	-	$	-	$	-	$	-
7500	140	Substitute Teachers	$	-	$	-	$	-	$	-	$	-	$	-
7500	150	Paraprofessionals	$	-	$	-	$	-	$	-	$	-	$	-
7500	160	Other Support Personnel	$	-	$	-	$	-	$	-	$	-	$	-
7500	210	Retirement	$	-	$	-	$	-	$	-	$	-	$	-
7500	220	FICA	$	-	$	-	$	-	$	-	$	-	$	-
7500	230	Group Insurance	$	-	$	-	$	-	$	-	$	-	$	-
7500	240	Worker's Compensation	$	-	$	-	$	-	$	-	$	-	$	-
7500	250	Unemployment Compensation	$	-	$	-	$	-	$	-	$	-	$	-
7500	290	Other Employee Benefits	$	-	$	-	$	-	$	-	$	-	$	-
7500	310	Professional and Technical Services	$	-	$	8,000	$	8,400	$	8,820	$	9,261	$	9,724
7500	320	Insurance and Bond Premiums	$	-	$	-	$	-	$	-	$	-	$	-
7500	330	Travel	$	-	$	-	$	-	$	-	$	-	$	-
7500	350	Repairs and Maintenance	$	-	$	-	$	-	$	-	$	-	$	-
7500	360	Rentals	$	-	$	-	$	-	$	-	$	-	$	-
7500	370	Communications	$	-	$	-	$	-	$	-	$	-	$	-
7500	380	Public Utilities	$	-	$	-	$	-	$	-	$	-	$	-
7500	390	Other Purchased Services	$	-	$	-	$	-	$	-	$	-	$	-
7500	430	Electricity	$	-	$	-	$	-	$	-	$	-	$	-
7500	510	Supplies	$	-	$	-	$	-	$	-	$	-	$	-
7500	520	Textbooks	$	-	$	-	$	-	$	-	$	-	$	-
7500	530	Periodicals	$	-	$	-	$	-	$	-	$	-	$	-
7500	570	Food	$	-	$	-	$	-	$	-	$	-	$	-
7500	590	Other Materials and Supplies	$	-	$	-	$	-	$	-	$	-	$	-
7500	610	Library Books	$	-	$	-	$	-	$	-	$	-	$	-
7500	621	AV Materials-Capitalized	$	-	$	-	$	-	$	-	$	-	$	-
7500	622	AV Materials (Non Capitalized)	$	-	$	-	$	-	$	-	$	-	$	-
7500	630	Building/Fixed Equipment	$	-	$	-	$	-	$	-	$	-	$	-
7500	641	Furniture, Fixtures-Capitalized	$	-	$	-	$	-	$	-	$	-	$	-
7500	642	Furniture, Fixtures (Non Capitalized)	$	-	$	-	$	-	$	-	$	-	$	-
7500	643	Computer Hardware-Capitalized	$	-	$	-	$	-	$	-	$	-	$	-
7500	644	Computer Hardware (Non Capitalized)	$	-	$	-	$	-	$	-	$	-	$	-

7500	680	Remodeling/Renovations	$ -	$ -	$ -	$ -	$ -	$ -
7500	690	Computer Software	$ -	$ -	$ -	$ -	$ -	$ -
7500	720	Interest Payment / Debt Service	$ -	$ -	$ -	$ -	$ -	$ -
7500	730	Dues and Fees	$ -	$ -	$ -	$ -	$ -	$ -
7500	750	Other Personnel Services	$ -	$ -	$ -	$ -	$ -	$ -
7500	790	Miscellaneous Expenses	$ -	$ -	$ -	$ -	$ -	$ -
		7500 Sub Total	**$ -**	**$ 8,000**	**$ 8,400**	**$ 8,820**	**$ 9,261**	**$ 9,724**
Function 7600 - Food Services								
7600	110	Administrator Salaries	$ -	$ -	$ -	$ -	$ -	$ -
7600	120	Classroom Teacher Salaries	$ -	$ -	$ -	$ -	$ -	$ -
7600	130	Other Certified Staff Member	$ -	$ -	$ -	$ -	$ -	$ -
7600	140	Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -
7600	150	Paraprofessionals	$ -	$ -	$ -	$ -	$ -	$ -
7600	160	Other Support Personnel	$ -	$ 26,208	$ 26,601	$ 27,000	$ 27,405	$ 27,816
7600	210	Retirement	$ -	$ -	$ -	$ -	$ -	$ -
7600	220	FICA	$ -	$ 2,005	$ 2,035	$ 2,066	$ 2,096	$ 2,128
7600	230	Group Insurance	$ -	$ -	$ -	$ -	$ -	$ -
7600	240	Worker's Compensation	$ -	$ 328	$ 333	$ 338	$ 343	$ 348
7600	250	Unemployment Compensation	$ -	$ 708	$ 718	$ 729	$ 740	$ 751
7600	290	Other Employee Benefits	$ -	$ -	$ -	$ -	$ -	$ -
7600	310	Professional and Technical Services	$ -	$ -	$ -	$ -	$ -	$ -
7600	320	Insurance and Bond Premiums	$ -	$ -	$ -	$ -	$ -	$ -
7600	330	Travel	$ -	$ -	$ -	$ -	$ -	$ -
7600	350	Repairs and Maintenance	$ -	$ -	$ -	$ -	$ -	$ -
7600	360	Rentals	$ -	$ -	$ -	$ -	$ -	$ -
7600	370	Communications	$ -	$ -	$ -	$ -	$ -	$ -
7600	380	Public Utilities	$ -	$ -	$ -	$ -	$ -	$ -
7600	390	Other Purchased Services	$ -	$ -	$ -	$ -	$ -	$ -
7600	430	Electricity	$ -	$ -	$ -	$ -	$ -	$ -
7600	510	Supplies	$ -	$ -	$ -	$ -	$ -	$ -
7600	520	Textbooks	$ -	$ -	$ -	$ -	$ -	$ -
7600	530	Periodicals	$ -	$ -	$ -	$ -	$ -	$ -
7600	570	Food	$ -	$ 102,465	$ 102,465	$ 102,465	$ 102,465	$ 102,465
7600	590	Other Materials and Supplies	$ -	$ -	$ -	$ -	$ -	$ -
7600	610	Library Books	$ -	$ -	$ -	$ -	$ -	$ -
7600	621	AV Materials-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
7600	622	AV Materials (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
7600	630	Building/Fixed Equipment	$ -	$ -	$ -	$ -	$ -	$ -
7600	641	Furniture, Fixtures-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
7600	642	Furniture, Fixtures (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
7600	643	Computer Hardware-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
7600	644	Computer Hardware (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
7600	680	Remodeling/Renovations	$ -	$ -	$ -	$ -	$ -	$ -

7600	690	Computer Software	$ -	$ -	$ -	$ -	$ -	$ -
7600	720	Interest Payment / Debt Service	$ -	$ -	$ -	$ -	$ -	$ -
7600	730	Dues and Fees	$ -	$ -	$ -	$ -	$ -	$ -
7600	750	Other Personnel Services	$ -	$ 197	$ 200	$ 203	$ 206	$ 209
7600	790	Miscellaneous Expenses	$ -	$ -	$ -	$ -	$ -	$ -
		7600 Sub Total	**$ -**	**$ 131,910**	**$ 132,351**	**$ 132,800**	**$ 133,255**	**$ 133,717**
Function 7800 - Pupil Transportation								
7800	110	Administrator Salaries	$ -	$ -	$ -	$ -	$ -	$ -
7800	120	Classroom Teacher Salaries	$ -	$ -	$ -	$ -	$ -	$ -
7800	130	Other Certified Staff Member	$ -	$ -	$ -	$ -	$ -	$ -
7800	140	Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -
7800	150	Paraprofessionals	$ -	$ -	$ -	$ -	$ -	$ -
7800	160	Other Support Personnel	$ -	$ -	$ -	$ -	$ -	$ -
7800	210	Retirement	$ -	$ -	$ -	$ -	$ -	$ -
7800	220	FICA	$ -	$ -	$ -	$ -	$ -	$ -
7800	230	Group Insurance	$ -	$ -	$ -	$ -	$ -	$ -
7800	240	Worker's Compensation	$ -	$ -	$ -	$ -	$ -	$ -
7800	250	Unemployment Compensation	$ -	$ -	$ -	$ -	$ -	$ -
7800	290	Other Employee Benefits	$ -	$ -	$ -	$ -	$ -	$ -
7800	310	Professional and Technical Services	$ -	$ -	$ -	$ -	$ -	$ -
7800	320	Insurance and Bond Premiums	$ -	$ -	$ -	$ -	$ -	$ -
7800	330	Travel	$ -	$ -	$ -	$ -	$ -	$ -
7800	350	Repairs and Maintenance	$ -	$ -	$ -	$ -	$ -	$ -
7800	360	Rentals	$ -	$ -	$ -	$ -	$ -	$ -
7800	370	Communications	$ -	$ -	$ -	$ -	$ -	$ -
7800	380	Public Utilities	$ -	$ -	$ -	$ -	$ -	$ -
7800	390	Other Purchased Services	$ -	$ 59,400	$ 62,370	$ 65,489	$ 68,763	$ 72,201
7800	430	Electricity	$ -	$ -	$ -	$ -	$ -	$ -
7800	460	Gas / Fuel	$ -	$ -	$ -	$ -	$ -	$ -
7800	510	Supplies	$ -	$ -	$ -	$ -	$ -	$ -
7800	520	Textbooks	$ -	$ -	$ -	$ -	$ -	$ -
7800	530	Periodicals	$ -	$ -	$ -	$ -	$ -	$ -
7800	570	Food	$ -	$ -	$ -	$ -	$ -	$ -
7800	590	Other Materials and Supplies	$ -	$ -	$ -	$ -	$ -	$ -
7800	610	Library Books	$ -	$ -	$ -	$ -	$ -	$ -
7800	621	AV Materials-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
7800	622	AV Materials (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
7800	630	Building/Fixed Equipment	$ -	$ -	$ -	$ -	$ -	$ -
7800	641	Furniture, Fixtures-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
7800	642	Furniture, Fixtures (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
7800	643	Computer Hardware-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
7800	644	Computer Hardware (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
7800	680	Remodeling/Renovations	$ -	$ -	$ -	$ -	$ -	$ -

7800	690	Computer Software	$ -	$ -	$ -	$ -	$ -	$ -
7800	720	Interest Payment / Debt Service	$ -	$ -	$ -	$ -	$ -	$ -
7800	730	Dues and Fees	$ -	$ -	$ -	$ -	$ -	$ -
7800	750	Other Personnel Services	$ -	$ -	$ -	$ -	$ -	$ -
7800	790	Miscellaneous Expenses	$ -	$ -	$ -	$ -	$ -	$ -
		7800 Sub Total	**$ -**	**$ 59,400**	**$ 62,370**	**$ 65,489**	**$ 68,763**	**$ 72,201**
Function 7900 - Operation of Plant								
7900	110	Administrator Salaries	$ -	$ -	$ -	$ -	$ -	$ -
7900	120	Classroom Teacher Salaries	$ -	$ -	$ -	$ -	$ -	$ -
7900	130	Other Certified Staff Member	$ -	$ -	$ -	$ -	$ -	$ -
7900	140	Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -
7900	150	Paraprofessionals	$ -	$ -	$ -	$ -	$ -	$ -
7900	160	Other Support Personnel	$ -	$ -	$ -	$ -	$ -	$ -
7900	210	Retirement	$ -	$ -	$ -	$ -	$ -	$ -
7900	220	FICA	$ -	$ -	$ -	$ -	$ -	$ -
7900	230	Group Insurance	$ -	$ -	$ -	$ -	$ -	$ -
7900	240	Worker's Compensation	$ -	$ -	$ -	$ -	$ -	$ -
7900	250	Unemployment Compensation	$ -	$ -	$ -	$ -	$ -	$ -
7900	290	Other Employee Benefits	$ -	$ -	$ -	$ -	$ -	$ -
7900	310	Professional and Technical Services	$ -	$ -	$ -	$ -	$ -	$ -
7900	320	Insurance and Bond Premiums	$ -	$ 5,363	$ 5,631	$ 5,912	$ 6,208	$ 6,518
7900	330	Travel	$ -	$ -	$ -	$ -	$ -	$ -
7900	350	Repairs and Maintenance	$ 1,000	$ 6,600	$ 6,798	$ 7,002	$ 7,212	$ 7,428
7900	360	Rentals	$ -	$ 235,950	$ 240,669	$ 245,482	$ 250,392	$ 255,400
7900	370	Communications	$ -	$ 3,300	$ 3,465	$ 3,640	$ 3,821	$ 4,013
7900	380	Public Utilities	$ -	$ -	$ -	$ -	$ -	$ -
7900	390	Other Purchased Services	$ 550	$ 4,900	$ 5,013	$ 5,129	$ 5,247	$ 5,369
7900	430	Electricity	$ -	$ 21,450	$ 21,879	$ 22,317	$ 22,763	$ 23,218
7900	510	Supplies	$ 500	$ 6,600	$ 6,798	$ 7,002	$ 7,212	$ 7,428
7900	520	Textbooks	$ -	$ -	$ -	$ -	$ -	$ -
7900	530	Periodicals	$ -	$ -	$ -	$ -	$ -	$ -
7900	570	Food	$ -	$ -	$ -	$ -	$ -	$ -
7900	590	Other Materials and Supplies	$ -	$ -	$ -	$ -	$ -	$ -
7900	610	Library Books	$ -	$ -	$ -	$ -	$ -	$ -
7900	621	AV Materials-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
7900	622	AV Materials (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
7900	630	Building/Fixed Equipment	$ -	$ -	$ -	$ -	$ -	$ -
7900	641	Furniture, Fixtures-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
7900	642	Furniture, Fixtures (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
7900	643	Computer Hardware-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
7900	644	Computer Hardware (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
7900	680	Remodeling/Renovations	$ 5,000	$ 2,500	$ 5,000	$ 5,150	$ 5,305	$ 5,464
7900	690	Computer Software	$ -	$ -	$ -	$ -	$ -	$ -

7900	720	Interest Payment / Debt Service	$ -	$ -	$ -	$ -	$ -	$ -
7900	730	Dues and Fees	$ -	$ -	$ -	$ -	$ -	$ -
7900	750	Other Personnel Services	$ -	$ -	$ -	$ -	$ -	$ -
7900	790	Miscellaneous Expenses	$ -	$ -	$ -	$ -	$ -	$ -
		7900 Sub Total	**$ 7,050**	**$ 286,663**	**$ 295,253**	**$ 301,634**	**$ 308,160**	**$ 314,838**
Function 9100 - Community Service								
9100	110	Administrator Salaries	$ -	$ -	$ -	$ -	$ -	$ -
9100	120	Classroom Teacher Salaries	$ -	$ -	$ -	$ -	$ -	$ -
9100	130	Other Certified Staff Member	$ -	$ -	$ -	$ -	$ -	$ -
9100	140	Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -
9100	150	Paraprofessionals	$ -	$ -	$ -	$ -	$ -	$ -
9100	160	Other Support Personnel	$ -	$ -	$ -	$ -	$ -	$ -
9100	210	Retirement	$ -	$ -	$ -	$ -	$ -	$ -
9100	220	FICA	$ -	$ -	$ -	$ -	$ -	$ -
9100	230	Group Insurance	$ -	$ -	$ -	$ -	$ -	$ -
9100	240	Worker's Compensation	$ -	$ -	$ -	$ -	$ -	$ -
9100	250	Unemployment Compensation	$ -	$ -	$ -	$ -	$ -	$ -
9100	290	Other Employee Benefits	$ -	$ -	$ -	$ -	$ -	$ -
9100	310	Professional and Technical Services	$ -	$ -	$ -	$ -	$ -	$ -
9100	320	Insurance and Bond Premiums	$ -	$ -	$ -	$ -	$ -	$ -
9100	330	Travel	$ -	$ -	$ -	$ -	$ -	$ -
9100	350	Repairs and Maintenance	$ -	$ -	$ -	$ -	$ -	$ -
9100	360	Rentals	$ -	$ -	$ -	$ -	$ -	$ -
9100	370	Communications	$ -	$ -	$ -	$ -	$ -	$ -
9100	380	Public Utilities	$ -	$ -	$ -	$ -	$ -	$ -
9100	390	Other Purchased Services	$ -	$ -	$ -	$ -	$ -	$ -
9100	430	Electricity	$ -	$ -	$ -	$ -	$ -	$ -
9100	510	Supplies	$ -	$ -	$ -	$ -	$ -	$ -
9100	520	Textbooks	$ -	$ -	$ -	$ -	$ -	$ -
9100	530	Periodicals	$ -	$ -	$ -	$ -	$ -	$ -
9100	570	Food	$ -	$ -	$ -	$ -	$ -	$ -
9100	590	Other Materials and Supplies	$ -	$ -	$ -	$ -	$ -	$ -
9100	610	Library Books	$ -	$ -	$ -	$ -	$ -	$ -
9100	621	AV Materials-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
9100	622	AV Materials (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
9100	630	Building/Fixed Equipment	$ -	$ -	$ -	$ -	$ -	$ -
9100	641	Furniture, Fixtures-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
9100	642	Furniture, Fixtures (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
9100	643	Computer Hardware-Capitalized	$ -	$ -	$ -	$ -	$ -	$ -
9100	644	Computer Hardware (Non Capitalized)	$ -	$ -	$ -	$ -	$ -	$ -
9100	680	Remodeling/Renovations	$ -	$ -	$ -	$ -	$ -	$ -
9100	690	Computer Software	$ -	$ -	$ -	$ -	$ -	$ -
9100	720	Interest Payment / Debt Service	$ -	$ -	$ -	$ -	$ -	$ -

9100	730	Dues and Fees	$ -	$ -	$ -	$ -	$ -	$ -
9100	750	Other Personnel Services	$ -	$ -	$ -	$ -	$ -	$ -
9100	790	Miscellaneous Expenses	$ -	$ -	$ -	$ -	$ -	$ -
		9100 Sub Total	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
		Reserve Fund	$ -	$ 66,788	$ 79,048	$ 91,651	$ 104,603	$ 117,912
		Total Expenses	**$ 49,400**	**$ 2,318,146**	**$ 2,210,701**	**$ 2,260,436**	**$ 2,332,120**	**$ 2,454,945**
		Total Income	**$ 55,000**	**$ 2,325,689**	**$ 2,359,744**	**$ 2,394,318**	**$ 2,517,577**	**$ 2,539,991**
		Net Revenue	**$ 5,600**	**$ 7,543**	**$ 149,042**	**$ 133,881**	**$ 185,457**	**$ 85,046**
		Cash On Hand	**$ 5,600**	**$ 13,143**	**$ 162,185**	**$ 296,067**	**$ 481,524**	**$ 566,570**

Innovation Charter School's Five Year Budget Projections
Planning Year Cash Flow Estimates

Directions (Mouse Over Here)

Func	Obj	Desription	Planning Year Total	Select Distrib.	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total
FEFP Calculations																	
	3310	FEFP - Base Funding	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3310	FEFP - ESE Gurantee	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3310	FEFP - Supplemental Academic Instruction	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3310	FEFP - Class Size Reductions	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3310	FEFP - Other FEFP (WFTE Share)	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3310	FEFP - Discretionary Local Effort	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3310	FEFP - Discretionary Millage Compression	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3310	FEFP - Proration to Funds Available	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3310	FEFP - Discretionary Lottery	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3310	FEFP - Instructional Materials Allocation	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3310	FEFP - Teacher Salary Allocation	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3310	FEFP - Dual Enrollment Instr. Materials	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3492	Transportation (All Riders)	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3492	Transportation (ESE Student Riders)	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3240	Title 1 Funding	$ -	4	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Income																	
	3230	IDEA Funds	$ -	4	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3240	Title 1 Funds	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3261	School Lunch Reimbursements	$ -	4	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3262	School Breakfast Reimbursements	$ -	4	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3263	After School Snack Reimbursement	$ -	4	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3269	Other Food Service Income	$ -	4	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3299	Misc. Federal through State	$ -	4	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3310	Florida Ed. Finance Program (FEFP)	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3355	Class Size Reduction Funds	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3361	School Recognition Funds	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3397	Capital Outlay Funds	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3430	Interest	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3440	Gifts, Grants and Bequests	$ 55,000	1	$ 4,583	$ 4,583	$ 4,583	$ 4,583	$ 4,583	$ 4,583	$ 4,583	$ 4,583	$ 4,583	$ 4,583	$ 4,583	$ 4,583	$ 55,000
	3451	School Lunch Collections	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3452	Student Breakfast Collections	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3453	Adult Breakfast/Lunch Collections	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3455	Student Snack Collections	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3473	School-Aged Child Care Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3492	Transportation Services	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3493	Sale of 'Junk'	$ -	9	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3495	Other Miscellaneous Local Sources	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3498	Collection for lost materials	$ -	9	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3720	Financing / Loan Proceeds	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		Total Income	**$ 55,000**	**T**	**$ 4,583**	**$ 4,583**	**$ 4,583**	**$ 4,583**	**$ 4,583**	**$ 4,583**	**$ 4,583**	**$ 4,583**	**$ 4,583**	**$ 4,583**	**$ 4,583**	**$ 4,583**	**$ 55,000**

Expense Estimates

Func	Obj	Desription	Planning Year Total	Select Distrib.	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total
Function 5100 - Basic Instruction																	
5100	110	Administrator Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	130	Other Certified Staff Member	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	140	Substitute Teachers	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	160	Other Support Personnel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	210	Retirement	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	220	FICA	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	230	Group Insurance	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	240	Worker's Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	250	Unemployment Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	290	Other Employee Benefits	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	310	Professional and Technical Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	360	Rentals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	390	Other Purchased Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	510	Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

5100	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	750	Other Personnel Services	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		5100 Sub Total	**$ -**	**T**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Function 5200 - Exceptional Education																	
5200	110	Administrator Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	130	Other Certified Staff Member	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	140	Substitute Teachers	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	160	Other Support Personnel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	210	Retirement	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	220	FICA	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	230	Group Insurance	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	240	Worker's Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	250	Unemployment Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	290	Other Employee Benefits	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	310	Professional and Technical Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	360	Rentals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	390	Other Purchased Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	510	Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	750	Other Personnel Services	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		5200 Sub Total	**$ -**	**T**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Function 6100 - Pupil Services																	
6100	110	Administrator Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	130	Other Certified Staff Member	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	140	Substitute Teachers	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	160	Other Support Personnel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	210	Retirement	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	220	FICA	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	230	Group Insurance	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	240	Worker's Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	250	Unemployment Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	290	Other Employee Benefits	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	310	Professional and Technical Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

6100	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	360	Rentals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	390	Other Purchased Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	510	Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	750	Other Personnel Services	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		6100 Sub Total	**$ -**	**T**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Function 6200 - Instructional Media Services																	
6200	110	Administrator Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	130	Other Certified Staff Member	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	140	Substitute Teachers	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	160	Other Support Personnel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	210	Retirement	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	220	FICA	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	230	Group Insurance	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	240	Worker's Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	250	Unemployment Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	290	Other Employee Benefits	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	310	Professional and Technical Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	360	Rentals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	390	Other Purchased Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	510	Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	750	Other Personnel Services	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		6200 Sub Total	**$ -**	**T**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Function 6300 - Instructional/Curriculum Development																	
6300	110	Administrator Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	130	Other Certified Staff Member	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	140	Substitute Teachers	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

6300	160	Other Support Personnel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	210	Retirement	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	220	FICA	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	230	Group Insurance	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	240	Worker's Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	250	Unemployment Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	290	Other Employee Benefits	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	310	Professional and Technical Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	360	Rentals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	390	Other Purchased Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	510	Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	750	Other Personnel Services	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		6300 Sub Total	**$ -**	**T**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Function 6400 - Instructional Staff Training																	
6400	110	Administrator Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	130	Other Certified Staff Member	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	140	Substitute Teachers	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	160	Other Support Personnel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	210	Retirement	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	220	FICA	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	230	Group Insurance	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	240	Worker's Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	250	Unemployment Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	290	Other Employee Benefits	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	310	Professional and Technical Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	360	Rentals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	390	Other Purchased Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	510	Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	750	Other Personnel Services	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

6400	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		6400 Sub Total	**$ -**	**T**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Function 6500 - Instructional-Related Technology																		
6500	110	Administrator Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	130	Other Certified Staff Member	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	140	Substitute Teachers	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	160	Other Support Personnel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	210	Retirement	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	220	FICA	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	230	Group Insurance	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	240	Worker's Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	250	Unemployment Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	290	Other Employee Benefits	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	310	Professional and Technical Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	360	Rentals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	390	Other Purchased Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	510	Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	750	Other Personnel Services	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		6500 Sub Total	**$ -**	**T**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Function 7100 - Board																		
7100	110	Administrator Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	130	Other Certified Staff Member	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	140	Substitute Teachers	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	160	Other Support Personnel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	210	Retirement	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	220	FICA	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	230	Group Insurance	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	240	Worker's Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	250	Unemployment Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	290	Other Employee Benefits	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	310	Professional and Technical Services	$ 2,000	1	$ 167	$ 167	$ 167	$ 167	$ 167	$ 167	$ 167	$ 167	$ 167	$ 167	$ 167	$ 167	$ 167	$ 2,000
7100	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	330	Travel	$ 250	3	$ -	$ -	$ 25	$ 25	$ 25	$ 25	$ 25	$ 25	$ 25	$ 25	$ 25	$ 25	$ 25	$ 250
7100	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	360	Rentals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	390	Other Purchased Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	510	Supplies	$ 100	5	$ 38	$ 38	$ 3	$ 3	$ 3	$ 3	$ 3	$ 3	$ 3	$ 3	$ 3	$ 3	$ 3	$ 100
7100	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

7100	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	750	Other Personnel Services	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		7100 Sub Total	**$ 2,350**	**T**	**$ 204**	**$ 204**	**$ 194**	**$ 194**	**$ 194**	**$ 194**	**$ 194**	**$ 194**	**$ 194**	**$ 194**	**$ 194**	**$ 194**	**$ 194**	**$ 2,350**
Function 7200 - General / District Administration																		
7200	730	Dues and Fees	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		7200 Sub Total	**$ -**	**T**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Function 7300 - School Administration																		
7300	110	Administrator Salaries	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	130	Other Certified Staff Member	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	140	Substitute Teachers	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	160	Other Support Personnel	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	210	Retirement	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	220	FICA	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	230	Group Insurance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	240	Worker's Compensation	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	250	Unemployment Compensation	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	290	Other Employee Benefits	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	310	Professional and Technical Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	360	Rentals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	370	Communications	$ 5,000	1	$ 417	$ 417	$ 417	$ 417	$ 417	$ 417	$ 417	$ 417	$ 417	$ 417	$ 417	$ 417	$ 417	$ 5,000
7300	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	390	Other Purchased Services	$ 35,000	1	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 35,000
7300	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	510	Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	750	Other Personnel Services	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		7300 Sub Total	**$ 40,000**	**T**	**$ 3,333**	**$ 3,333**	**$ 3,333**	**$ 3,333**	**$ 3,333**	**$ 3,333**	**$ 3,333**	**$ 3,333**	**$ 3,333**	**$ 3,333**	**$ 3,333**	**$ 3,333**	**$ 3,333**	**$ 40,000**
Function 7500 - Fiscal Services																		
7500	110	Administrator Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	130	Other Certified Staff Member	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	140	Substitute Teachers	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	160	Other Support Personnel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	210	Retirement	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	220	FICA	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	230	Group Insurance	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	240	Worker's Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	250	Unemployment Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	290	Other Employee Benefits	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	310	Professional and Technical Services	$ -	10	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	360	Rentals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

7500	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	390	Other Purchased Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	510	Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	750	Other Personnel Services	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		7500 Sub Total	**$ -**	**T**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Function 7600 - Food Services																	
7600	110	Administrator Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	130	Other Certified Staff Member	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	140	Substitute Teachers	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	160	Other Support Personnel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	210	Retirement	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	220	FICA	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	230	Group Insurance	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	240	Worker's Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	250	Unemployment Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	290	Other Employee Benefits	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	310	Professional and Technical Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	360	Rentals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	390	Other Purchased Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	510	Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	750	Other Personnel Services	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		7600 Sub Total	**$ -**	**T**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Function 7800 - Pupil Transportation																	
7800	110	Administrator Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	130	Other Certified Staff Member	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	140	Substitute Teachers	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	160	Other Support Personnel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	210	Retirement	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	220	FICA	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	230	Group Insurance	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

7800	240	Worker's Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	250	Unemployment Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	290	Other Employee Benefits	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	310	Professional and Technical Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	360	Rentals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	390	Other Purchased Services	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	460	Gas / Fuel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	510	Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	750	Other Personnel Services	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		7800 Sub Total	**$ -**	**T**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Function 7900 - Operation of Plant																		
7900	110	Administrator Salaries	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	120	Classroom Teacher Salaries	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	130	Other Certified Staff Member	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	140	Substitute Teachers	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	150	Paraprofessionals	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	160	Other Support Personnel	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	210	Retirement	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	220	FICA	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	230	Group Insurance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	240	Worker's Compensation	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	250	Unemployment Compensation	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	290	Other Employee Benefits	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	310	Professional and Technical Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	350	Repairs and Maintenance	$ 1,000	1	$ 83	$ 83	$ 83	$ 83	$ 83	$ 83	$ 83	$ 83	$ 83	$ 83	$ 83	$ 83	$ 83	$ 1,000
7900	360	Rentals	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	390	Other Purchased Services	$ 550	1	$ 46	$ 46	$ 46	$ 46	$ 46	$ 46	$ 46	$ 46	$ 46	$ 46	$ 46	$ 46	$ 46	$ 550
7900	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	510	Supplies	$ 500	5	$ 188	$ 188	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 500
7900	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	680	Remodeling/Renovations	$ 5,000	3	$ -	$ -	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 5,000
7900	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	750	Other Personnel Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		7900 Sub Total	**$ 7,050**	**T**	**$ 317**	**$ 317**	**$ 642**	**$ 642**	**$ 642**	**$ 642**	**$ 642**	**$ 642**	**$ 642**	**$ 642**	**$ 642**	**$ 642**	**$ 642**	**$ 7,050**

Function 9100 - Community Service																		
9100	110	Administrator Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	130	Other Certified Staff Member	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	140	Substitute Teachers	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	160	Other Support Personnel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	210	Retirement	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	220	FICA	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	230	Group Insurance	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	240	Worker's Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	250	Unemployment Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	290	Other Employee Benefits	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	310	Professional and Technical Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	360	Rentals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	390	Other Purchased Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	510	Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	750	Other Personnel Services	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		9100 Sub Total	**$ -**	**T**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
	0	Reserve Fund	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		Total Expenses	**$ 49,400**		**$ 3,854**	**$ 3,854**	**$ 4,169**	**$ 4,169**	**$ 4,169**	**$ 4,169**	**$ 4,169**	**$ 4,169**	**$ 4,169**	**$ 4,169**	**$ 4,169**	**$ 4,169**	**$ 4,169**	**$ 49,400**
		Total Income	**$ 55,000**		**$ 4,583**	**$ 4,583**	**$ 4,583**	**$ 4,583**	**$ 4,583**	**$ 4,583**	**$ 4,583**	**$ 4,583**	**$ 4,583**	**$ 4,583**	**$ 4,583**	**$ 4,583**	**$ 4,583**	**$ 55,000**
		Net Revenue	**$ 5,600**		**$ 729**	**$ 729**	**$ 414**	**$ 414**	**$ 414**	**$ 414**	**$ 414**	**$ 414**	**$ 414**	**$ 414**	**$ 414**	**$ 414**	**$ 414**	**$ 5,600**
		Cash On Hand	**$ 5,600**		**$ 729**	**$ 1,458**	**$ 1,873**	**$ 2,287**	**$ 2,701**	**$ 3,115**	**$ 3,529**	**$ 3,943**	**$ 4,358**	**$ 4,772**	**$ 5,186**	**$ 5,600**		

Innovation Charter School's Five Year Budget Projections
Year 1 Cash Flow Estimates

Directions (Mouse Over Here)

Func	Obj	Desription	Year 1 Total	Select Distrib.	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total
FEFP Calculations																	
	3310	FEFP - Base Funding	$ 1,381,403	1	$ 115,117	$ 115,117	$ 115,117	$ 115,117	$ 115,117	$ 115,117	$ 115,117	$ 115,117	$ 115,117	$ 115,117	$ 115,117	$ 115,117	$ 1,381,403
	3310	FEFP - ESE Gurantee	$ 54,035	1	$ 4,503	$ 4,503	$ 4,503	$ 4,503	$ 4,503	$ 4,503	$ 4,503	$ 4,503	$ 4,503	$ 4,503	$ 4,503	$ 4,503	$ 54,035
	3310	FEFP - Supplemental Academic Instruction	$ 67,980	1	$ 5,665	$ 5,665	$ 5,665	$ 5,665	$ 5,665	$ 5,665	$ 5,665	$ 5,665	$ 5,665	$ 5,665	$ 5,665	$ 5,665	$ 67,980
	3310	FEFP - Class Size Reductions	$ 436,030	1	$ 36,336	$ 36,336	$ 36,336	$ 36,336	$ 36,336	$ 36,336	$ 36,336	$ 36,336	$ 36,336	$ 36,336	$ 36,336	$ 36,336	$ 436,030
	3310	FEFP - Other FEFP (WFTE Share)	$ 7,872	1	$ 656	$ 656	$ 656	$ 656	$ 656	$ 656	$ 656	$ 656	$ 656	$ 656	$ 656	$ 656	$ 7,872
	3310	FEFP - Discretionary Local Effort	$ 126,069	1	$ 10,506	$ 10,506	$ 10,506	$ 10,506	$ 10,506	$ 10,506	$ 10,506	$ 10,506	$ 10,506	$ 10,506	$ 10,506	$ 10,506	$ 126,069
	3310	FEFP - Discretionary Millage Compression	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3310	FEFP - Proration to Funds Available	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3310	FEFP - Discretionary Lottery	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3310	FEFP - Instructional Materials Allocation	$ 25,472	1	$ 2,123	$ 2,123	$ 2,123	$ 2,123	$ 2,123	$ 2,123	$ 2,123	$ 2,123	$ 2,123	$ 2,123	$ 2,123	$ 2,123	$ 25,472
	3310	FEFP - Teacher Salary Allocation	$ 60,277	1	$ 5,023	$ 5,023	$ 5,023	$ 5,023	$ 5,023	$ 5,023	$ 5,023	$ 5,023	$ 5,023	$ 5,023	$ 5,023	$ 5,023	$ 60,277
	3310	FEFP - Dual Enrollment Instr. Materials	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3492	Transportation (All Riders)	$ 45,804	3	$ -	$ -	$ 4,580	$ 4,580	$ 4,580	$ 4,580	$ 4,580	$ 4,580	$ 4,580	$ 4,580	$ 4,580	$ 4,580	$ 45,804
	3492	Transportation (ESE Student Riders)	$ 21,312	3	$ -	$ -	$ 2,131	$ 2,131	$ 2,131	$ 2,131	$ 2,131	$ 2,131	$ 2,131	$ 2,131	$ 2,131	$ 2,131	$ 21,312
	3240	Title 1 Funding	$ -	4	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Income																	
	3230	IDEA Funds	$ -	4	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3240	Title 1 Funds	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3261	School Lunch Reimbursements	$ 85,072	4	$ -	$ -	$ -	$ 9,452	$ 9,452	$ 9,452	$ 9,452	$ 9,452	$ 9,452	$ 9,452	$ 9,452	$ 9,452	$ 85,072
	3262	School Breakfast Reimbursements	$ 14,364	4	$ -	$ -	$ -	$ 1,596	$ 1,596	$ 1,596	$ 1,596	$ 1,596	$ 1,596	$ 1,596	$ 1,596	$ 1,596	$ 14,364
	3263	After School Snack Reimbursement	$ -	4	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3269	Other Food Service Income	$ -	4	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3299	Misc. Federal through State	$ -	4	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3310	Florida Ed. Finance Program (FEFP)	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3355	Class Size Reduction Funds	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3361	School Recognition Funds	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3397	Capital Outlay Funds	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3430	Interest	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3440	Gifts, Grants and Bequests	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3451	School Lunch Collections	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3452	Student Breakfast Collections	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3453	Adult Breakfast/Lunch Collections	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3455	Student Snack Collections	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3473	School-Aged Child Care Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3492	Transportation Services	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3493	Sale of 'Junk'	$ -	9	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3495	Other Miscellaneous Local Sources	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3498	Collection for lost materials	$ -	9	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	3720	Financing / Loan Proceeds	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		Total Income	**$ 2,325,689**	**T**	**$ 179,928**	**$ 179,928**	**$ 186,640**	**$ 197,688**	**$ 197,688**	**$ 197,688**	**$ 197,688**	**$ 197,688**	**$ 197,688**	**$ 197,688**	**$ 197,688**	**$ 197,688**	**$ 2,325,689**

Expense Estimates

Func	Obj	Desription	Year 1 Total	Select Distrib.	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total
Function 5100 - Basic Instruction																	
5100	110	Administrator Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	120	Classroom Teacher Salaries	$ 761,400	3	$ -	$ -	$ 76,140	$ 76,140	$ 76,140	$ 76,140	$ 76,140	$ 76,140	$ 76,140	$ 76,140	$ 76,140	$ 76,140	$ 761,400
5100	130	Other Certified Staff Member	$ 135,360	3	$ -	$ -	$ 13,536	$ 13,536	$ 13,536	$ 13,536	$ 13,536	$ 13,536	$ 13,536	$ 13,536	$ 13,536	$ 13,536	$ 135,360
5100	140	Substitute Teachers	$ 6,360	3	$ -	$ -	$ 636	$ 636	$ 636	$ 636	$ 636	$ 636	$ 636	$ 636	$ 636	$ 636	$ 6,360
5100	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	160	Other Support Personnel	$ 19,440	3	$ -	$ -	$ 1,944	$ 1,944	$ 1,944	$ 1,944	$ 1,944	$ 1,944	$ 1,944	$ 1,944	$ 1,944	$ 1,944	$ 19,440
5100	210	Retirement	$ 17,839	3	$ -	$ -	$ 1,784	$ 1,784	$ 1,784	$ 1,784	$ 1,784	$ 1,784	$ 1,784	$ 1,784	$ 1,784	$ 1,784	$ 17,839
5100	220	FICA	$ 70,089	3	$ -	$ -	$ 7,009	$ 7,009	$ 7,009	$ 7,009	$ 7,009	$ 7,009	$ 7,009	$ 7,009	$ 7,009	$ 7,009	$ 70,089
5100	230	Group Insurance	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	240	Worker's Compensation	$ 11,453	3	$ -	$ -	$ 1,145	$ 1,145	$ 1,145	$ 1,145	$ 1,145	$ 1,145	$ 1,145	$ 1,145	$ 1,145	$ 1,145	$ 11,453
5100	250	Unemployment Compensation	$ 5,709	3	$ -	$ -	$ 571	$ 571	$ 571	$ 571	$ 571	$ 571	$ 571	$ 571	$ 571	$ 571	$ 5,709
5100	290	Other Employee Benefits	$ 57,336	3	$ -	$ -	$ 5,734	$ 5,734	$ 5,734	$ 5,734	$ 5,734	$ 5,734	$ 5,734	$ 5,734	$ 5,734	$ 5,734	$ 57,336
5100	310	Professional and Technical Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	360	Rentals	$ 4,000	3	$ -	$ -	$ 400	$ 400	$ 400	$ 400	$ 400	$ 400	$ 400	$ 400	$ 400	$ 400	$ 4,000
5100	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	390	Other Purchased Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	510	Supplies	$ 12,210	5	$ 4,579	$ 4,579	$ 305	$ 305	$ 305	$ 305	$ 305	$ 305	$ 305	$ 305	$ 305	$ 305	$ 12,210
5100	520	Textbooks	$ 69,756	7	$ 34,878	$ 34,878	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 69,756

5100	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	621	AV Materials-Capitalized	$ 27,000	7	$ 13,500	$ 13,500	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 27,000
5100	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	641	Furniture, Fixtures-Capitalized	$ 52,500	7	$ 26,250	$ 26,250	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 52,500
5100	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	690	Computer Software	$ 4,000	5	$ 1,500	$ 1,500	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 4,000
5100	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5100	730	Dues and Fees	$ 165	3	$ -	$ -	$ 17	$ 17	$ 17	$ 17	$ 17	$ 17	$ 17	$ 17	$ 17	$ 17	$ 17	$ 165
5100	750	Other Personnel Services	$ 6,872	3	$ -	$ -	$ 687	$ 687	$ 687	$ 687	$ 687	$ 687	$ 687	$ 687	$ 687	$ 687	$ 687	$ 6,872
5100	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		5100 Sub Total	**$ 1,261,488**	**T**	**$ 80,707**	**$ 80,707**	**$ 110,007**	**$ 110,007**	**$ 110,007**	**$ 110,007**	**$ 110,007**	**$ 110,007**	**$ 110,007**	**$ 110,007**	**$ 110,007**	**$ 110,007**	**$ 110,007**	**$ 1,261,488**
Function 5200 - Exceptional Education																		
5200	110	Administrator Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	130	Other Certified Staff Member	$ 71,910	3	$ -	$ -	$ 7,191	$ 7,191	$ 7,191	$ 7,191	$ 7,191	$ 7,191	$ 7,191	$ 7,191	$ 7,191	$ 7,191	$ 7,191	$ 71,910
5200	140	Substitute Teachers	$ 510	3	$ -	$ -	$ 51	$ 51	$ 51	$ 51	$ 51	$ 51	$ 51	$ 51	$ 51	$ 51	$ 51	$ 510
5200	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	160	Other Support Personnel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	210	Retirement	$ 1,430	3	$ -	$ -	$ 143	$ 143	$ 143	$ 143	$ 143	$ 143	$ 143	$ 143	$ 143	$ 143	$ 143	$ 1,430
5200	220	FICA	$ 5,501	3	$ -	$ -	$ 550	$ 550	$ 550	$ 550	$ 550	$ 550	$ 550	$ 550	$ 550	$ 550	$ 550	$ 5,501
5200	230	Group Insurance	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	240	Worker's Compensation	$ 899	3	$ -	$ -	$ 90	$ 90	$ 90	$ 90	$ 90	$ 90	$ 90	$ 90	$ 90	$ 90	$ 90	$ 899
5200	250	Unemployment Compensation	$ 648	3	$ -	$ -	$ 65	$ 65	$ 65	$ 65	$ 65	$ 65	$ 65	$ 65	$ 65	$ 65	$ 65	$ 648
5200	290	Other Employee Benefits	$ 4,598	3	$ -	$ -	$ 460	$ 460	$ 460	$ 460	$ 460	$ 460	$ 460	$ 460	$ 460	$ 460	$ 460	$ 4,598
5200	310	Professional and Technical Services	$ 4,050	1	$ 338	$ 338	$ 338	$ 338	$ 338	$ 338	$ 338	$ 338	$ 338	$ 338	$ 338	$ 338	$ 338	$ 4,050
5200	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	360	Rentals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	390	Other Purchased Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	510	Supplies	$ 4,950	5	$ 1,856	$ 1,856	$ 124	$ 124	$ 124	$ 124	$ 124	$ 124	$ 124	$ 124	$ 124	$ 124	$ 124	$ 4,950
5200	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5200	750	Other Personnel Services	$ 539	3	$ -	$ -	$ 54	$ 54	$ 54	$ 54	$ 54	$ 54	$ 54	$ 54	$ 54	$ 54	$ 54	$ 539
5200	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		5200 Sub Total	**$ 95,036**	**T**	**$ 2,194**	**$ 2,194**	**$ 9,065**	**$ 9,065**	**$ 9,065**	**$ 9,065**	**$ 9,065**	**$ 9,065**	**$ 9,065**	**$ 9,065**	**$ 9,065**	**$ 9,065**	**$ 9,065**	**$ 95,036**
Function 6100 - Pupil Services																		
6100	110	Administrator Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	130	Other Certified Staff Member	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	140	Substitute Teachers	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	160	Other Support Personnel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	210	Retirement	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	220	FICA	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	230	Group Insurance	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	240	Worker's Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	250	Unemployment Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	290	Other Employee Benefits	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	310	Professional and Technical Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

6100	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	360	Rentals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	390	Other Purchased Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	510	Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	750	Other Personnel Services	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6100	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		6100 Sub Total	**$ -**	**T**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Function 6200 - Instructional Media Services																		
6200	110	Administrator Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	130	Other Certified Staff Member	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	140	Substitute Teachers	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	160	Other Support Personnel	$ 6,480	3	$ -	$ -	$ 648	$ 648	$ 648	$ 648	$ 648	$ 648	$ 648	$ 648	$ 648	$ 648	$ 648	$ 6,480
6200	210	Retirement	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	220	FICA	$ 496	3	$ -	$ -	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 496
6200	230	Group Insurance	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	240	Worker's Compensation	$ 81	3	$ -	$ -	$ 8	$ 8	$ 8	$ 8	$ 8	$ 8	$ 8	$ 8	$ 8	$ 8	$ 8	$ 81
6200	250	Unemployment Compensation	$ 175	3	$ -	$ -	$ 17	$ 17	$ 17	$ 17	$ 17	$ 17	$ 17	$ 17	$ 17	$ 17	$ 17	$ 175
6200	290	Other Employee Benefits	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	310	Professional and Technical Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	360	Rentals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	390	Other Purchased Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	510	Supplies	$ 1,650	5	$ 619	$ 619	$ 41	$ 41	$ 41	$ 41	$ 41	$ 41	$ 41	$ 41	$ 41	$ 41	$ 41	$ 1,650
6200	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	641	Furniture, Fixtures-Capitalized	$ 2,000	7	$ 1,000	$ 1,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,000
6200	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200	750	Other Personnel Services	$ 49	3	$ -	$ -	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 49
6200	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		6200 Sub Total	**$ 10,930**	**T**	**$ 1,619**	**$ 1,619**	**$ 769**	**$ 769**	**$ 769**	**$ 769**	**$ 769**	**$ 769**	**$ 769**	**$ 769**	**$ 769**	**$ 769**	**$ 769**	**$ 10,930**
Function 6300 - Instructional/Curriculum Development																		
6300	110	Administrator Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	130	Other Certified Staff Member	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	140	Substitute Teachers	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

6300	160	Other Support Personnel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	210	Retirement	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	220	FICA	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	230	Group Insurance	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	240	Worker's Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	250	Unemployment Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	290	Other Employee Benefits	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	310	Professional and Technical Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	360	Rentals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	390	Other Purchased Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	510	Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	750	Other Personnel Services	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		6300 Sub Total	**$ -**	**T**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Function 6400 - Instructional Staff Training																		
6400	110	Administrator Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	130	Other Certified Staff Member	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	140	Substitute Teachers	$ 90,000	3	$ -	$ -	$ 9,000	$ 9,000	$ 9,000	$ 9,000	$ 9,000	$ 9,000	$ 9,000	$ 9,000	$ 9,000	$ 9,000	$ 9,000	$ 90,000
6400	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	160	Other Support Personnel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	210	Retirement	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	220	FICA	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	230	Group Insurance	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	240	Worker's Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	250	Unemployment Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	290	Other Employee Benefits	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	310	Professional and Technical Services	$ 12,500	1	$ 1,042	$ 1,042	$ 1,042	$ 1,042	$ 1,042	$ 1,042	$ 1,042	$ 1,042	$ 1,042	$ 1,042	$ 1,042	$ 1,042	$ 1,042	$ 12,500
6400	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	330	Travel	$ 2,500	3	$ -	$ -	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 2,500
6400	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	360	Rentals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	390	Other Purchased Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	510	Supplies	$ 2,000	5	$ 750	$ 750	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 2,000
6400	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400	750	Other Personnel Services	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

6400	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		6400 Sub Total	**$ 107,000**	**T**	**$ 1,792**	**$ 1,792**	**$ 10,342**	**$ 10,342**	**$ 10,342**	**$ 10,342**	**$ 10,342**	**$ 10,342**	**$ 10,342**	**$ 10,342**	**$ 10,342**	**$ 10,342**	**$ 10,342**	**$ 107,000**
Function 6500 - Instructional-Related Technology																		
6500	110	Administrator Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	130	Other Certified Staff Member	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	140	Substitute Teachers	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	160	Other Support Personnel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	210	Retirement	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	220	FICA	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	230	Group Insurance	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	240	Worker's Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	250	Unemployment Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	290	Other Employee Benefits	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	310	Professional and Technical Services	$ 35,000	1	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 35,000
6500	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	360	Rentals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	390	Other Purchased Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	510	Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	750	Other Personnel Services	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		6500 Sub Total	**$ 35,000**	**T**	**$ 2,917**	**$ 2,917**	**$ 2,917**	**$ 2,917**	**$ 2,917**	**$ 2,917**	**$ 2,917**	**$ 2,917**	**$ 2,917**	**$ 2,917**	**$ 2,917**	**$ 2,917**	**$ 2,917**	**$ 35,000**
Function 7100 - Board																		
7100	110	Administrator Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	130	Other Certified Staff Member	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	140	Substitute Teachers	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	160	Other Support Personnel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	210	Retirement	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	220	FICA	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	230	Group Insurance	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	240	Worker's Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	250	Unemployment Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	290	Other Employee Benefits	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	310	Professional and Technical Services	$ 12,000	1	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 12,000
7100	320	Insurance and Bond Premiums	$ 7,260	7	$ 3,630	$ 3,630	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 7,260
7100	330	Travel	$ 750	3	$ -	$ -	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 750
7100	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	360	Rentals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	390	Other Purchased Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	510	Supplies	$ 500	5	$ 188	$ 188	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 500
7100	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

7100	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	750	Other Personnel Services	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7100	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		7100 Sub Total	**$ 20,510**	**T**	**$ 4,818**	**$ 4,818**	**$ 1,088**	**$ 1,088**	**$ 1,088**	**$ 1,088**	**$ 1,088**	**$ 1,088**	**$ 1,088**	**$ 1,088**	**$ 1,088**	**$ 1,088**	**$ 1,088**	**$ 1,088**	**$ 20,510**
Function 7200 - General / District Administration																			
7200	730	Dues and Fees	$ 84,328	1	$ 7,027	$ 7,027	$ 7,027	$ 7,027	$ 7,027	$ 7,027	$ 7,027	$ 7,027	$ 7,027	$ 7,027	$ 7,027	$ 7,027	$ 7,027	$ 7,027	$ 84,328
		7200 Sub Total	**$ 84,328**	**T**	**$ 7,027**	**$ 7,027**	**$ 7,027**	**$ 7,027**	**$ 7,027**	**$ 7,027**	**$ 7,027**	**$ 7,027**	**$ 7,027**	**$ 7,027**	**$ 7,027**	**$ 7,027**	**$ 7,027**	**$ 7,027**	**$ 84,328**
Function 7300 - School Administration																			
7300	110	Administrator Salaries	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	130	Other Certified Staff Member	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	140	Substitute Teachers	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	160	Other Support Personnel	$ 93,460	1	$ 7,788	$ 7,788	$ 7,788	$ 7,788	$ 7,788	$ 7,788	$ 7,788	$ 7,788	$ 7,788	$ 7,788	$ 7,788	$ 7,788	$ 7,788	$ 7,788	$ 93,460
7300	210	Retirement	$ 1,577	1	$ 131	$ 131	$ 131	$ 131	$ 131	$ 131	$ 131	$ 131	$ 131	$ 131	$ 131	$ 131	$ 131	$ 131	$ 1,577
7300	220	FICA	$ 7,150	1	$ 596	$ 596	$ 596	$ 596	$ 596	$ 596	$ 596	$ 596	$ 596	$ 596	$ 596	$ 596	$ 596	$ 596	$ 7,150
7300	230	Group Insurance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	240	Worker's Compensation	$ 1,168	1	$ 97	$ 97	$ 97	$ 97	$ 97	$ 97	$ 97	$ 97	$ 97	$ 97	$ 97	$ 97	$ 97	$ 97	$ 1,168
7300	250	Unemployment Compensation	$ 864	1	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 864
7300	290	Other Employee Benefits	$ 5,069	1	$ 422	$ 422	$ 422	$ 422	$ 422	$ 422	$ 422	$ 422	$ 422	$ 422	$ 422	$ 422	$ 422	$ 422	$ 5,069
7300	310	Professional and Technical Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	360	Rentals	$ 7,095	3	$ -	$ -	$ 710	$ 710	$ 710	$ 710	$ 710	$ 710	$ 710	$ 710	$ 710	$ 710	$ 710	$ 710	$ 7,095
7300	370	Communications	$ 1,650	1	$ 138	$ 138	$ 138	$ 138	$ 138	$ 138	$ 138	$ 138	$ 138	$ 138	$ 138	$ 138	$ 138	$ 138	$ 1,650
7300	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	390	Other Purchased Services	$ 3,300	1	$ 275	$ 275	$ 275	$ 275	$ 275	$ 275	$ 275	$ 275	$ 275	$ 275	$ 275	$ 275	$ 275	$ 275	$ 3,300
7300	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	510	Supplies	$ 6,600	5	$ 2,475	$ 2,475	$ 165	$ 165	$ 165	$ 165	$ 165	$ 165	$ 165	$ 165	$ 165	$ 165	$ 165	$ 165	$ 6,600
7300	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	641	Furniture, Fixtures-Capitalized	$ 2,000	7	$ 1,000	$ 1,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,000
7300	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	643	Computer Hardware-Capitalized	$ 16,500	7	$ 8,250	$ 8,250	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 16,500
7300	644	Computer Hardware (Non Capitalized)	$ 1,320	7	$ 660	$ 660	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,320
7300	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	690	Computer Software	$ 1,650	5	$ 619	$ 619	$ 41	$ 41	$ 41	$ 41	$ 41	$ 41	$ 41	$ 41	$ 41	$ 41	$ 41	$ 41	$ 1,650
7300	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7300	730	Dues and Fees	$ 990	3	$ -	$ -	$ 99	$ 99	$ 99	$ 99	$ 99	$ 99	$ 99	$ 99	$ 99	$ 99	$ 99	$ 99	$ 990
7300	750	Other Personnel Services	$ 701	3	$ -	$ -	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 701
7300	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		7300 Sub Total	**$ 151,094**	**T**	**$ 22,524**	**$ 22,524**	**$ 10,605**	**$ 10,605**	**$ 10,605**	**$ 10,605**	**$ 10,605**	**$ 10,605**	**$ 10,605**	**$ 10,605**	**$ 10,605**	**$ 10,605**	**$ 10,605**	**$ 10,605**	**$ 151,094**
Function 7500 - Fiscal Services																			
7500	110	Administrator Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	130	Other Certified Staff Member	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	140	Substitute Teachers	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	160	Other Support Personnel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	210	Retirement	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	220	FICA	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	230	Group Insurance	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	240	Worker's Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	250	Unemployment Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	290	Other Employee Benefits	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	310	Professional and Technical Services	$ 8,000	10	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 3,000	$ 3,000	$ 8,000
7500	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	360	Rentals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

7500	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	390	Other Purchased Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	510	Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	750	Other Personnel Services	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7500	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		7500 Sub Total	**$ 8,000**	**T**	**$ 200**	**$ 200**	**$ 200**	**$ 200**	**$ 200**	**$ 200**	**$ 200**	**$ 200**	**$ 200**	**$ 200**	**$ 3,000**	**$ 3,000**		**$ 8,000**
Function 7600 - Food Services																		
7600	110	Administrator Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	130	Other Certified Staff Member	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	140	Substitute Teachers	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	160	Other Support Personnel	$ 26,208	3	$ -	$ -	$ 2,621	$ 2,621	$ 2,621	$ 2,621	$ 2,621	$ 2,621	$ 2,621	$ 2,621	$ 2,621	$ 2,621	$ -	$ 26,208
7600	210	Retirement	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	220	FICA	$ 2,005	3	$ -	$ -	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ -	$ 2,005
7600	230	Group Insurance	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	240	Worker's Compensation	$ 328	3	$ -	$ -	$ 33	$ 33	$ 33	$ 33	$ 33	$ 33	$ 33	$ 33	$ 33	$ 33	$ -	$ 328
7600	250	Unemployment Compensation	$ 708	3	$ -	$ -	$ 71	$ 71	$ 71	$ 71	$ 71	$ 71	$ 71	$ 71	$ 71	$ 71	$ -	$ 708
7600	290	Other Employee Benefits	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	310	Professional and Technical Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	360	Rentals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	390	Other Purchased Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	510	Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	570	Food	$ 102,465	3	$ -	$ -	$ 10,247	$ 10,247	$ 10,247	$ 10,247	$ 10,247	$ 10,247	$ 10,247	$ 10,247	$ 10,247	$ 10,247	$ -	$ 102,465
7600	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7600	750	Other Personnel Services	$ 197	3	$ -	$ -	$ 20	$ 20	$ 20	$ 20	$ 20	$ 20	$ 20	$ 20	$ 20	$ 20	$ -	$ 197
7600	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		7600 Sub Total	**$ 131,910**	**T**	**$ -**	**$ -**	**$ 13,191**	**$ 13,191**	**$ 13,191**	**$ 13,191**	**$ 13,191**	**$ 13,191**	**$ 13,191**	**$ 13,191**	**$ 13,191**	**$ 13,191**		**$ 131,910**
Function 7800 - Pupil Transportation																		
7800	110	Administrator Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	130	Other Certified Staff Member	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	140	Substitute Teachers	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	160	Other Support Personnel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	210	Retirement	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	220	FICA	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	230	Group Insurance	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

7800	240	Worker's Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	250	Unemployment Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	290	Other Employee Benefits	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	310	Professional and Technical Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	360	Rentals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	390	Other Purchased Services	$ 59,400	3	$ -	$ -	$ 5,940	$ 5,940	$ 5,940	$ 5,940	$ 5,940	$ 5,940	$ 5,940	$ 5,940	$ 5,940	$ 5,940	$ 5,940	$ 59,400
7800	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	460	Gas / Fuel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	510	Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	750	Other Personnel Services	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7800	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		7800 Sub Total	**$ 59,400**	**T**	**$ -**	**$ -**	**$ 5,940**	**$ 5,940**	**$ 5,940**	**$ 5,940**	**$ 5,940**	**$ 5,940**	**$ 5,940**	**$ 5,940**	**$ 5,940**	**$ 5,940**	**$ 5,940**	**$ 59,400**
Function 7900 - Operation of Plant																		
7900	110	Administrator Salaries	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	120	Classroom Teacher Salaries	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	130	Other Certified Staff Member	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	140	Substitute Teachers	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	150	Paraprofessionals	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	160	Other Support Personnel	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	210	Retirement	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	220	FICA	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	230	Group Insurance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	240	Worker's Compensation	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	250	Unemployment Compensation	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	290	Other Employee Benefits	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	310	Professional and Technical Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	320	Insurance and Bond Premiums	$ 5,363	7	$ 2,681	$ 2,681	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,363
7900	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	350	Repairs and Maintenance	$ 6,600	1	$ 550	$ 550	$ 550	$ 550	$ 550	$ 550	$ 550	$ 550	$ 550	$ 550	$ 550	$ 550	$ 550	$ 6,600
7900	360	Rentals	$ 235,950	1	$ 19,663	$ 19,663	$ 19,663	$ 19,663	$ 19,663	$ 19,663	$ 19,663	$ 19,663	$ 19,663	$ 19,663	$ 19,663	$ 19,663	$ 19,663	$ 235,950
7900	370	Communications	$ 3,300	1	$ 275	$ 275	$ 275	$ 275	$ 275	$ 275	$ 275	$ 275	$ 275	$ 275	$ 275	$ 275	$ 275	$ 3,300
7900	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	390	Other Purchased Services	$ 4,900	1	$ 408	$ 408	$ 408	$ 408	$ 408	$ 408	$ 408	$ 408	$ 408	$ 408	$ 408	$ 408	$ 408	$ 4,900
7900	430	Electricity	$ 21,450	1	$ 1,788	$ 1,788	$ 1,788	$ 1,788	$ 1,788	$ 1,788	$ 1,788	$ 1,788	$ 1,788	$ 1,788	$ 1,788	$ 1,788	$ 1,788	$ 21,450
7900	510	Supplies	$ 6,600	5	$ 2,475	$ 2,475	$ 165	$ 165	$ 165	$ 165	$ 165	$ 165	$ 165	$ 165	$ 165	$ 165	$ 165	$ 6,600
7900	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	680	Remodeling/Renovations	$ 2,500	3	$ -	$ -	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 2,500
7900	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	750	Other Personnel Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7900	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		7900 Sub Total	**$ 286,663**	**T**	**$ 27,840**	**$ 27,840**	**$ 23,098**	**$ 23,098**	**$ 23,098**	**$ 23,098**	**$ 23,098**	**$ 23,098**	**$ 23,098**	**$ 23,098**	**$ 23,098**	**$ 23,098**	**$ 23,098**	**$ 286,663**

Function 9100 - Community Service																		
9100	110	Administrator Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	120	Classroom Teacher Salaries	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	130	Other Certified Staff Member	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	140	Substitute Teachers	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	150	Paraprofessionals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	160	Other Support Personnel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	210	Retirement	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	220	FICA	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	230	Group Insurance	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	240	Worker's Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	250	Unemployment Compensation	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	290	Other Employee Benefits	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	310	Professional and Technical Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	320	Insurance and Bond Premiums	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	330	Travel	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	350	Repairs and Maintenance	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	360	Rentals	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	370	Communications	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	380	Public Utilities	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	390	Other Purchased Services	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	430	Electricity	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	510	Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	520	Textbooks	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	530	Periodicals	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	570	Food	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	590	Other Materials and Supplies	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	610	Library Books	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	621	AV Materials-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	622	AV Materials (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	630	Building/Fixed Equipment	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	641	Furniture, Fixtures-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	642	Furniture, Fixtures (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	643	Computer Hardware-Capitalized	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	644	Computer Hardware (Non Capitalized)	$ -	7	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	680	Remodeling/Renovations	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	690	Computer Software	$ -	5	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	720	Interest Payment / Debt Service	$ -	1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	730	Dues and Fees	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	750	Other Personnel Services	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9100	790	Miscellaneous Expenses	$ -	3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		9100 Sub Total	**$ -**	**T**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
	0	Reserve Fund	$ 66,788	3	$ -	$ -	$ 6,679	$ 6,679	$ 6,679	$ 6,679	$ 6,679	$ 6,679	$ 6,679	$ 6,679	$ 6,679	$ 6,679	$ 6,679	$ 66,788
		Total Expenses	**$ 2,318,146**		**$ 151,636**	**$ 151,636**	**$ 200,927**	**$ 200,927**	**$ 200,927**	**$ 200,927**	**$ 200,927**	**$ 200,927**	**$ 200,927**	**$ 200,927**	**$ 203,727**	**$ 203,727**	**$ 2,318,146**	
		Total Income	**$ 2,325,689**		**$ 179,928**	**$ 179,928**	**$ 186,640**	**$ 197,688**	**$ 197,688**	**$ 197,688**	**$ 197,688**	**$ 197,688**	**$ 197,688**	**$ 197,688**	**$ 197,688**	**$ 197,688**	**$ 2,325,689**	
		Net Revenue	**$ 7,543**		**$ 28,293**	**$ 28,293**	**$ (14,288)**	**$ (3,239)**	**$ (3,239)**	**$ (3,239)**	**$ (3,239)**	**$ (3,239)**	**$ (3,239)**	**$ (3,239)**	**$ (6,039)**	**$ (6,039)**	**$ 7,543**	
		Cash On Hand	**$ 13,143**		**$ 28,293**	**$ 56,585**	**$ 42,297**	**$ 39,058**	**$ 35,819**	**$ 32,579**	**$ 29,340**	**$ 26,101**	**$ 22,861**	**$ 19,622**	**$ 13,583**	**$ 7,543**		

Innovation Charter School's Five Year Budget Projections
General Budget Summary

Florida Charter Support Unit Budget Template - Summary #1

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Revenue						
Florida Educational Finance Program (FEFP)	$ -	$ 2,159,138	$ 2,190,714	$ 2,222,764	$ 2,255,295	$ 2,288,314
Federal Revenue Sources	$ -	$ -	$ -	$ -	$ -	$ -
Capital Outlay	$ -	$ -	$ -	$ -	$ 88,158	$ 74,934
IDEA Funds	$ -	$ -	$ -	$ -	$ -	$ -
Title 1 Funds	$ -	$ -	$ -	$ -	$ -	$ -
NSLP Funds	$ -	$ 99,436	$ 101,226	$ 103,053	$ 104,916	$ 106,816
Transportation Funds	$ -	$ 67,116	$ 67,803	$ 68,500	$ 69,208	$ 69,927
Interest from Investments	$ -	$ -	$ -	$ -	$ -	$ -
Interest from Loans	$ -	$ -	$ -	$ -	$ -	$ -
Other Income Sources	$ 55,000	$ -	$ -	$ -	$ -	$ -
Total Revenue	**$ 55,000**	**$ 2,325,689**	**$ 2,359,744**	**$ 2,394,318**	**$ 2,517,577**	**$ 2,539,991**
Expenses						
Academic Expenses						
Employee Salaries	$ -	$ 1,211,128	$ 1,229,642	$ 1,248,442	$ 1,267,534	$ 1,286,922
Employee Benefits	$ -	$ 87,850	$ 88,159	$ 88,473	$ 88,792	$ 89,115
Employer Costs	$ -	$ 107,272	$ 108,781	$ 110,312	$ 111,867	$ 113,444
Total Employee Costs	**$ -**	**$ 1,406,250**	**$ 1,426,582**	**$ 1,447,228**	**$ 1,468,192**	**$ 1,489,481**
Academic Supplies	$ 600	$ 105,256	$ 44,283	$ 45,575	$ 67,574	$ 47,585
Services and Contracts	$ 42,550	$ 89,700	$ 92,479	$ 96,484	$ 100,679	$ 105,069
Facilities Costs	$ -	$ 235,950	$ 240,669	$ 245,482	$ 250,392	$ 255,400
Insurance	$ -	$ 12,623	$ 13,254	$ 13,916	$ 14,612	$ 15,343
Utilties	$ -	$ 21,450	$ 21,879	$ 22,317	$ 22,763	$ 23,218
Maintenance	$ 6,000	$ 9,100	$ 11,798	$ 12,152	$ 12,516	$ 12,892
Furniture	$ -	$ 56,500	$ 4,900	$ 4,900	$ 4,900	$ 61,000
AV / Computer Equipment	$ -	$ 44,820	$ 1,386	$ 1,455	$ 1,528	$ 37,402
Software	$ -	$ 6,650	$ 6,783	$ 6,919	$ 7,057	$ 7,200

Other Equipment	$ -	$ 11,260	$ 11,605	$ 11,963	$ 12,335	$ 12,720
Travel Costs	$ 250	$ 3,250	$ 3,338	$ 3,428	$ 3,521	$ 3,618
Food	$ -	$ 102,465	$ 102,465	$ 102,465	$ 102,465	$ 102,465
Transportation	$ -	$ 59,400	$ 62,370	$ 65,489	$ 68,763	$ 72,201
Other Expenses	$ -	$ 9,512	$ 9,641	$ 9,771	$ 9,904	$ 10,038
District Administrative Fees	$ -	$ 84,328	$ 85,550	$ 86,790	$ 88,049	$ 89,327
Reserve Fund	$ -	$ 66,788	$ 79,048	$ 91,651	$ 104,603	$ 117,912
Total Expenses	**$ 49,400**	**$ 2,325,301**	**$ 2,218,029**	**$ 2,267,984**	**$ 2,339,853**	**$ 2,462,871**
Net Revenue	**$ 5,600**	**$ 388**	**$ 141,714**	**$ 126,333**	**$ 177,724**	**$ 77,120**

Innovation Charter School's Five Year Budget Projections
Detailed Budget Summary

Florida Charter Support Unit Budget Template - Summary #2

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Revenue						
FEFP State Revenue	$ -	$ 2,159,138	$ 2,190,714	$ 2,222,764	$ 2,255,295	$ 2,288,314
Federal Revenue	$ -	$ -	$ -	$ -	$ -	$ -
IDEA Funds	$ -	$ -	$ -	$ -	$ -	$ -
Capital Outlay	$ -	$ -	$ -	$ -	$ 88,158	$ 74,934
Title 1 Funds	$ -	$ -	$ -	$ -	$ -	$ -
NSLP Funds	$ -	$ 99,436	$ 101,226	$ 103,053	$ 104,916	$ 106,816
Transportation Funds	$ -	$ 67,116	$ 67,803	$ 68,500	$ 69,208	$ 69,927
Interest on Investments	$ -	$ -	$ -	$ -	$ -	$ -
Interest on Loans	$ -	$ -	$ -	$ -	$ -	$ -
Other Revenue	$ 55,000	$ -	$ -	$ -	$ -	$ -
Total Revenue	**$ 55,000**	**$ 2,325,689**	**$ 2,359,744**	**$ 2,394,318**	**$ 2,517,577**	**$ 2,539,991**
Expenses						
Academic Expenses						
Employee Totals	$ -	$ 1,267,714	$ 1,286,061	$ 1,304,693	$ 1,323,614	$ 1,342,828
Services	$ -	$ 56,550	$ 59,003	$ 61,570	$ 64,258	$ 67,073
Insurance	$ -	$ -	$ -	$ -	$ -	$ -
Supplies and Materials	$ -	$ 91,556	$ 30,360	$ 31,421	$ 53,183	$ 32,949
Maintenance	$ -	$ -	$ -	$ -	$ -	$ -
Utilities	$ -	$ -	$ -	$ -	$ -	$ -
Computers	$ -	$ -	$ -	$ -	$ -	$ -
Software	$ -	$ 5,000	$ 5,100	$ 5,202	$ 5,306	$ 5,414
Equipement	$ -	$ 31,000	$ 4,200	$ 4,410	$ 4,631	$ 18,910
Furniture	$ -	$ 54,500	$ 4,400	$ 4,400	$ 4,400	$ 60,500
Travel	$ -	$ 2,500	$ 2,550	$ 2,601	$ 2,653	$ 2,706
Food	$ -	$ -	$ -	$ -	$ -	$ -
Other Expenses	$ -	$ 7,624	$ 7,740	$ 7,856	$ 7,975	$ 8,095
Total Academic Expenses	**$ -**	**$ 1,516,444**	**$ 1,399,414**	**$ 1,422,154**	**$ 1,466,020**	**$ 1,538,476**

Administrative Expenses

Employee Totals	$ -	$ 109,288	$ 110,834	$ 112,402	$ 113,994	$ 115,610
Services	$ 40,000	$ 12,950	$ 13,499	$ 14,070	$ 14,673	$ 15,301
Insurance	$ -	$ -	$ -	$ -	$ -	$ -
Supplies and Materials	$ -	$ 6,600	$ 6,600	$ 6,600	$ 6,600	$ 6,600
Maintenance	$ -	$ -	$ -	$ -	$ -	$ -
Utilities	$ -	$ -	$ -	$ -	$ -	$ -
Computers	$ -	$ 17,820	$ 1,386	$ 1,455	$ 1,528	$ 23,354
Software	$ -	$ 1,650	$ 1,683	$ 1,717	$ 1,751	$ 1,786
Equipement	$ -	$ 7,260	$ 7,405	$ 7,553	$ 7,704	$ 7,858
Furniture	$ -	$ 2,000	$ 500	$ 500	$ 500	$ 500
Travel	$ -	$ -	$ -	$ -	$ -	$ -
Food	$ -	$ -	$ -	$ -	$ -	$ -
Other Expenses	$ -	$ 1,691	$ 1,701	$ 1,712	$ 1,723	$ 1,734
Total Administrative Expenses	**$ 40,000**	**$ 159,259**	**$ 143,608**	**$ 146,010**	**$ 148,474**	**$ 172,744**

Governance Expenses

Employee Totals	$ -	$ -	$ -	$ -	$ -	$ -
Services	$ 2,000	$ 12,000	$ 11,500	$ 12,075	$ 12,679	$ 13,313
Insurance	$ -	$ 7,260	$ 7,623	$ 8,004	$ 8,404	$ 8,825
Supplies and Materials	$ 100	$ 500	$ 525	$ 551	$ 579	$ 608
Maintenance	$ -	$ -	$ -	$ -	$ -	$ -
Utilities	$ -	$ -	$ -	$ -	$ -	$ -
Computers	$ -	$ -	$ -	$ -	$ -	$ -
Software	$ -	$ -	$ -	$ -	$ -	$ -
Equipement	$ -	$ -	$ -	$ -	$ -	$ -
Furniture	$ -	$ -	$ -	$ -	$ -	$ -
Travel	$ 250	$ 750	$ 788	$ 827	$ 868	$ 912
Food	$ -	$ -	$ -	$ -	$ -	$ -
Other Expenses	$ -	$ -	$ -	$ -	$ -	$ -
Total Governance Expenses	**$ 2,350**	**$ 20,510**	**$ 20,436**	**$ 21,457**	**$ 22,530**	**$ 23,657**

Facilities Expenses

Employee Totals	$ -	$ -	$ -	$ -	$ -	$ -
Facility Cost	$ -	$ 235,950	$ 240,669	$ 245,482	$ 250,392	$ 255,400
Services	$ 550	$ 8,200	$ 8,478	$ 8,769	$ 9,069	$ 9,381
Insurance	$ -	$ 5,363	$ 5,631	$ 5,912	$ 6,208	$ 6,518
Supplies and Materials	$ 500	$ 6,600	$ 6,798	$ 7,002	$ 7,212	$ 7,428

Maintenance	$ 6,000	$ 9,100	$ 11,798	$ 12,152	$ 12,516	$ 12,892
Utilities	$ -	$ 21,450	$ 21,879	$ 22,317	$ 22,763	$ 23,218
Computers	$ -	$ -	$ -	$ -	$ -	$ -
Software	$ -	$ -	$ -	$ -	$ -	$ -
Equipement	$ -	$ -	$ -	$ -	$ -	$ -
Furniture	$ -	$ -	$ -	$ -	$ -	$ -
Travel	$ -	$ -	$ -	$ -	$ -	$ -
Food	$ -	$ -	$ -	$ -	$ -	$ -
Other Expenses	$ -	$ -	$ -	$ -	$ -	$ -
Total Facilities Expenses	**$ 7,050**	**$ 286,663**	**$ 295,253**	**$ 301,634**	**$ 308,160**	**$ 314,838**

Food Services Expenses

Employee Totals	$ -	$ 29,248	$ 29,687	$ 30,132	$ 30,584	$ 31,043
Services	$ -	$ -	$ -	$ -	$ -	$ -
Insurance	$ -	$ -	$ -	$ -	$ -	$ -
Supplies and Materials	$ -	$ -	$ -	$ -	$ -	$ -
Maintenance	$ -	$ -	$ -	$ -	$ -	$ -
Utilities	$ -	$ -	$ -	$ -	$ -	$ -
Computers	$ -	$ -	$ -	$ -	$ -	$ -
Software	$ -	$ -	$ -	$ -	$ -	$ -
Equipement	$ -	$ -	$ -	$ -	$ -	$ -
Furniture	$ -	$ -	$ -	$ -	$ -	$ -
Travel	$ -	$ -	$ -	$ -	$ -	$ -
Food	$ -	$ 102,465	$ 102,465	$ 102,465	$ 102,465	$ 102,465
Other Expenses	$ -	$ 197	$ 200	$ 203	$ 206	$ 209
Total Food Services Expenses	**$ -**	**$ 131,910**	**$ 132,351**	**$ 132,800**	**$ 133,255**	**$ 133,717**

Transportation Services

Employee Totals	$ -	$ -	$ -	$ -	$ -	$ -
Services	$ -	$ 59,400	$ 62,370	$ 65,489	$ 68,763	$ 72,201
Insurance	$ -	$ -	$ -	$ -	$ -	$ -
Supplies and Materials	$ -	$ -	$ -	$ -	$ -	$ -
Maintenance	$ -	$ -	$ -	$ -	$ -	$ -
Utilities	$ -	$ -	$ -	$ -	$ -	$ -
Computers	$ -	$ -	$ -	$ -	$ -	$ -
Software	$ -	$ -	$ -	$ -	$ -	$ -
Equipement	$ -	$ -	$ -	$ -	$ -	$ -
Furniture	$ -	$ -	$ -	$ -	$ -	$ -
Travel	$ -	$ -	$ -	$ -	$ -	$ -

Food	$ -	$ -	$ -	$ -	$ -	$ -
Other Expenses	$ -	$ -	$ -	$ -	$ -	$ -
Total Transportation Services	**$ -**	**$ 59,400**	**$ 62,370**	**$ 65,489**	**$ 68,763**	**$ 72,201**

Community Services

Employee Totals	$ -	$ -	$ -	$ -	$ -	$ -
Services	$ -	$ -	$ -	$ -	$ -	$ -
Insurance	$ -	$ -	$ -	$ -	$ -	$ -
Supplies and Materials	$ -	$ -	$ -	$ -	$ -	$ -
Maintenance	$ -	$ -	$ -	$ -	$ -	$ -
Utilities	$ -	$ -	$ -	$ -	$ -	$ -
Computers	$ -	$ -	$ -	$ -	$ -	$ -
Software	$ -	$ -	$ -	$ -	$ -	$ -
Equipement	$ -	$ -	$ -	$ -	$ -	$ -
Furniture	$ -	$ -	$ -	$ -	$ -	$ -
Travel	$ -	$ -	$ -	$ -	$ -	$ -
Food	$ -	$ -	$ -	$ -	$ -	$ -
Other Expenses	$ -	$ -	$ -	$ -	$ -	$ -
Total Community Services	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

Other Expenses

District Administrative Fee	$ -	$ 84,328	$ 85,550	$ 86,790	$ 88,049	$ 89,327
Reserve Fund	$ -	$ 66,788	$ 79,048	$ 91,651	$ 104,603	$ 117,912
Total Other Expenses	**$ -**	**$ 151,115**	**$ 164,598**	**$ 178,441**	**$ 192,652**	**$ 207,239**

Total Expenses	**$ 49,400**	**$ 2,325,301**	**$ 2,218,029**	**$ 2,267,984**	**$ 2,339,853**	**$ 2,462,871**
Net Revenue	**$ 5,600**	**$ 388**	**$ 141,714**	**$ 126,333**	**$ 177,724**	**$ 77,120**

Innovation Charter School's Five Year Budget Projections
Accounting Codes Summary

Florida Charter Support Unit Budget Template - Summary #3

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Revenue						
3300 - State Funding	$ -	$ 2,159,138	$ 2,190,714	$ 2,222,764	$ 2,343,453	$ 2,363,248
3400 - Transportation	$ 55,000	$ 67,116	$ 67,803	$ 68,500	$ 69,208	$ 69,927
3200 - NSLP	$ -	$ 99,436	$ 101,226	$ 103,053	$ 104,916	$ 106,816
3700 - Interest on Loans	$ -	$ -	$ -	$ -	$ -	$ -
Total Revenue	**$ 55,000**	**$ 2,325,689**	**$ 2,359,744**	**$ 2,394,318**	**$ 2,517,577**	**$ 2,539,991**
Expenses						
5000 Functions - Academic Programs						
100s - Salaries	$ -	$ 994,980	$ 1,009,802	$ 1,024,846	$ 1,040,115	$ 1,055,614
200s - Employee Costs	$ -	$ 175,502	$ 177,120	$ 178,762	$ 180,428	$ 182,120
300s - Services and Contracts	$ -	$ 8,050	$ 8,453	$ 8,875	$ 9,319	$ 9,785
400s - Power Services	$ -	$ -	$ -	$ -	$ -	$ -
500s - Supplies and Materials	$ -	$ 87,906	$ 26,670	$ 27,361	$ 49,080	$ 28,804
600s - Capitalized Expenses	$ -	$ 84,500	$ 9,300	$ 9,402	$ 9,506	$ 77,212
700s - Other Miscellaneous Costs	$ -	$ 7,576	$ 7,690	$ 7,806	$ 7,924	$ 8,044
Total 5000's Academic Programs	**$ -**	**$ 1,358,514**	**$ 1,239,035**	**$ 1,257,051**	**$ 1,296,373**	**$ 1,361,579**
6000 Functions - Support and Student Services						
100s - Salaries	$ -	$ 96,480	$ 98,377	$ 100,312	$ 102,285	$ 104,297
200s - Employee Costs	$ -	$ 752	$ 763	$ 774	$ 786	$ 798
300s - Services and Contracts	$ -	$ 55,000	$ 57,300	$ 59,706	$ 62,223	$ 64,857
400s - Power Services	$ -	$ -	$ -	$ -	$ -	$ -
500s - Supplies and Materials	$ -	$ 3,650	$ 3,690	$ 4,061	$ 4,102	$ 4,145
600s - Capitalized Expenses	$ -	$ 2,000	$ 200	$ 200	$ 200	$ 2,750
700s - Other Miscellaneous Costs	$ -	$ 49	$ 49	$ 50	$ 51	$ 52
Total 6000's Support and Student Services	**$ -**	**$ 157,930**	**$ 160,379**	**$ 165,103**	**$ 169,647**	**$ 176,898**
7000 - Administrative Services (excluding 7900 Facilities)						

100s - Salaries	$ -	$ 119,668	$ 121,463	$ 123,285	$ 125,134	$ 127,011
200s - Employee Costs	$ -	$ 18,868	$ 19,058	$ 19,249	$ 19,444	$ 19,642
300s - Services and Contracts	$ 42,250	$ 99,620	$ 103,184	$ 108,018	$ 113,092	$ 118,409
400s - Power Services	$ -	$ -	$ -	$ -	$ -	$ -
500s - Supplies and Materials	$ 100	$ 109,565	$ 109,590	$ 109,616	$ 109,644	$ 109,673
600s - Capitalized Expenses	$ -	$ 21,470	$ 3,569	$ 3,672	$ 3,779	$ 25,640
700s - Other Miscellaneous Costs	$ -	$ 86,215	$ 87,451	$ 88,705	$ 89,978	$ 91,270
Total 7000's Administrative Services	**$ 42,350**	**$ 455,407**	**$ 444,315**	**$ 452,546**	**$ 461,071**	**$ 491,645**

7900 - Facilities Operations

100s - Salaries	$ -	$ -	$ -	$ -	$ -	$ -
200s - Employee Costs	$ -	$ -	$ -	$ -	$ -	$ -
300s - Services and Contracts	$ 1,550	$ 256,113	$ 261,576	$ 267,165	$ 272,880	$ 278,728
400s - Power Services	$ -	$ 21,450	$ 21,879	$ 22,317	$ 22,763	$ 23,218
500s - Supplies and Materials	$ 500	$ 6,600	$ 6,798	$ 7,002	$ 7,212	$ 7,428
600s - Capitalized Expenses	$ 5,000	$ 2,500	$ 5,000	$ 5,150	$ 5,305	$ 5,464
700s - Other Miscellaneous Costs	$ -	$ -	$ -	$ -	$ -	$ -
Total 7900 Facilities Operations	**$ 7,050**	**$ 286,663**	**$ 295,253**	**$ 301,634**	**$ 308,160**	**$ 314,838**

9000 - Community Services

100s - Salaries	$ -	$ -	$ -	$ -	$ -	$ -
200s - Employee Costs	$ -	$ -	$ -	$ -	$ -	$ -
300s - Services and Contracts	$ -	$ -	$ -	$ -	$ -	$ -
400s - Power Services	$ -	$ -	$ -	$ -	$ -	$ -
500s - Supplies and Materials	$ -	$ -	$ -	$ -	$ -	$ -
600s - Capitalized Expenses	$ -	$ -	$ -	$ -	$ -	$ -
700s - Other Miscellaneous Costs	$ -	$ -	$ -	$ -	$ -	$ -
Total 9000 Community Services	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

Reserve Fund	$ -	$ 66,788	$ 79,048	$ 91,651	$ 104,603	$ 117,912

Total Expenses	**$ 49,400**	**$ 2,325,301**	**$ 2,218,029**	**$ 2,267,984**	**$ 2,339,853**	**$ 2,462,871**
Net Revenue	**$ 5,600**	**$ 388**	**$ 141,714**	**$ 126,333**	**$ 177,724**	**$ 77,120**

Innovation Charter School's Five Year Budget Projections
Modified Accural Cash Flow Summary

Florida Charter Support Unit Budget Template - Summary #4

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Revenue						
District Funding (Oct FTE)	$ -	$ 1,113,127	$ 1,129,259	$ 1,145,632	$ 1,162,252	$ 1,179,120
District Funding (Feb FTE)	$ -	$ 1,113,127	$ 1,129,259	$ 1,145,632	$ 1,162,252	$ 1,179,120
Capital Funds	$ -	$ -	$ -	$ -	$ 88,158	$ 74,934
Florida School Recognition Funds	$ -	$ -	$ -	$ -	$ -	$ -
Title I	$ -	$ -	$ -	$ -	$ -	$ -
Interest Earned	$ -	$ -	$ -	$ -	$ -	$ -
National School Lunch Program	$ -	$ 99,436	$ 101,226	$ 103,053	$ 104,916	$ 106,816
Grants and Gifts	$ 55,000	$ -	$ -	$ -	$ -	$ -
Other Income Sources	$ -	$ -	$ -	$ -	$ -	$ -
Total Revenue	**$ 55,000**	**$ 2,325,689**	**$ 2,359,744**	**$ 2,394,318**	**$ 2,517,577**	**$ 2,539,991**
Expenses						
Salaries and Benefits						
100's - Salaries						
Administrative Staff	$ -	$ -	$ -	$ -	$ -	$ -
Instructional Staff	$ -	$ 968,670	$ 983,200	$ 997,948	$ 1,012,917	$ 1,028,111
Substitute Teachers	$ -	$ 96,870	$ 98,670	$ 100,506	$ 102,379	$ 104,289
Paraprofessionals / Teacher Asst	$ -	$ 25,920	$ 26,309	$ 26,703	$ 27,104	$ 27,511
Office Staff	$ -	$ 93,460	$ 94,862	$ 96,285	$ 97,729	$ 99,195
Lunch Staff	$ -	$ 26,208	$ 26,601	$ 27,000	$ 27,405	$ 27,816
Transportation Staff	$ -	$ -	$ -	$ -	$ -	$ -
Maintenance Staff	$ -	$ -	$ -	$ -	$ -	$ -
Community Services Staff	$ -	$ -	$ -	$ -	$ -	$ -
210, 230, 290 - Employee Benefits	$ -	$ 87,850	$ 88,159	$ 88,473	$ 88,792	$ 89,115
220, 240, 250, 750 - Employer Costs	$ -	$ 115,629	$ 117,263	$ 118,922	$ 120,605	$ 122,314
Total Salaries and Benefits	**$ -**	**$ 1,414,607**	**$ 1,435,064**	**$ 1,455,837**	**$ 1,476,931**	**$ 1,498,351**
Purchased / Contract Services						
310 - Professional / Technical Services	$ 2,000	$ 76,550	$ 78,903	$ 82,465	$ 86,198	$ 90,110
320 - Insurance and Bond Premiums	$ -	$ 12,623	$ 13,254	$ 13,916	$ 14,612	$ 15,343
330 - Travel	$ 250	$ 3,250	$ 3,338	$ 3,428	$ 3,521	$ 3,618

350 - Repairs and Maintenance	$ 1,000	$ 6,600	$ 6,798	$ 7,002	$ 7,212	$ 7,428
370 - Communications	$ 5,000	$ 1,650	$ 1,733	$ 1,818	$ 1,911	$ 2,006
380 - Utilities	$ -	$ -	$ -	$ -	$ -	$ -
390 - Other Purchased Services	$ 35,000	$ 62,700	$ 65,736	$ 68,921	$ 72,264	$ 75,772
Total Purchased/Contract Services	**$ 43,250**	**$ 163,373**	**$ 169,760**	**$ 177,550**	**$ 185,719**	**$ 194,277**
Rent and Utilities						
360 - Rent	$ -	$ 235,950	$ 240,669	$ 245,482	$ 250,392	$ 255,400
360 - Rentals	$ -	$ 11,260	$ 11,605	$ 11,963	$ 12,335	$ 12,720
370 - Communications	$ -	$ 3,300	$ 3,465	$ 3,640	$ 3,821	$ 4,013
380 - Utilties	$ -	$ 21,450	$ 21,879	$ 22,317	$ 22,763	$ 23,218
390 - Other Services	$ 550	$ 4,900	$ 5,013	$ 5,129	$ 5,247	$ 5,369
Total Rent and Utilities	**$ 550**	**$ 276,860**	**$ 282,631**	**$ 288,531**	**$ 294,558**	**$ 300,720**
Materials & Supplies						
510 - Supplies	$ 600	$ 34,510	$ 32,711	$ 33,770	$ 34,521	$ 35,304
570 - Food	$ -	$ 102,465	$ 102,465	$ 102,465	$ 102,465	$ 102,465
590 - Other Materials	$ -	$ -	$ -	$ -	$ -	$ -
Total Materials & Supplies	**$ 600**	**$ 136,975**	**$ 135,176**	**$ 136,235**	**$ 136,986**	**$ 137,769**
Other Expenses						
730 - Dues and Fees	$ -	$ 1,155	$ 1,158	$ 1,162	$ 1,165	$ 1,168
730 - District Adminstrative Fees	$ -	$ 84,328	$ 85,550	$ 86,790	$ 88,049	$ 89,327
720 - Debt Service / Interest Expense	$ -	$ -	$ -	$ -	$ -	$ -
790 - Miscellaneous Expense	$ -	$ -	$ -	$ -	$ -	$ -
Reserve Fund	$ -	$ 66,788	$ 79,048	$ 91,651	$ 104,603	$ 117,912
Total Other Expenses	**$ -**	**$ 152,270**	**$ 165,756**	**$ 179,603**	**$ 193,817**	**$ 208,408**
Expenses (without Capitalized Items)	**$ 44,400**	**$ 2,144,085**	**$ 2,188,387**	**$ 2,237,756**	**$ 2,288,011**	**$ 2,339,524**
SubTotal (Net Income Before Depreciation)	**$ 10,600**	**$ 181,604**	**$ 171,356**	**$ 156,562**	**$ 229,566**	**$ 200,467**
Depreciation						
Net Income After Depreciation (Accrual Basis)	**$ 10,600**	**$ 181,604**	**$ 171,356**	**$ 156,562**	**$ 229,566**	**$ 200,467**
Add Depreciation	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Capitalized Expenses						
520 - Textbooks	$ -	$ 70,746	$ 11,573	$ 11,804	$ 33,052	$ 12,281
620,630 - Equipment and Materials	$ -	$ 27,000	$ -	$ -	$ -	$ 14,048
640 - Furniture	$ -	$ 56,500	$ 4,900	$ 4,900	$ 4,900	$ 61,000
640 - Computers	$ -	$ 17,820	$ 1,386	$ 1,455	$ 1,528	$ 23,354
680 - Remodeling and Renovations	$ 5,000	$ 2,500	$ 5,000	$ 5,150	$ 5,305	$ 5,464
690 - Software	$ -	$ 6,650	$ 6,783	$ 6,919	$ 7,057	$ 7,200

Total Capitalized Expenses	**$ 5,000**	**$ 181,216**	**$ 29,642**	**$ 30,228**	**$ 51,842**	**$ 123,347**

Net Cash Flow (Modified Accrual)	**$ 5,600**	**$ 388**	**$ 141,714**	**$ 126,333**	**$ 177,724**	**$ 77,120**

Innovation Charter School's Five Year Budget Projections
Detailed Budget Summary

Florida Charter Support Unit Budget Template - Summary #5

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Enrollment						
Kindergarten through 5th Grade		330	330	330	330	330
6th Grade through 8th Grade		0	0	0	0	0
9th Grade through 12th Grade		0	0	0	0	0
Total Enrollment at 100%		**330**	**330**	**330**	**330**	**330**
Revenue						
State Sources	$ -	$ 2,226,254	$ 2,258,517	$ 2,291,265	$ 2,412,661	$ 2,433,175
Federal Sources	$ -	$ 99,436	$ 101,226	$ 103,053	$ 104,916	$ 106,816
Local Sources	$ -	$ -	$ -	$ -	$ -	$ -
Other Sources	$ 55,000	$ -	$ -	$ -	$ -	$ -
Total Revenue	**$ 55,000**	**$ 2,325,689**	**$ 2,359,744**	**$ 2,394,318**	**$ 2,517,577**	**$ 2,539,991**
Expenses						
Instruction						
Salaries (Includes all teachers and assistants)	$ -	$ 1,241,213	$ 1,259,383	$ 1,277,835	$ 1,296,572	$ 1,315,601
Fringe Benefits & Employer Costs	$ -	$ 26,680	$ 26,861	$ 27,043	$ 27,229	$ 27,417
Contracted Professional Services	$ -	$ 4,050	$ 4,253	$ 4,465	$ 4,688	$ 4,923
Classroom Supplies & Equipment	$ -	$ 17,160	$ 15,098	$ 15,556	$ 16,028	$ 16,523
Teacher Supplies	$ -	$ -	$ -	$ -	$ -	$ -
Textbooks	$ -	$ 70,746	$ 11,573	$ 11,804	$ 33,052	$ 12,281
Student Activities	$ -	$ -	$ -	$ -	$ -	$ -
Computer - Equipment & Repairs For Instruction	$ -	$ -	$ -	$ -	$ -	$ -
Software For Instruction	$ -	$ 5,000	$ 5,100	$ 5,202	$ 5,306	$ 5,414
Furniture	$ -	$ 54,500	$ 4,400	$ 4,400	$ 4,400	$ 60,500
Other	$ -	$ -	$ -	$ -	$ -	$ -
Total Instruction	**$ -**	**$ 1,419,349**	**$ 1,326,666**	**$ 1,346,306**	**$ 1,387,276**	**$ 1,442,659**
Pupil Personnel Services						

Salaries (Includes Counselor, School Nurse, Health Assistant)	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits & Employer Costs	$ -	$ -	$ -	$ -	$ -	$ -
Contracted Professional Services	$ -	$ -	$ -	$ -	$ -	$ -
Total Pupil Personnel Services	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

Media Services

Salaries (Includes Librarian)	$ -	$ 7,232	$ 7,340	$ 7,450	$ 7,562	$ 7,675
Fringe Benefits & Employer Costs	$ -	$ 49	$ 49	$ 50	$ 51	$ 52
Library Books	$ -	$ -	$ -	$ -	$ -	$ -
Audio Visual Materials	$ -	$ 28,650	$ 1,650	$ 1,980	$ 1,980	$ 16,028
Total Media Services	**$ -**	**$ 35,930**	**$ 9,039**	**$ 9,480**	**$ 9,593**	**$ 23,755**

Curriculum Development

Salaries (Includes Curriculum Specialist)	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits & Employer Costs	$ -	$ -	$ -	$ -	$ -	$ -
Curriculum	$ -	$ -	$ -	$ -	$ -	$ -
Development Supplies	$ -	$ -	$ -	$ -	$ -	$ -
Student Activities	$ -	$ -	$ -	$ -	$ -	$ -
Total Curriculum Development	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

Staff Development

Workshops	$ -	$ 12,500	$ 12,750	$ 13,005	$ 13,265	$ 13,530
Travel	$ -	$ 2,500	$ 2,550	$ 2,601	$ 2,653	$ 2,706
Professional Services	$ -	$ 2,000	$ 2,040	$ 2,081	$ 2,122	$ 2,165
Total Staff Development	**$ -**	**$ 17,000**	**$ 17,340**	**$ 17,687**	**$ 18,041**	**$ 18,401**

Instruction Related Technology

Salaries (Includes Technology Personnel)	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits & Employer Costs	$ -	$ -	$ -	$ -	$ -	$ -
Instructional Networks	$ -	$ 40,000	$ 42,000	$ 44,100	$ 46,305	$ 48,620
Hardware Maintenance	$ -	$ -	$ -	$ -	$ -	$ -
Computer Learning Labs	$ -	$ -	$ -	$ -	$ -	$ -
Total Instruction Related Technology	**$ -**	**$ 40,000**	**$ 42,000**	**$ 44,100**	**$ 46,305**	**$ 48,620**

Board

Professional Services (Legal)	$ 2,000	$ 12,000	$ 11,500	$ 12,075	$ 12,679	$ 13,313
Insurance	$ -	$ 7,260	$ 7,623	$ 8,004	$ 8,404	$ 8,825
Travel	$ -	$ -	$ -	$ -	$ -	$ -
Total Board	**$ 2,000**	**$ 19,260**	**$ 19,123**	**$ 20,079**	**$ 21,083**	**$ 22,137**

General Administration							
Management Fees	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Administrative Fee	$ -	$ 84,328	$ 85,550	$ 86,790	$ 88,049	$ 89,327
Total General Administration	**$ -**	**$ 84,328**	**$ 85,550**	**$ 86,790**	**$ 88,049**	**$ 89,327**

School Administration							
Salaries (Includes Principal, Secretary & Other Office Personnel)	$ -	$ 107,711	$ 109,252	$ 110,816	$ 112,404	$ 114,015
Fringe Benefits & Employer Costs	$ -	$ 2,278	$ 2,293	$ 2,308	$ 2,324	$ 2,339
Equipment Rental / Lease	$ -	$ 11,260	$ 11,605	$ 11,963	$ 12,335	$ 12,720
Travel	$ 250	$ 750	$ 788	$ 827	$ 868	$ 912
Advertising and Professional Services	$ 35,000	$ 3,300	$ 3,366	$ 3,432	$ 3,501	$ 3,571
License Fees	$ -	$ 1,155	$ 1,158	$ 1,162	$ 1,165	$ 1,168
Uniforms	$ -	$ -	$ -	$ -	$ -	$ -
Postage and Communication	$ 5,000	$ 1,650	$ 1,733	$ 1,818	$ 1,911	$ 2,006
Printing	$ -	$ -	$ -	$ -	$ -	$ -
Office Supplies	$ 100	$ 7,100	$ 7,125	$ 7,151	$ 7,179	$ 7,208
Office Equipment	$ -	$ 2,000	$ 500	$ 500	$ 500	$ 500
Computer Equipment	$ -	$ 19,470	$ 3,069	$ 3,172	$ 3,279	$ 25,140
Total School Administration	**$ 40,350**	**$ 156,674**	**$ 140,889**	**$ 143,150**	**$ 145,465**	**$ 169,579**

Facilities Acquisition & Construction						
Building Lease / Rent	$ -	$ 235,950	$ 240,669	$ 245,482	$ 250,392	$ 255,400
Remodeling & Renovations	$ 5,000	$ 2,500	$ 5,000	$ 5,150	$ 5,305	$ 5,464
Purchase Of Buildings & Fixed Equipment	$ -	$ -	$ -	$ -	$ -	$ -
Land	$ -	$ -	$ -	$ -	$ -	$ -
Total Facilities Acquisition & Construction	**$ 5,000**	**$ 238,450**	**$ 245,669**	**$ 250,632**	**$ 255,697**	**$ 260,864**

Fiscal Services						
Salaries (Accounting & Bookkeeping Personnel)	$ -	$ -	$ -	$ -	$ -	$ -
Professional Services (Payroll, Accounting, Auditing)	$ -	$ 8,000	$ 8,400	$ 8,820	$ 9,261	$ 9,724
Total Fiscal Services	**$ -**	**$ 8,000**	**$ 8,400**	**$ 8,820**	**$ 9,261**	**$ 9,724**

Food Services						
Salaries (Food Service Workers)	$ -	$ 29,248	$ 29,687	$ 30,132	$ 30,584	$ 31,043
Fringe Benefits & Employer Costs	$ -	$ 197	$ 200	$ 203	$ 206	$ 209
Food	$ -	$ 102,465	$ 102,465	$ 102,465	$ 102,465	$ 102,465
Materials & Supplies	$ -	$ -	$ -	$ -	$ -	$ -
Equipment Rental / Lease	$ -	$ -	$ -	$ -	$ -	$ -

Inspection Fees	$ -	$ -	$ -	$ -	$ -	$ -
Total Food Services	**$ -**	**$ 131,910**	**$ 132,351**	**$ 132,800**	**$ 133,255**	**$ 133,717**

Pupil Transportation Services

Salaries (Drivers & Transportation Workers)	$ -	$ -	$ -	$ -	$ -	$ -

Five Year Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	3 Sections 54 Students	3 Sections 54 Students	3 Sections 54 Students	3 Sections 54 Students	3 Sections 54 Students
1st Grade	3 Sections 54 Students	3 Sections 54 Students	3 Sections 54 Students	3 Sections 54 Students	3 Sections 54 Students
2nd Grade	3 Sections 54 Students	3 Sections 54 Students	3 Sections 54 Students	3 Sections 54 Students	3 Sections 54 Students
3rd Grade	3 Sections 54 Students	3 Sections 54 Students	3 Sections 54 Students	3 Sections 54 Students	3 Sections 54 Students
4th Grade	3 Sections 57 Students	3 Sections 57 Students	3 Sections 57 Students	3 Sections 57 Students	3 Sections 57 Students
5th Grade	3 Sections 57 Students	3 Sections 57 Students	3 Sections 57 Students	3 Sections 57 Students	3 Sections 57 Students
6th Grade					
7th Grade					
8th Grade					
9th Grade					
10th Grade					
11th Grade					
12th Grade					
Total Possible Enrollment	**18 Sections 330 Students**	**18 Sections 330 Students**	**18 Sections 330 Students**	**18 Sections 330 Students**	**18 Sections 330 Students**

Five Year Staffing Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Classroom Teachers	18	18	18	18	18
ESE Teachers	1.4	1.4	1.4	1.4	1.4
Gifted Teachers	0.3	0.3	0.3	0.3	0.3
Other Teachers	3.2	3.2	3.2	3.2	3.2
Principal					
Assistant Principal					
Business Administrator					
Registrar					
K-5 Teacher					
ESE Specialist					
ESE Specialist Assistant					

Physical Education Teacher					
Art Teacher					
Music Teacher					
ESOL -Foreign Lang. Teacher					
0					
Administrative Assistant- Principal	1	1	1	1	1
Office Assistant- General	1	1	1	1	1
Sr. Custodian	1	1	1	1	1
Jr. Custodian	1	1	1	1	1
Cafeteria/ Kitchen Staff A	1	1	1	1	1
Cafeteria/ Kitchen Staff B	1	1	1	1	1
Cafeteria/ Kitchen Staff C	1	1	1	1	1
Cafeteria/ Kitchen Staff D	1	1	1	1	1
0					
0					
0					
0					
0					
0					
0					
0					
0					
0					
0					
0					
BAC 1					
BAC 2					
BAC 3					
Transportation 1					
Transportation 2					
Transportation 3					
Lunch Services 1	4	4	4	4	4
Lunch Services 2					
Lunch Services 3					
Total Employees	**30.9**	**30.9**	**30.9**	**30.9**	**30.9**

Detailed ESE Estimates

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	5	5	5	5	5
1st Grade	8	8	8	8	8
2nd Grade	8	8	8	8	8
3rd Grade	7	7	7	7	7
4th Grade	7	7	7	7	7
5th Grade	6	6	6	6	6
6th Grade	0	0	0	0	0

7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total ESE Enrollment	**41**	**41**	**41**	**41**	**41**

Detailed Gifted Estimates

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	1	1	1	1	1
1st Grade	1	1	1	1	1
2nd Grade	1	1	1	1	1
3rd Grade	1	1	1	1	1
4th Grade	2	2	2	2	2
5th Grade	2	2	2	2	2
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total ESE Enrollment	**8**	**8**	**8**	**8**	**8**

Detailed ELL Estimates

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	8	8	8	8	8
1st Grade	8	8	8	8	8
2nd Grade	6	6	6	6	6
3rd Grade	6	6	6	6	6
4th Grade	7	7	7	7	7
5th Grade	7	7	7	7	7
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total ESE Enrollment	**42**	**42**	**42**	**42**	**42**

Special Populations Summary

	Year 1	Year 2	Year 3	Year 4	Year 5
ESE Students	41	41	41	41	41
Gifted Students	8	8	8	8	8

ELL Students	42	42	42	42	42
Free / Reduced Lunch	250	250	250	250	250
Total ESE Enrollment	**341**	**341**	**341**	**341**	**341**

Revenue Estimate Worksheet for Innovation Charter School

Based on the First Calculation of the FEFP 2013-14

School District: **Broward** **2013**

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	156.00	1.125	175.5000	$ 674,004
111 Basic K-3 with ESE Services	32.00	1.125	36.0000	$ 138,257
102 Basic 4-8	83.00	1.000	83.0000	$ 318,760
112 Basic 4-8 with ESE Services	17.00	1.000	17.0000	$ 65,288
103 Basic 9-12	0.00	1.011	0.0000	$ -
113 Basic 9-12 with ESE Services	0.00	1.011	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*	0.00	3.558	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*	0.00	3.558	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*	0.00	3.558	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*	0.00	5.089	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*	0.00	5.089	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*	0.00	5.089	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	28.00	1.145	32.0600	$ 123,126
130 ESOL *(Grade Level 4-8)*	14.00	1.145	16.0300	$ 61,563
130 ESOL *(Grade Level 9-12)*	0.00	1.145	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.011	0.0000	$ -
Totals	330.00		359.5900	$ 1,380,998

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
32.00	PK-3	251	$ 1,058	$ 33,856
0.00	PK-3	252	$ 3,418	$ -
0.00	PK-3	253	$ 6,974	$ -
17.00	4-8	251	$ 1,187	$ 20,179
0.00	4-8	252	$ 3,546	$ -
0.00	4-8	253	$ 7,102	$ -
0.00	9-12	251	$ 845	$ -
0.00	9-12	252	$ 3,204	$ -
0.00	9-12	253	$ 6,760	$ -
Total FTE with ESE Services 49.00			**Total from ESE Guarantee**	$ 54,035

3. Supplemental Academic Instruction:

District SAI Allocation	$ 53,067,950		Per Student
divided by district FTE	257,637.67	$ 206	$ 67,980
(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 $ 1,503,013

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X	Allocation factors		
PK - 3	243.5600		1.0235		1320.15	=	329,092
4-8	116.0300		1.0235		900.48	=	106,938
9-12	0.0000		1.0235		902.65	=	0
Total *	359.5900						

Total Class Size Reduction Funds $ 436,030

*(*Total FTE should equal total in Section 1, column (d).)*