



CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL: KIDZ CHOICE CHARTER SCHOOL

CHARTER SCHOOL LOCATION NUMBER: 5409

DATE: DECEMBER 12, 2013

☐ This School has been designated a High Performing Charter School pursuant to s. 1002.331, Florida Statutes.

NAME OF GOVERNING BOARD: Ana Montesinos

Provide the name of the person who will serve as the primary contact for this renewal document. The primary contact should serve as the contact for follow-ups, interviews, and notices regarding the renewal process..

CONTACT PERSON: Lily Swanson **TITLE/RELATIONSHIP TO GOVERNING BOARD:** None

MAILING ADDRESS: 9063 Taft Street, Pembroke Pines, FL 33024

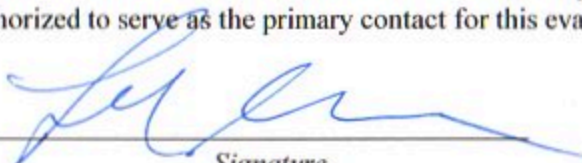
PRIMARY TELEPHONE: 954-673-0698 **ALTERNATE TELEPHONE:** 305-281-2234

E-MAIL ADDRESS: charter5409@browardschools.com

NAME OF EDUCATION SERVICE PROVIDER (if any): _____

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

Lily Swanson
Printed Name



Signature

12/12/13

Date

Broward County Public Schools Charter School Renewal: Indicators and Standards

In accordance with section 1002.33(7)(a)(19)(b)(1), Florida Statutes, a charter school may be renewed provided that a program review demonstrates that the school has successfully fulfilled the terms of its contract [1002.33(7)(a)(19)]. Pursuant to section 1002.33(8)(a), Florida Statutes, “the sponsor shall make student academic achievement for all students the most important factor when determining whether to renew or terminate the charter.” In conducting a renewal program review, the sponsor will focus its analysis on the school’s performance in three categories:

- Educational performance
- Financial performance
- Organizational performance

The following defines specific indicators (the types and level of information and data that will be collected) and standards (the benchmark by which such indicators will be measured) that will be analyzed and evaluated within these three categories. It is a school’s performance within these indicators in addition to potential on-site specific programmatic reviews that inform a charter renewal decision.

Furthermore, should a charter school meet the standards for renewal, The School Board of Broward County, Florida, will also review future Educational, Financial and Organizational plans submitted as part of this documentation for the term of its subsequent contract. Any modifications/adjustments/amendments proposed to the current contract that would take effect over the subsequent contract term may be negotiated during the contract phase.

Important Reminders

- All renewal documents must be submitted electronically, as one continuous PDF file per school, to charterapplications@browardschools.com by 5:00 PM Friday, December 13, 2013.
- Only electronic documents submitted as one continuous PDF file, will be accepted. Please scan the appendices as part of the PDF file.
- Renewing schools must clearly name and include their location number on all documents submitted, including the completed renewal document and all appendices referenced in the narrative.
- Scan the complete packet and appendices as one continuous PDF file and include the school’s name and location number when saving (Ex. HappyCharter6868; SunnyCharter7878, etc.)
- Renewal packets must contain a table of contents, clearly outlining all required components, and identifying the pages where the sections are discussed.
- Number all pages and ensure that pagination is in sequential order.

NOTE: Complete packets will be reviewed as submitted; additional documents will not be accepted after 5:00 PM Friday, December 13, 2013.

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EDUCATIONAL PERFORMANCE

| Focus Area | Indicator | Standard/Criteria | Sources of Evidence |
|--|------------------------------------|--|--|
| Federal Accountability <i>*Using AYP /AMO data from the past five years, as applicable.</i> | AYP/AMO School Improvement status | The school has not been identified for School Improvement | <ul style="list-style-type: none"> • FCAT • Federal AYP indicators (ESEA) • State AMO Standards • EOC, If applicable |
| | AYP/AMO attainment | The school has achieved its AYP/AMO target | |
| | Sub-group(s) attainment of AYP/AMO | The school has achieved its AYP/AMO targets in identified student sub-group(s) | |

In your narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include your plan to increase and/or maintain your AMO status for the upcoming term of your charter. List any Appendices.

Kidz Choice Charter School (KCCS) has an enrollment of just under 100 students. The school has grown from kindergarten through 5th grade during the past six years. The school participated in the FCAT for the first time during the 2009-2010 school year. According to FCAT report during the school year 2012-2013(Educational Performance: Appendix A), the school performed on level 3 or higher in Reading 84%, Math 49% Writing 30% and Science 86%. The school obtained 533 points (A). Points in learning gains as follows: Reading 91 and Math 51, **which demonstrate more than fifty percent gains as indicated on the Charter school application section 14.S.4 of the remedial measures.** (Educational Performance : Appendix C and S)

| | MATH | | | | | | READING | | | | | |
|--------------|---------------|------|------------|------|------------|------|---------------|------|------------|------|------------|------|
| | % Proficiency | | AMO Target | | Met Target | | % Proficiency | | AMO Target | | Met Target | |
| | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 | 2012 | 2013 |
| All Students | 67 | 49 | 64 | 69 | YES | NO | 67 | 84 | 84 | 85 | No | Y |
| Black | 77 | 64 | N/A | 79 | N/A | N | 62 | 93 | N/A | 65 | N/A | Y |
| Hispanic | 58 | 29 | 62 | 65 | No | N | 67 | 71 | 81 | 83 | No | Y |
| FRL | 61 | 42 | 62 | 65 | No | N | 64 | 79 | 81 | 86 | No | Y |
| Native A. | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| ELL | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| SWD | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

N/A = No data available for subgroup with less than 10 students

Plan to increase and/or maintain AMO status: The goal of KCCS is to increase student achievement in writing and math, and continue to increase the proficiency of its students in reading.

In order to reduce proficiency gaps and increase student achievement, KCCS will continue to build capacity for implementing standards-based instruction. Innovation, effective use of research-supported practices, and a commitment to deeper learning are the cornerstones of the continuous improvement process that will be needed to ensure all of our students reach and exceed these rigorous learning targets.

In an effort to improve in the area of Writing, KCCS will follow the Common Core Writing Standards, and will engage students in weekly writing prompts coupled with quarterly writing conferences to provide feedback. As part of the Writing Plan diverse strategies and programs have been implemented in addition to Journeys resources (Educational Performance: Appendix N)

In the area of mathematics, KCCS's classroom teachers engage students in differentiated small group opportunities within the classroom to reinforce skills taught and remediate students in areas of deficiencies. Students engage in computer-based math activities and assessments to increase computers skills that will lead to a better performance in FCAT Math computer-based assessments. Teachers utilize an Instructional Focus Calendar to ensure that instruction is methodical and scaffolded within the classroom. Consulting and coaching sessions will be scheduled bi-weekly to provide support, training, data coaching and double loop feedback in order to maintain the high achievement of the school and district.

Kidz Choice Charter school completed and submitted the School Improvement Plan (Educational Performance: Appendix K), which was approved on October 2013, (remedial measure 14.S.5). **It contains all the corrective actions described on Charter School agreement.** (Educational Performance: Appendix S)

Statutory References: 1002.33(7)(a)(4)

| Focus Area | Indicator | Standard/Criteria | Sources of Evidence |
|----------------------|--|--|--|
| State Accountability | FCAT achievement | Students at the school demonstrate proficiency or progress towards meeting proficiency, in subjects tested (mathematics, reading, writing and science) | <ul style="list-style-type: none"> FCAT EOC, if applicable |
| | School grade | “C” or above | <ul style="list-style-type: none"> FLDOE School Grade, prior 5 years FLDOE Report Card, most recent year |
| | Annual student gains | Students are making one-year’s worth of growth annually in mathematics and reading. | <ul style="list-style-type: none"> FCAT EOC, if applicable |
| | Annual gains of students achieving in the bottom 25% | 50% make one-year’s worth of growth | <ul style="list-style-type: none"> FCAT EOC, if applicable |
| | % of students tested | The school is appropriately administering applicable state standardized tests to its students. | <ul style="list-style-type: none"> FCAT EOC, if applicable |
| | Relative performance | The school’s performance meets or exceeds the performance of schools with closely comparable student populations. | <ul style="list-style-type: none"> FCAT EOC, if applicable |

In your narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include your plan to increase and/or maintain your student achievement, school grade, learning gains and relative performance for the upcoming term of your charter. List any Appendices.

KCCS participated in the FCAT 2012-2013 and has met all the above indicators. The 2012-2013 data used to determine the requirement for SIP indicated that Kidz Choice students performed on FCAT 2.0 2013 at a level 3 or higher in Reading 84%, Math 49%, Science 86% and writing 30%. Students showed learning gains in Reading-91%, Math-51. The lower 25% obtained 91% in reading and 51% in math which is in compliance with Section 14 S.4 (Remedial Measures). Kidz Choice Charter accumulated 533 points (A). (Educational Performance: Appendix A, Appendix E and Appendix G)

| Year | Reading % Satisfactory or Higher | Math % Satisfactory or Higher | Writing % Satisfactory or Higher | Science % Satisfactory or Higher | Reading Points Gains | Math Points Gains | Reading gains for low 25% | Math gains for low 25% | Points Earned |
|-----------|----------------------------------|-------------------------------|----------------------------------|----------------------------------|----------------------|-------------------|---------------------------|------------------------|---------------|
| 2010-2011 | 96 | 85 | 75 | 55 | 33 | 8 | 33 | 8 | 393 |
| 2011-2012 | 67 | 65 | 100 | 53 | 65 | 82 | 65 | 82 | 579 |
| 2012-2013 | 84 | 49 | 30 | 86 | 91 | 51 | 91 | 51 | 533 |

How the standards have been met: During the school year 2012-2013, KCCS continued using a standards-based curriculum that is aligned with corresponding instructional guidelines which facilitated the development of higher order thinking skills in students. Formative and summative assessments were conducted throughout the school year to measure student progress and teacher efficacy, and to adapt classroom practice to the needs of individual students and groups of students. The school also outsourced a private educational company that designed and implemented an educational plan based on school data in order to address the low performance challenges and to achieve the expected academic performance of the school.

Plan to increase and/or maintain student achievement: It is the goal of Kidz Choice Charter to continue increasing student achievement in all areas by focusing on multiple strategies and providing instructional rigor in the classroom to help students meet academic standards, according to AMO expectations. This goal can be accomplished by continuing implementing the following:

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- *Using student achievement data to drive instruction and curriculum pacing guides*
- *Providing additional instruction to low-achieving students*
- *Aligning curriculum and instruction with standards and/or assessments*
- *Increasing the intensity, focus, and effectiveness of professional development*
- *Implementing new instructional approaches in reading (Ex. Daily Five)*
- *Implementing new instructional approaches or curricula in mathematics*
- *Providing extended-time instructional programs (e.g., before-school, after-school programs)*
- *Restructuring the school day to teach core content areas in greater depth (e.g., establishing a literacy and math block)*
- *Implementing strategies for increasing parents' involvement in their children's education*
- *Providing required accommodations and additional help to ELL and ESE students as indicated on ESOL Matrix and IEPs.*

KCCS is looking to reaching its goal by accomplishing the following objectives:

- Given instruction using the Common Core Standards, students on grades K-2 will demonstrate 1 year of academic growth reflected in the outcomes of FAIR test and beginning and End of The Year Tests. (EOY)
- Given instruction using the Common Core Standards, 75 percent of students in grades 3-5 will achieve mastery on the FCAT 2.0 Reading Test administration in 2014.
- Given instruction using the Common Core Standards, critical thinking strategies and hands-on experiences, 60 percent of students in grades 3-5 will achieve mastery on the FCAT 2.0 Mathematics Test administration in 2014
- Given instruction based on the Common Core Standards, 92 percent of 4th grade students will achieve a 3.5 or above on the FCAT 2.0 Writing Test administration in 2014.
- In 2012-2013, 82 percent of the 5th grade students scored a level 3 or above on FCAT 2.0 Science test. In 2013-14, 85 percent of 5th grade students will achieve mastery on the FCAT 2.0 Science Test.
- KCCS will continue implementing the new reading program, "Daily Five" to help students develop the daily habits of reading and writing that will lead to a lifetime of independent literacy and increase levels of performance by 20% on FCAT 2.0 2014 Reading and Writing .(Educational Performance: Appendix N)
- KCCS will schedule multi-tiered activities to provide interventions to struggling students with 80% fidelity to increase students performance.
- KCCC will continue meeting or exceeding the performance of schools with closely comparable student populations. (Educational Performance: Appendix E)

Statutory References: 1002.33(7)(a)(3); 1002.33(7)(a)(4); 1002.33(16)(a)(2)

| Focus Area | Indicator | Standard/Criteria | Sources of Evidence |
|---|--|---|---|
| Mission-Specific Accountability | Achievement of school/mission-specific goals | The school is achieving, or making significant progress towards achieving, the school/mission-specific goals as defined in the school's contract. | Mission statement <ul style="list-style-type: none"> As defined in the school's contract/initial application, your mission statement. In cases of subsequent renewals, as defined by the current agreement. |
| <p>In your narrative, please begin with your mission statement and identify the specific sections of your charter agreement that supports your mission. Identify your mission-specific goals and your achievement of these standards.</p> <p><u>KCCS Mission:</u> KCCS mission is to foster pride in academic achievements while developing students' artistic abilities. (Educational Performance: Appendix O: This includes Appendix A of the charter agreement)</p> <p><u>KCCS Goals:</u> Our goals are to develop students' self-esteem, sense of order, concentration, personal pride and independence and to provide them with many positive learning experiences to ensure their successful future education.</p> <p>KCCS has met the criteria for the indicator listed above. KCCS has implemented its curriculum and focus in full alignment with the original mission as stated in the original charter application and has met or exceeded original goals. The school schedule different types of projects and events through the school year to build self-esteem by empowering each child's creativity. Each grade level must complete an academically linked art project per month or quarter that correlates to the topic of discussion. International Night, Art-Health and Bike Rodeo, and Holiday Performance and some of the events where students' art work will be displayed while students perform for parents, teachers and other members of the community. (Educational Performance: Appends O)</p> | | | |

Statutory References: 1002.33(7)(a)(3)

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| Focus Area | Indicator | Standard/Criteria | Sources of Evidence |
|------------------------------------|---|---|--|
| Educational Program Implementation | Implementation of the mission | The school is implementing its mission as defined in the school's contract. | <ul style="list-style-type: none"> • FCAT • Standardized test result • Internally-developed assessments • EOC, if applicable • On-Site Programmatic Reviews, if applicable • Corrective Action Plans, if applicable • School Improvement Plans, if applicable • Implementation of specific contractual corrective action and status, if applicable • State-issued High Performance designation letter, if applicable • State-approved Reading Plan, if charter school opted out from using the District's plan |
| | Implementation of curriculum and instructional techniques | The school is successfully implementing curriculum and instructional techniques as defined in the school's contract. | |
| | Implementation of specialized instruction for students, particularly of those below grade level | The school implements demonstrably effective instructional techniques that support struggling students achieve grade level. | |
| | Data-driven decision-making | The school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Next Generation Sunshine State Standards as well as Common Core State Standards. | |
| | Implementation of exceptional education programs | The school provides effective services for exceptional students as defined in the school's contract and as required by applicable law. May require an on-site review | |
| | Implementation of ELL program | The school provides effective services for English Language Learner students as defined in the school's contract and as required by applicable law. May require an on-site review | |

In your narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include your Educational Program Implementation plan for the upcoming term of your charter. List any Appendices.

It is the mission of KCCS to foster pride in academic achievements while developing students' artistic abilities. KCCS has met the criteria for the indicators listed above. KCCS strives to give students the opportunity to learn and be successful in a quality learning environment, providing students with rigorous academic program characterized by high standards aligned to Next Generation Sunshine State Standards as well as Common Core Curriculum designed to provide students with instruction in Language Arts, Math, Social Studies, Science and Fine Arts.

(Educational Performance: Appendix K)

In addition, KCCS will continue to monitor progress of the students by utilizing periodically data chats, data analysis and ongoing assessments to ensure that students are placed in the appropriate differentiated groups to enhance learning and teachers elaborate lesson plans according to students' performance. (Educational Performance: Appendix K and Q)

At KCCS students with disabilities retain all rights under the Individuals with Disabilities Education Act (IDEA). KCCS addresses a variety of issues related to special education, including equitable enrollment of students with disabilities, Child Find, determination of special education eligibility, parental involvement, least restrictive environment, provision of educational and related services according to IEPs, assessment and

reporting of student progress, confidentiality of student records, sustained certified special education teacher and related service providers, and special transportation, when needed. (Educational Performance: Appendix K and Appendix P).

At KCCS our ELL students participate in all learning activities, providing all the accommodations needed to help students become proficient in English, empower them to participate effectively in the core curriculum offered to all students, and promoting positive self image and cross-cultural understanding. (Educational Performance: Appendix K) ((Educational Performance: Appendix P and Appendix Q and S)

Statutory References: 1002.33(7)(a)(1); 1002.33(7)(a)(2); 1002.33(7)(a)(4); 1002.33(16)(a)(3); 1003.56;

State Board Rules: 6A-6.0902 - 6A-6.0909 (ELL)

FINANCIAL PERFORMANCE

| Focus Area | Indicator | Standard | Sources of Evidence |
|--|---|--|--|
| Financial Management | Demonstration of professional competence and sound systems in managing the schools financial operations | The school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices. | <ul style="list-style-type: none">• Annual budgets on file• Financial reports on file• Annual financial audits on file• Financial corrective action plans, if applicable• Evidence of Resolution of any Financial Deficiencies, if applicable• Compliance with District deadlines will be considered |
| | Adherence to generally accepted accounting principles | The school adheres to generally-accepted accounting principles. | |
| | Financial Reporting Requirements | The school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school’s contract. | |
| In your narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include your plan to improve/maintain your financial performance for the upcoming term of your charter. List any Appendices. | | | |
| <p>According to King & Walter, Independent Auditor’s Report for the fiscal year June 30, 2013,and in accordance with Government audit standards, Kidz Choice Charter School is in compliance with the GAP implementation of effective systems of internal control over revenues, expenses, and fixed assets, and exercises good business practices. (Financial Performance: Appendix D)</p> <p>In order to continue maintaining a strong and solid school financial performance, KCCS will continue working with School Financial Services (SFS) as a financial advisor. SFS will continue providing KCCS with financial quarterly, monthly and annual reports mandated by Broward Schools District financial Department, as well as Financial Analysis & Reporting, Purchasing, Accounts Payable, Payroll Processing, Property Inventory</p> <p>Kidz Choice Charter Schools have not received any financial corrective action plans in the past as established under s. 1002.33(9)(l), Florida Statutes</p> | | | |

Name of Charter School Seeking Renewal: Kidz Choice Charter School Location Number: 5409

Statutory References: 1002.33(7)(a)(9); 1002.33(7)(a)(10); 1002.33(7)(a)(11); 1002.33(9)(g); 1002.33(9)(h)

| Focus Area | Indicator | Standard | Sources of Evidence |
|---------------------|------------------------------|--|---|
| Financial Viability | Budgeting | The school maintains balanced budgets and a positive cash flow. | <ul style="list-style-type: none"> • Annual budgets on file • Projected 5-year budget is requested • Financial reports on file • Annual financial audits on file • Corrective Action Plan, if applicable • Evidence of Resolution of any Financial Deficiencies, if applicable |
| | Financial obligations | The school's financial obligations are in good standing. | |
| | Long-term financial planning | The school has a sound and sustainable long-term financial plan. | |

In your narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include your plan to improve/maintain your financial performance for the upcoming term of your charter. List any Appendices including the projected 5-year budget.

Financial Viability

Budgeting: Bank Statements and Bank of America operating system shows a positive cash flow.

Financial Obligations: KCCS does not have any financial obligations with any vendor.

Long Term: Financial Planning: The annual five year budget forecast a positive relations of Revenue and Expenses.

(Financial Performance: Appendix G)

Statutory References: 1002.33(7)(a)(10); 1002.33(7)(a)(11)

ORGANIZATIONAL PERFORMANCE

| Focus Area | Indicator | Standard | Sources of Evidence |
|---|---|--|---|
| Student Enrollment and Conduct | Student enrollment trends | The school's actual enrollment is consistent with its projections. | <ul style="list-style-type: none"> • Student enrollment reports • Registration Form |
| | Racial/ethnic composition of the student body | The racial/ethnic composition of the school's student body is reflective of the community it serves or other public schools in the same school district that the charter school is located in. | |
| | Enrollment procedures | The school implements enrollment procedures as defined in the school's contract and in compliance with applicable law. | |
| | School environment | The school maintains a safe and secure environment. | <ul style="list-style-type: none"> • Discipline reporting in each category for the last five years |
| <p>In your narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include your plan to meet this Focus Area for the upcoming term of your charter. List any Appendices.</p> <p>KCCS has met the criteria for the indicators listed above. KCCS has experienced growth each year since it began in 2007. The school opened its doors to 26 kindergarten and 12 first graders and has growth to approximately 100 students in grades K-5 for the school year 2013-2014. The school has consistently managed enrollment within the limits of the charter school agreement and the fire inspection standards. (Organizational Performance: Appendix A)</p> <p>KCCS is committed to enrolling a diverse student population and will continue implementing the following community outreach in order to attract a student population that reflects a similar demographic composition. Marketing strategies for enrollment include but are not be limited to the following:</p> <ul style="list-style-type: none"> • Direct mail inviting parents to upcoming information sessions and links to school website and school Facebook • Advertise Open House and Information Sessions • Availability of bilingual staff to answer questions • A website with online applications in appropriate languages for the community . (Organizational Performance: Appendix K) <p>KCCS will continue following tentative schedule for registering and admitting students, as well as including a plan for the admission lottery if the number of applicants exceeds the program capacity. (Organizational Performance: Appendix B)</p> | | | |

All schools will commit to the Florida Educational Equity Act, Section 1000.05(2)(a), Florida Statutes and other Federal and/or State statutes that forbid discrimination on the basis of race, gender, marital status, ethnicity or disability.

Statutory References: 1002.33(7)(a)(7); 1002.33(7)(a)(8); 1002.33(7)(a)(11); 1002.33(9)(e); 1002.33(10); 1002.33(16)(a)(4); 1002.33(16)(a)(5);

1006.147

| Focus Area | Indicator | Standard | Sources of Evidence |
|---|---------------------|--|---|
| Facilities | Facility compliance | The school's facilities comply with applicable laws and codes. | <ul style="list-style-type: none"> Valid Certificates of Occupancy on file Health, safety and fire reports by District and Municipality |
| | Health and safety | The school complies with applicable health and safety laws. | <ul style="list-style-type: none"> Fire and health inspections (District and local) Fire drill reports on file Evacuation plans |
| <p>In your narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include your plan to improve/maintain your facilities for the upcoming term of your charter. List any Appendices.</p> <p>KCCS has met the criteria for the indicators listed above. Kidz Choice Charter School maintains all of the required certificates, permits, districts reviews and licenses. (Organizational Performance: Appendix E, F and H)</p> | | | |

Statutory References: 1002.33(7)(a)(11); 1002.33(7)(a)(13); 1002.33(9)(e); 1002.33(16)(a)(5); 1002.33(18)(a); 1002.33(18)(b)

| Focus Area | Indicator | Standard | Sources of Evidence |
|--|---------------------------------------|--|--|
| Governance, Staff and Parents | Governance structure | The school implements the governance structure as defined in the school's contract. | <ul style="list-style-type: none"> Governing board meeting agendas and minutes on file Certificates of governing board training or updated training Screen shot of website as per s. 1002.33, F.S. |
| | Compliance with Sunshine Laws | The school complies with state Sunshine Laws and laws governing public records. | |
| | Qualifications of instructional staff | The school employs instructional staff that meets state and federal qualifications. | <ul style="list-style-type: none"> Staffing reports Certification Self-Audits Employee Handbook |
| | Parental Involvement | The school is effectively involving parents in its programs as defined in the school's contract. | <ul style="list-style-type: none"> Parental surveys Website Student/Parent Contract Parent Handbook |
| <p>In your narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include your plan to improve/maintain this Focus Area for the upcoming term of your charter. List any Appendices.</p> <p>KCCS has a governance board structured that complies with Sunshine Laws as defined in the school's contract. The governing board, students, staff, parents and community members are all educational stakeholders of Kidz Choice Charter School with clear responsibilities to enhance student achievement. The Governance Board is an advisory committee made up of elected members who contribute in shared decision making. (Organizational Performance: Appendix J)</p> <p>The Governing Board for KCCS has completed the required FLDOE approved governance training. Sunshine Laws and Public Record laws are observed for all Governing Board meetings and interaction between board members. (Organizational Performance: Appendix J)</p> <p>All faculty members are highly qualified and certified by the State of Florida. The school is supported by the community as evidenced by the letters from parents and the community. Parents are involved in all aspects of the school including the Parent Teacher Organization (PTO). (Organizational Performance: Appendix K, Appendix L, Appendix M, Appendix N, Appendix O, Appendix P and Appendix Q)</p> | | | |

Statutory References: 1002.33(7)(a)(14); 1002.33(7)(a)(15); 1002.33(12)(f); 1002.33(12)(g); 1002.33(16)(b); 1012.55(1); 1012.39(1)(a); 1012.39(1)(b); 1012.39(1)(c); 6A-1.0502(10); 6A-1.0502(11); 6A-1.0503(1); 6A-1.0503(2); 6A-1.0503(3); 6A-1.0503(4)

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| Appendices – Educational Performance |
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| <i>Please list and attach an electronic copy of all appendices referred to in the Educational Performance section of your charter renewal document.</i> |
|---|

- A. FCAT
- B. Federal AYP indicators (ESEA)
- C. State AMO Standards
- D. EOC, If applicable
- E. FLDOE School Grade, prior 5 years
- F. FLDOE Report Card, most recent year
- G. Standardized test results
- H. Internally-developed assessments
- I. On-Site Programmatic Review, if applicable
- J. Corrective Action Plan, if applicable
- K. School Improvement Plan, if applicable
- L. Implementation of specific contractual corrective action and status, if applicable
- M. State-issued High Performing designation letter
- N. State-approved Reading Plan, if charter school opted out from using the District's plan

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| Appendices – Financial Performance |
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| <i>Please list and attach an electronic copy of all appendices referred to in the Financial Performance section of your charter renewal document.</i> |
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| <i>Compliance with District's deadlines will be considered.</i> |
|---|

- A. Annual Budget **on file**
- B. Financial Reports **on file**
- C. Annual Financial Audits **on file**
- D. Copy of the external auditor's letter to management and copy of external audit responses for each year as applicable
- E. Financial Corrective Action Plan, if applicable
- F. Evidence of Resolution of any Financial Deficiencies, if applicable
- G. Projected 5-year budget

Appendices – Organizational Performance

Please list and attach an electronic copy of all appendices referred to in the Organizational Performance section of your charter renewal document.

- A. Student enrollment reports
- B. Registration Form
- C. Discipline reporting
- D. Certificate of Occupancy **on file**
- E. Health, safety and fire reports
- F. Fire and Health inspections (District and Local)
- G. Fire Drill reports **on file**
- H. Evacuation Plans
- I. Governing Board agendas and signed minutes **on file**
- J. Certificates of governing board training or updated training
- K. Screen-shot of webpage
- L. Staffing reports
- M. Certification Self-Audits
- N. Employee Handbook
- O. Parental Surveys
- P. Student/Parent Contract
- Q. Parent Handbook

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**KIDZ CHOICE CHARTER SCHOOL
(5409)**

Renewal Application 2013

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Kidz Choice Charter School (5409) Appendices



Renewal Application 2013

Kidz Choice Charter School (5409) Educational Performance



Renewal Application 2013

APPENDIX A

FCAT 2.0 2013 SCHOOL RESULTS

| Student Name | Student ID | Developmental Scale Score (140 - 260) | Achievement Level | | | | | Points Earned by Content Area | | | | Results for Students Matched to Previous Year | | |
|--------------|------------|---------------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|-------------------------------|---------------------|--|---|---|--------------------------------|------------------------------|
| | | | Level 1 (140 - 161) | Level 2 (162 - 187) | Level 3 (188 - 209) | Level 4 (210 - 226) | Level 5 (227 - 260) | Vocabulary | Reading Application | Literary Analysis: Fiction and Nonfiction | Informational Text and Research Process | Achievement Level 2012 | Developmental Scale Score 2012 | DSS Change from 2012 to 2013 |
| | | | | | | | | Points Possible | 8 | 16 | 13 | 8 | | |
| [REDACTED] | 000000004 | 212 | | | | 4 | | 8 | 12 | 11 | 7 | | | |
| [REDACTED] | 000000007 | 201 | | | 3 | | | 6 | 12 | 7 | 7 | 1 | 165 | 36 |
| [REDACTED] | 0000145470 | 201 | | | 3 | | | 4 | 12 | 10 | 7 | | | |
| [REDACTED] | 0011000140 | 204 | | | 3 | | | 8 | 10 | 10 | 7 | | | |
| [REDACTED] | 0011000140 | 201 | | | 3 | | | 7 | 9 | 11 | 6 | 1 | 175 | 26 |
| [REDACTED] | 0010000000 | 202 | | | 3 | | | 8 | 9 | 11 | 5 | | | |
| [REDACTED] | 0010000000 | 205 | | | 3 | | | 6 | 12 | 10 | 6 | | | |
| [REDACTED] | 0000040035 | 204 | | | 3 | | | 6 | 13 | 8 | 7 | | | |
| [REDACTED] | 0000000000 | 208 | | | 3 | | | 7 | 13 | 9 | 7 | | | |
| [REDACTED] | 0000040000 | 219 | | | | 4 | | 8 | 15 | 11 | 7 | | | |
| [REDACTED] | 0000000000 | 219 | | | | 4 | | 8 | 15 | 10 | 7 | 2 | 186 | 33 |
| [REDACTED] | 0012000004 | 230 | | | | | 5 | 6 | 16 | 12 | 8 | | | |
| [REDACTED] | 0011000102 | 216 | | | | 4 | | 5 | 15 | 13 | 6 | | | |

• Content area results are not intended for comparison across administrations.

• Not Reported (NR) codes:

NR2 = Did Not Meet Attemptedness Criteria

NR3 = Marked Do Not Score

• NT = Not Tested

NR5 = Off-Grade Tester

NR6 = Duplicate Record

NR7 = FDOE Hold

NR8 = FDOE Invalidated

| Student Name | Student ID | Developmental Scale Score (154 - 269) | Achievement Level | | | | | Points Earned by Content Area | | | | | Results for Students Matched to Previous Year | | |
|--------------|-------------|---------------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|-------------------------------|---------------------|---|---|------------------------|---|------------------------------|----|
| | | | Level 1 (154 - 191) | Level 2 (192 - 207) | Level 3 (208 - 220) | Level 4 (221 - 237) | Level 5 (238 - 269) | Vocabulary | Reading Application | Literary Analysis: Fiction and Nonfiction | Informational Text and Research Process | Achievement Level 2012 | Developmental Scale Score 2012 | DSS Change from 2012 to 2013 | |
| | | | | | | | | Points Possible | 9 | 16 | 12 | 8 | | | |
| | 000500005 | 218 | | | 3 | | | | 5 | 13 | 10 | 6 | 4 | 211 | 7 |
| | 000500006 | 206 | | 2 | | | | | 6 | 11 | 7 | 4 | 2 | 186 | 20 |
| | 000500007 | 216 | | | 3 | | | | 7 | 13 | 10 | 4 | 3 | 206 | 10 |
| | 00120240002 | 224 | | | | 4 | | | 4 | 16 | 10 | 6 | 4 | 214 | 10 |
| | 00050000003 | 225 | | | | 4 | | | 5 | 15 | 11 | 6 | 3 | 203 | 22 |
| | 00050000004 | 213 | | | 3 | | | | 7 | 12 | 10 | 5 | 2 | 185 | 28 |
| | 00050000005 | 206 | | 2 | | | | | 6 | 12 | 8 | 1 | 2 | 191 | 15 |
| | 00050000006 | 208 | | | 3 | | | | 6 | 9 | 9 | 6 | 2 | 197 | 11 |
| | 00050000008 | 229 | | | | 4 | | | 9 | 13 | 12 | 6 | 2 | 191 | 38 |
| | 00050000009 | 250 | | | | | 5 | | 7 | 16 | 12 | 8 | 4 | 215 | 35 |

• Content area results are not intended for comparison across administrations.

• Not Reported (NR) codes:

NR2 = Did Not Meet Attemptedness Criteria

NR3 = Marked Do Not Score

• NT = Not Tested

NR5 = Off-Grade Tester

NR6 = Duplicate Record

NR7 = FDOE Hold

NR8 = FDOE Invalidated

| Student Name | Student ID | Developmental Scale Score (161 - 277) | Achievement Level | | | | | Points Earned by Content Area | | | | Results for Students Matched to Previous Year | | |
|--------------|------------|---------------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|-------------------------------|---------------------|--|---|---|--------------------------------|------------------------------|
| | | | Level 1 (161 - 199) | Level 2 (200 - 215) | Level 3 (216 - 229) | Level 4 (230 - 245) | Level 5 (246 - 277) | Vocabulary | Reading Application | Literary Analysis: Fiction and Nonfiction | Informational Text and Research Process | Achievement Level 2012 | Developmental Scale Score 2012 | DSS Change from 2012 to 2013 |
| | | | | | | | | Points Possible | 10 | 15 | 11 | 9 | | |
| [REDACTED] | 000010000 | 221 | | | 3 | | | 6 | 11 | 7 | 9 | 2 | 200 | 21 |
| [REDACTED] | 001000000 | 225 | | | 3 | | | 6 | 13 | 8 | 6 | 2 | 203 | 22 |
| [REDACTED] | 001200000 | 209 | | 2 | | | | 4 | 9 | 8 | 5 | | | |
| [REDACTED] | 000711000 | 226 | | | 3 | | | 7 | 10 | 10 | 7 | 2 | 206 | 20 |
| [REDACTED] | 000000004 | 202 | | 2 | | | | 4 | 7 | 8 | 5 | 1 | 177 | 25 |
| [REDACTED] | 000010000 | 205 | | 2 | | | | 6 | 5 | 8 | 3 | 2 | 202 | 3 |
| [REDACTED] | 000000004 | 236 | | | | 4 | | 8 | 14 | 9 | 6 | 4 | 229 | 7 |
| [REDACTED] | 000000002 | 215 | | 2 | | | | 7 | 6 | 10 | 5 | 3 | 211 | 4 |
| [REDACTED] | 000000008 | 227 | | | 3 | | | 7 | 13 | 7 | 6 | 4 | 224 | 3 |
| [REDACTED] | 000000000 | 231 | | | | 4 | | 9 | 9 | 11 | 8 | 4 | 225 | 6 |
| [REDACTED] | 000000004 | 245 | | | | 4 | | 8 | 14 | 10 | 8 | 4 | 222 | 23 |
| [REDACTED] | 001000000 | 240 | | | | 4 | | 7 | 12 | 11 | 9 | 3 | 210 | 30 |
| [REDACTED] | 000000000 | 217 | | | 3 | | | 7 | 8 | 8 | 7 | 2 | 192 | 25 |
| [REDACTED] | 001000000 | 225 | | | 3 | | | 6 | 13 | 7 | 7 | 2 | 205 | 20 |
| [REDACTED] | 000000000 | 231 | | | | 4 | | 8 | 12 | 9 | 7 | 4 | 226 | 5 |
| [REDACTED] | 001000000 | 183 | 1 | | | | | 2 | 4 | 5 | 5 | | | |

* Content area results are not intended for comparison across administrations.

* Not Reported (NR) codes:

NR2 = Did Not Meet Attemptedness Criteria

NR5 = Off-Grade Tester

NR7 = FDOE Hold

NR3 = Marked Do Not Score

NR6 = Duplicate Record

NR8 = FDOE Invalidated

* NT = Not Tested

| Student Name | Student ID | Developmental Scale Score (140 - 260) | Achievement Level | | | | | Points Earned by Content Area | | | Results for Students Matched to Previous Year | | |
|--------------|------------|---------------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|---|----------------------|-----------------------------|---|-----------------------------------|---------------------------------|
| | | | Level 1 (140 - 182) | Level 2 (183 - 197) | Level 3 (198 - 213) | Level 4 (214 - 228) | Level 5 (229 - 260) | Number: Operations, Problems, and Statistics | Number: Fractions | Geometry and Measurement | Achievement Level 2012 | Developmental Scale Score 2012 | DSS Change from 2012 to 2013 |
| | | | | | | | | Points Possible | 21 | 10 | 13 | | |
| [REDACTED] | [REDACTED] | 219 | | | | 4 | | 19 | 10 | 10 | | | |
| [REDACTED] | [REDACTED] | 217 | | | | 4 | | 15 | 10 | 13 | 2 | 190 | 27 |
| [REDACTED] | [REDACTED] | 183 | | 2 | | | | 12 | 3 | 7 | | | |
| [REDACTED] | [REDACTED] | 198 | | | 3 | | | 16 | 5 | 10 | | | |
| [REDACTED] | [REDACTED] | 183 | | 2 | | | | 7 | 5 | 7 | 1 | 170 | 13 |
| [REDACTED] | [REDACTED] | 178 | 1 | | | | | 9 | 1 | 8 | | | |
| [REDACTED] | [REDACTED] | 197 | | 2 | | | | 15 | 5 | 11 | | | |
| [REDACTED] | [REDACTED] | 175 | 1 | | | | | 8 | 2 | 6 | | | |
| [REDACTED] | [REDACTED] | 193 | | 2 | | | | 11 | 6 | 10 | | | |
| [REDACTED] | [REDACTED] | 190 | | 2 | | | | 14 | 5 | 6 | | | |
| [REDACTED] | [REDACTED] | 202 | | | 3 | | | 13 | 7 | 11 | 2 | 184 | 18 |
| [REDACTED] | [REDACTED] | 193 | | 2 | | | | 12 | 6 | 8 | | | |
| [REDACTED] | [REDACTED] | 210 | | | 3 | | | 17 | 9 | 11 | | | |

* Content area results are not intended for comparison across administrations.

* Not Reported (NR) codes:

NR2 = Did Not Meet Attemptedness Criteria

NR5 = Off-Grade Tester

NR7 = FDOE Hold

NR3 = Marked Do Not Score

NR6 = Duplicate Record

NR8 = FDOE Invalidated

* NT = Not Tested

| Student Name | Student ID | Developmental Scale Score (155 - 271) | Achievement Level | | | | | Points Earned by Content Area | | | Results for Students Matched to Previous Year | | |
|--------------|------------|---------------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|---------------------------------------|--------------------------------------|-----------------------------|---|-----------------------------------|---------------------------------|
| | | | Level 1 (155 - 196) | Level 2 (197 - 209) | Level 3 (210 - 223) | Level 4 (224 - 239) | Level 5 (240 - 271) | Number: Operations and Problems | Number: Base Ten and Fractions | Geometry and Measurement | Achievement Level 2012 | Developmental Scale Score 2012 | DSS Change from 2012 to 2013 |
| | | | | | | | | Points Possible | 18 | 10 | 12 | | |
| [REDACTED] | [REDACTED] | 206 | 2 | | | | | 14 | 5 | 6 | 3 | 199 | 7 |
| [REDACTED] | [REDACTED] | 213 | | | 3 | | | 11 | 8 | 10 | 2 | 192 | 21 |
| [REDACTED] | [REDACTED] | 218 | | | 3 | | | 15 | 9 | 6 | 3 | 208 | 10 |
| [REDACTED] | [REDACTED] | 230 | | | | 4 | | 17 | 8 | 11 | 4 | 214 | 16 |
| [REDACTED] | [REDACTED] | 210 | | | 3 | | | 14 | 7 | 6 | 3 | 206 | 4 |
| [REDACTED] | [REDACTED] | 204 | 2 | | | | | 12 | 5 | 8 | 3 | 204 | 0 |
| [REDACTED] | [REDACTED] | 213 | | | 3 | | | 13 | 8 | 7 | 3 | 198 | 15 |
| [REDACTED] | [REDACTED] | 201 | | 2 | | | | 8 | 6 | 8 | 1 | 182 | 19 |
| [REDACTED] | [REDACTED] | 211 | | | 3 | | | 15 | 5 | 8 | 2 | 194 | 17 |
| [REDACTED] | [REDACTED] | 232 | | | | 4 | | 17 | 9 | 10 | 5 | 260 | -28 |

* Content area results are not intended for comparison across administrations.

* Not Reported (NR) codes:

NR2 = Did Not Meet Attemptedness Criteria

NR3 = Marked Do Not Score

* NT = Not Tested

NR5 = Off-Grade Tester

NR6 = Duplicate Record

NR7 = FDOE Hold

NR8 = FDOE Invalidated

| Student Name | Student ID | Developmental Scale Score (163 - 279) | Achievement Level | | | | | Points Earned by Content Area | | | | Results for Students Matched to Previous Year | | |
|--------------|------------|---------------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|--------------------------------------|--|-----------------------------|---------------------------|---|---------------------------------|-----|
| | | | Level 1 (163 - 204) | Level 2 (205 - 219) | Level 3 (220 - 233) | Level 4 (234 - 248) | Level 5 (247 - 279) | Number: Base Ten and Fractions | Expressions, Equations, and Statistics | Geometry and Measurement | Achievement Level 2012 | Developmental Scale Score 2012 | DSS Change from 2012 to 2013 | |
| | | | | | | | | Points Possible | 22 | 10 | 14 | | | |
| | | 207 | | 2 | | | | | 7 | 6 | 4 | 3 | 222 | -15 |
| | | 206 | | 2 | | | | | 7 | 6 | 3 | 2 | 209 | -3 |
| | | 197 | 1 | | | | | | 8 | 3 | 4 | | | |
| | | 218 | | 2 | | | | | 13 | 6 | 4 | 3 | 212 | 6 |
| | | 215 | | 2 | | | | | 11 | 6 | 5 | 2 | 209 | 6 |
| | | 167 | 1 | | | | | | 2 | 3 | 0 | 1 | 194 | -27 |
| | | 231 | | | 3 | | | | 15 | 8 | 9 | 4 | 225 | 6 |
| | | 194 | 1 | | | | | | 6 | 5 | 1 | 2 | 205 | -11 |
| | | 233 | | | 3 | | | | 18 | 8 | 7 | 4 | 225 | 8 |
| | | 225 | | | 3 | | | | 14 | 7 | 8 | 3 | 219 | 6 |
| | | 238 | | | | 4 | | | 18 | 8 | 10 | 4 | 226 | 12 |
| | | 211 | | 2 | | | | | 9 | 4 | 8 | 3 | 212 | -1 |
| | | 202 | 1 | | | | | | 7 | 5 | 2 | 4 | 224 | -22 |
| | | 231 | | | 3 | | | | 16 | 8 | 9 | 4 | 226 | 5 |
| | | 236 | | | | 4 | | | 17 | 7 | 11 | 4 | 224 | 12 |
| | | 167 | 1 | | | | | | 4 | 1 | 3 | | | |

• Content area results are not intended for comparison across administrations.

• Not Reported (NR) codes:

NR2 = Did Not Meet Attemptedness Criteria

NR3 = Marked Do Not Score

• NT = Not Tested

NR5 = Off-Grade Tester

NR6 = Duplicate Record

NR7 = FDOE Hold

NR8 = FDOE Invalidated

| Student Name | Student ID | Scale Score (140 - 260) | Achievement Level | | | | | Points Earned by Content Area | | | | |
|--------------|------------|----------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|----------------------------------|----------------------------|------------------|--------------|----|
| | | | Level 1 (140 - 184) | Level 2 (185 - 199) | Level 3 (200 - 214) | Level 4 (215 - 224) | Level 5 (225 - 260) | Nature of Science | Earth and Space Science | Physical Science | Life Science | |
| | | | | | | | | Points Possible | 10 | 16 | 16 | 14 |
| [REDACTED] | [REDACTED] | 214 | | | 3 | | | | 6 | 16 | 14 | 11 |
| [REDACTED] | [REDACTED] | 213 | | | 3 | | | | 9 | 13 | 11 | 12 |
| [REDACTED] | [REDACTED] | 203 | | | 3 | | | | 10 | 13 | 8 | 11 |
| [REDACTED] | [REDACTED] | 214 | | | 3 | | | | 6 | 14 | 12 | 13 |
| [REDACTED] | [REDACTED] | 143 | 1 | | | | | | 4 | 4 | 2 | 4 |
| [REDACTED] | [REDACTED] | 194 | | 2 | | | | | 6 | 12 | 10 | 9 |
| [REDACTED] | [REDACTED] | 214 | | | 3 | | | | 8 | 14 | 12 | 12 |
| [REDACTED] | [REDACTED] | 220 | | | | 4 | | | 8 | 16 | 13 | 11 |
| [REDACTED] | [REDACTED] | 225 | | | | | 5 | | 7 | 16 | 14 | 13 |
| [REDACTED] | [REDACTED] | 216 | | | | 4 | | | 8 | 14 | 14 | 11 |
| [REDACTED] | [REDACTED] | 214 | | | 3 | | | | 8 | 14 | 12 | 12 |
| [REDACTED] | [REDACTED] | 215 | | | | 4 | | | 8 | 14 | 12 | 12 |
| [REDACTED] | [REDACTED] | 210 | | | 3 | | | | 7 | 14 | 11 | 12 |
| [REDACTED] | [REDACTED] | 204 | | | 3 | | | | 7 | 13 | 13 | 9 |
| [REDACTED] | [REDACTED] | 206 | | | 3 | | | | 6 | 15 | 11 | 11 |
| [REDACTED] | [REDACTED] | 140 | 1 | | | | | | 1 | 4 | 2 | 5 |

• Content area results are not intended for comparison across administrations.

• Not Reported (NR) codes:

NR2 = Did Not Meet Attemptedness Criteria

NR3 = Marked Do Not Score

• NT = Not Tested

NR5 = Off-Grade Tester

NR6 = Duplicate Record

NR7 = FDOE Hold

NR8 = FDOE Invalidated

Florida Department of Education



FCAT 2.0

Student Performance Results: School Writing Demographic Report

BROWARD Report

| District | School | Grade | Year | Group Name | Mode | Total Test Scores | Score Points on Prompt | | | | | | | | | | | | |
|--------------|-----------------------------------|-------|------|----------------|------|-------------------|------------------------|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---------|
| | | | | | | No. of Students | Mean Prompt Score | % Earning Each Score Point | | | | | | | | | | | % ≥ 3.0 |
| | | | | | | | | 1.0 | 1.5 | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 | 4.5 | 5.0 | 5.5 | 6.0 | |
| BROWARD (06) | KIDZ CHOICE CHARTER SCHOOL (5409) | 4 | 2013 | Total Students | N | 10 | 3.2 | 0 | 0 | 0 | 10 | 60 | 20 | 0 | 10 | 0 | 0 | 0 | 90 |
| | | | | | | | | | | | | | | | | | | | 30 |
| | | | | | | | | | | | | | | | | | | | 10 |

* No data are reported when fewer than 10 students were tested or when all students are in the same score category.

** Adding the percentages in Achievement Levels 3 – 5 may not result in the percentage reported under "Level 3 and above" due to rounding.

- Not Applicable.

Note: 2012 FCAT Writing data are provided in this database because the scoring standards were the same in 2012 as in 2013; however, caution should be used when comparing 2013 results to 2012 results as students had 60 minutes to take the test in 2013 and 45 minutes to take the test in 2012.

E=Expository, P=Persuasive, N=Narrative

APPENDIX C

Annual Measurable Objectives (AMOs)

**KIDZ CHOICE CHARTER SCHOOL
(5409)**

| READING | | | | | | | | | | | | | |
|---------------------|-------------------|-------------------|---------------------|------------|-------------------|---------------------|------------|-------------------|-------------------|---------------------|------------|-------------------|---------------------|
| Kidz Choice | | | | | | | | County | | | | | |
| | % Proficient 2011 | % Proficient 2012 | AMO Target for 2012 | Met Target | % Proficient 2013 | AMO Target for 2013 | Met Target | % Proficient 2011 | % Proficient 2012 | AMO Target for 2012 | Met Target | % Proficient 2013 | AMO Target for 2013 |
| Subgroup | | | | | | | | | | | | | |
| All Students | 82 | 67 | 84 | No | 84 | 85 | Y | 58 | 58 | 62 | No | 58 | 65 |
| Black | N/A | 62 | N/A | N/A | 93 | 65 | Y | 42 | 43 | 47 | No | 43 | 52 |
| Hispanic | 79 | 67 | 81 | No | 71 | 83 | Y | 61 | 62 | 64 | No | 62 | 52 |
| FRL | 83 | 64 | 81 | No | 79 | 86 | Y | 46 | 47 | 51 | N | 47 | 55 |
| Native A. | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A. | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A. | N/A | N/A | N/A | N/A | N/A |
| ELL | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A. | N/A | N/A | N/A | N/A | N/A |
| SWD | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A. | N/A | N/A | N/A | N/A | N/A |

N/A = No data available for subgroup with less than 10 students

**KIDZ CHOICE CHARTER SCHOOL
(5409)**

MATH

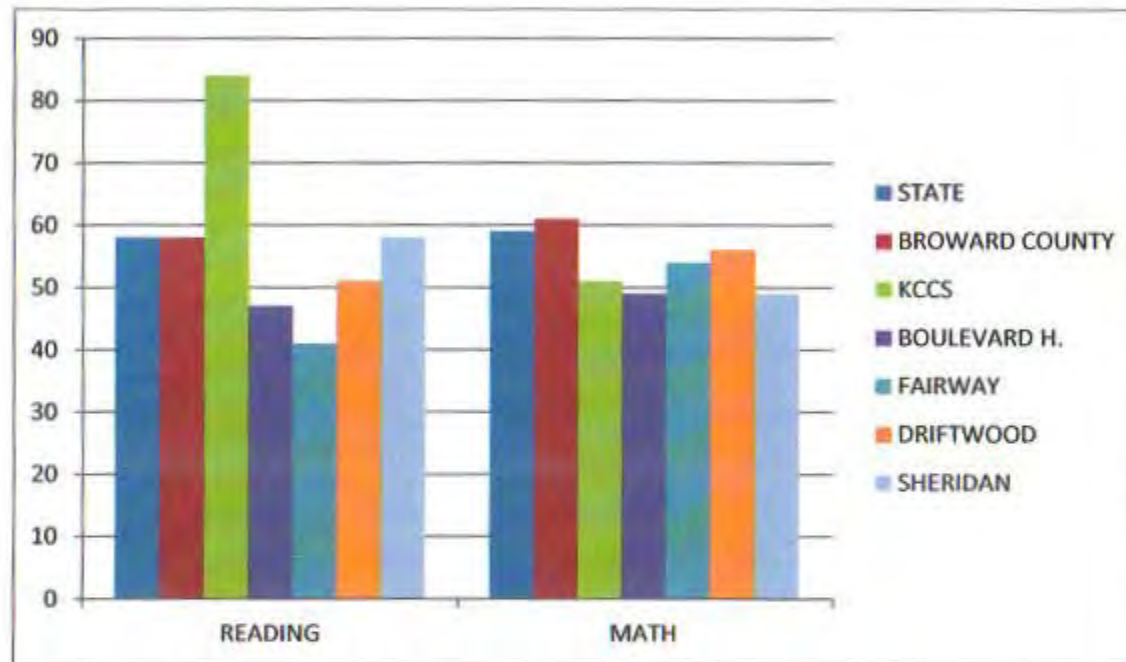
| Kidz Choice | | | | | | | | County | | | | | |
|--------------|-------------------|-------------------|---------------------|------------|-------------------|---------------------|------------|-------------------|-------------------|---------------------|------------|-------------------|---------------------|
| | % Proficient 2011 | % Proficient 2012 | AMO Target for 2012 | Met Target | % Proficient 2013 | AMO Target for 2013 | Met Target | % Proficient 2011 | % Proficient 2012 | AMO Target for 2012 | Met Target | % Proficient 2013 | AMO Target for 2013 |
| Subgroup | | | | | | | | | | | | | |
| All Students | 61 | 65 | 64 | Yes | 49 | 68 | N | 60 | 62 | 63 | No | 61 | 67 |
| Black | N/A | 77 | N/A | N/A | 64 | 79 | N | 45 | 47 | 50 | No | 65 | 70 |
| Hispanic | 58 | 58 | 62 | No | 29 | 65 | N | 64 | 65 | 67 | No | 76 | 79 |
| FRL | 58 | 61 | 62 | No | 42 | 65 | N | 49 | 51 | 53 | No | 50 | 58 |
| Asian | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| ELL | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| SWD | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

N/A = No data available for subgroups with less than 10 students

Annual Measurable Objectives (AMOs)

| | Reading % Scoring Satisfactory y 2013 | | Math % Scoring Satisfactory y 2013 | |
|--------------|--|--|---|--|
| STATE | 58 | | 59 | |
| | | | | |
| BROWARD | 58 | | 61 | |
| | | | | |
| | | | | |
| KIDZ CHOICE | 84 | | 49 | |
| | | | | |
| BOULEVARD H. | 47 | | 49 | |
| | | | | |
| FAIRWAY E. | 41 | | 54 | |
| | | | | |
| DRIFTWOOD E. | 51 | | 56 | |
| | | | | |
| SHERIDAN E. | 58 | | 49 | |

ANNUAL MEASURABLE OBJECTIVES (AMOs)



| Target AMO Reading, 2014 | Target AMO Reading, 2015 | Target AMO Reading, 2016 | Target AMO Reading, 2017 | Target AMO Reading, 2018 (if applicable) | Target AMO Math, 2014 | Target AMO Math, 2015 | Target AMO Math, 2016 | Target AMO Math, 2017 |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 87 | 88 | 90 | 91 | | 71 | 74 | 77 | 81 |
| | | | | | | | | |
| | | | | | | | | |
| 68 | 72 | 75 | 78 | 81 | 81 | 83 | 85 | 87 |
| 84 | 86 | 88 | 90 | | 69 | 72 | 76 | 79 |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| 87 | 89 | 90 | 92 | | 69 | 72 | 76 | 79 |

| District Number | District Name | School Number | School Name | School Type | Charter School Status | Title 1 Status | Alternative School Status | Region |
|-----------------|---------------|---------------|-------------|-------------|-----------------------|----------------|---------------------------|--------|
| 06 | BROWARD | 5409 | KIDZ CHOIC | 01 | YES | NO | N | 5 |
| 06 | BROWARD | 5409 | KIDZ CHOIC | | | | | |
| 06 | BROWARD | 5409 | KIDZ CHOIC | | | | | |
| 06 | BROWARD | 5409 | KIDZ CHOIC | | | | | |
| 06 | BROWARD | 5409 | KIDZ CHOIC | | | | | |
| 06 | BROWARD | 5409 | KIDZ CHOIC | | | | | |
| 06 | BROWARD | 5409 | KIDZ CHOIC | | | | | |
| 06 | BROWARD | 5409 | KIDZ CHOIC | | | | | |
| 06 | BROWARD | 5409 | KIDZ CHOIC | | | | | |

| Subgroup | Preliminary School Grade 2013 | Percent Tested Reading | Reading % Scoring Satisfactory 2011 | Reading % Scoring Satisfactory 2012 | Reading % Scoring Satisfactory 2013 | High Performing Qualifying in Reading | Target AMO Reading | Met Target Reading |
|-------------------------------------|-------------------------------|------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---------------------------------------|--------------------|--------------------|
| ALL STUDENTS | | 98 | 82 | 67 | 84 | N | 85 | Y |
| AMERICAN INDIAN | | | | | | NA | | NA |
| ASIAN | | | | | | NA | | NA |
| BLACK/AFRICAN AMERICAN | | 100 | | 62 | 93 | N | 65 | Y |
| HISPANIC | | 100 | 79 | 67 | 71 | N | 83 | Y |
| WHITE | | | | | | NA | | NA |
| ENGLISH LANGUAGE LEARNERS | | | | | | NA | | NA |
| STUDENTS WITH ECONOMIC DISADVANTAGE | | | | | | NA | | NA |
| ECONOMICALLY DISADVANTAGED | | 100 | 83 | 64 | 79 | N | 86 | Y |

| Safe Harbor, Reading | Improving, Reading | Maintaining or Declining, Reading | Declining, Reading | Percent Tested Math | Math % Scoring Satisfactory 2011 | Math % Scoring Satisfactory 2012 | Math % Scoring Satisfactory 2013 | High Performing Qualifying in Math |
|----------------------|--------------------|-----------------------------------|--------------------|---------------------|----------------------------------|----------------------------------|----------------------------------|------------------------------------|
| Y | NA | NA | NA | 98 | 61 | 65 | 49 | N |
| NA | NA | NA | NA | | | | | NA |
| NA | NA | NA | NA | | | | | NA |
| NA | NA | NA | NA | 100 | | 77 | 64 | N |
| Y | NA | NA | NA | 100 | 58 | 58 | 29 | N |
| NA | NA | NA | NA | | | | | NA |
| NA | NA | NA | NA | | | | | NA |
| NA | NA | NA | NA | | | | | NA |
| Y | NA | NA | NA | 100 | 58 | 61 | 42 | N |

| Target AMO Math | Met Target Math | Safe Harbor, Math | Improving, Math | Maintainin g or Declining, Math | Declining, Math | Learning Gains Points for Low 25% Reading 2011-12, (School & District) | Learning Gains Points for Low 25% Reading, 2012-13 (School & District) | Learning Gains Progress Met for Low 25% Reading (School & District) |
|--------------------|--------------------|-------------------------|--------------------|--|--------------------|---|---|--|
| 68 | N | N | N | Y | Y | | | |
| | NA | NA | NA | NA | NA | | | |
| | NA | NA | NA | NA | NA | | | |
| 79 | N | N | N | Y | Y | | | |
| 65 | N | N | N | Y | Y | | | |
| | NA | NA | NA | NA | NA | | | |
| | NA | NA | NA | NA | NA | | | |
| | NA | NA | NA | NA | NA | | | |
| 65 | N | N | N | Y | Y | | | |

| Learning Gains Points for Low 25% Math, 2011-12 (School & District) | Learning Gains Points for Low 25% Math, 2012-13 (School & District) | Learning Gains Progress Met for Low 25% Math (School & District) | Graduation Rate, 2011 | Graduation Rate, 2012 | Graduation Rate Target Met? ($\geq 85\%$, or $\geq 2\%$ Improvement) | Writing % Satisfactory 2012 (Using 2013 Standards) | Writing % Satisfactory 2013 | Writing Target Met? ($\geq 90\%$ Satisfactory, or $\geq 1\%$ Improvement) |
|---|---|--|-----------------------|-----------------------|--|--|-----------------------------|--|
| | | | | | NA | 31 | 30 | N |
| | | | | | NA | | | NA |
| | | | | | NA | | | NA |
| | | | | | NA | | | NA |
| | | | | | NA | | | NA |
| | | | | | NA | | | NA |
| | | | | | NA | | | NA |
| | | | | | NA | | | NA |
| | | | | | NA | 33 | | NA |

APPENDIX E

FLDOE School Grade

[Return to Home View](#)

FLORIDA SCHOOL GRADES

S Year: 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003, 2001-2002, 2000-2001, 1999-2000, 1998-1999

You selected:

District: BROWARD

Years: 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003, 2001-2002, 2000-2001, 1999-2000, 1998-1999

School Grades:

Report Type: School Grades

[* Modify Selections](#) | [Return to List of Schools](#) | [Export to MS Excel Format](#) | [Go](#)

| School Accountability Report | | | | | | | | | | | | | | | | | | | | |
|---|----------------------------|------------|---|---|-----------------------------------|--------------------------------|--------------------------------|-----------------------------------|------------------------------------|---------------------------------|--|---|---|---|----------------|------------------------|---------------|------------------------------|----------------------------------|----------------------------------|
| Click on the column header to re-sort by that column. | | | | | | | | | | | | | | | | | | | | |
| School Number | School | Level | School Year (Click on year to see detailed report) | Grade (Includes Learning Gains) more info | % at Level 3 or Higher in Reading | % at Level 3 or Higher in Math | % Meeting the Writing Standard | % at Level 3 or Higher in Science | % Making Learning Gains in Reading | % Making Learning Gains in Math | % of Lowest 25% Making Learning Gains in Reading | % of Lowest 25% Making Learning Gains in Math | Bonus points for 11th-12th grade Retakes more info | Points Earned (Sum of Previous 5 Columns) | Percent Tested | Free and Reduced Lunch | Minority Rate | % in Lowest Reading Level(s) | % Level 2 and Above PCAT Reading | % Level 3 and Above PCAT Reading |
| Broward | | | | | | | | | | | | | | | | | | | | |
| 5409 | KIDZ CHOICE CHARTER SCHOOL | Elementary | 2010-11 | | 96 | 85 | 75 | 95 | 33 | 8 | 33 | 8 | NA | 393 | 96 | 31 | | 67 | | |

* Schools that serve high school grade levels will receive a grade based on a weighting of FCAT-based components and non-FCAT-based components proportional to the number and level of non-high-school grades taught at the school at tested grade levels. Please see the 2010-2011 School Grades Technical Assistance Paper (<http://schoolgrades.fldoe.org/pdf/1011/SchoolGradesTAP2011.pdf>) or page 2 of the guide sheet at <http://schoolgrades.fldoe.org/pdf/1011/Guidesheet2011/SchoolGrades.pdf> for additional information.

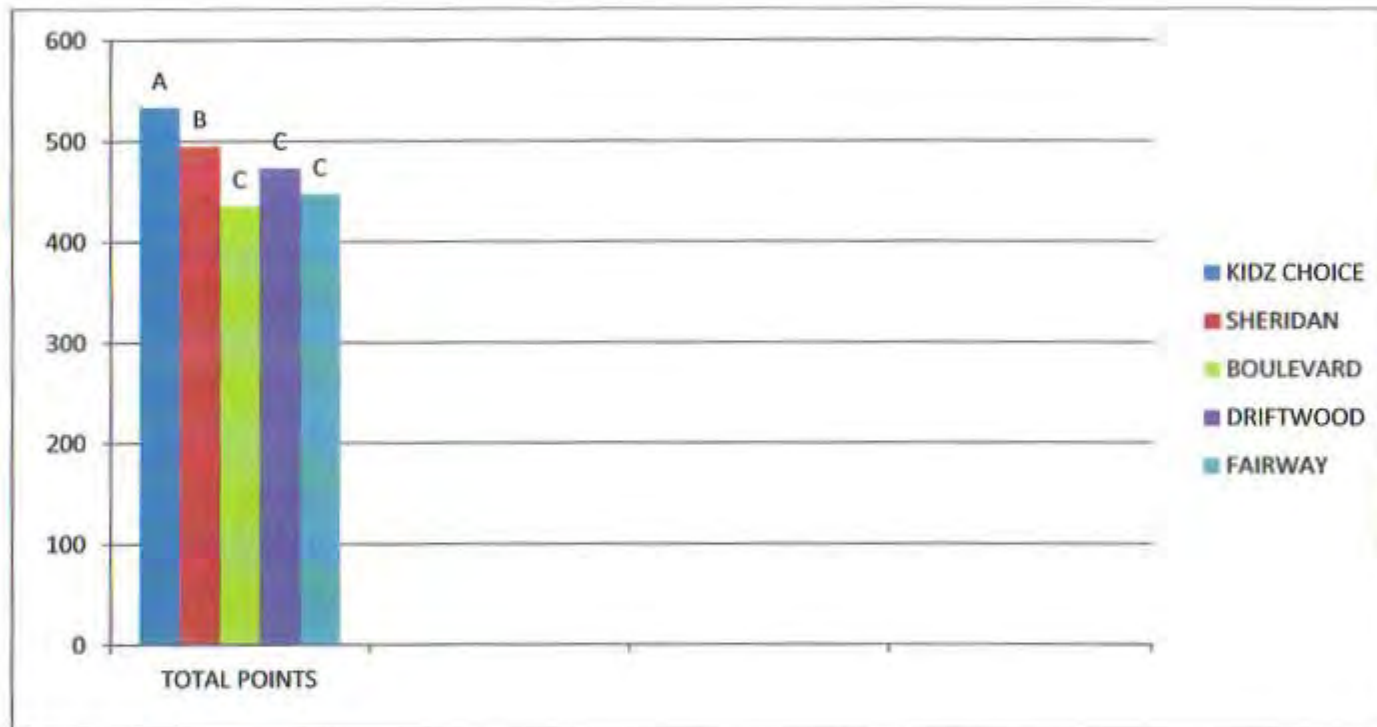
Guides to the Calculations

- [2013 School Grades Guide Sheet \(PDF\)](#)
- [School Grades Technical Assistance Paper 2012-13 \(PDF\)](#)
- [Annual Measurable Objectives \(AMOs\) Technical Assistance Paper 2012-2013 \(PDF\)](#)
- [Alternative School Improvement Ratings Technical Assistance Paper 2012-13 \(PDF\)](#)

SCHOOL GRADE (POINTS) COMPARISON

| District Number | District Name | School Number | School Name | Total Points 2013 | Scale | Did this School Benefit from the One-Letter-Grade Drop Protection? | Grade 2013 |
|-----------------|---------------|---------------|---------------------------------|-------------------|-------|--|------------|
| 06 | BROWARD | 5409 | KIDZ CHOICE CHARTER SCHOOL | 533 | 800 | NA | |
| 06 | BROWARD | 1321 | SHERIDAN PARK ELEMENTARY SCHOOL | 495 | 800 | YES | B |
| 06 | BROWARD | 0971 | BOULEVARD HEIGHTS ELEMENTARY | 435 | 800 | YES | C |
| 06 | BROWARD | 0721 | DRIFTWOOD ELEMENTARY SCHOOL | 473 | 800 | NA | C |
| 06 | BROWARD | 1641 | FAIRWAY ELEMENTARY SCHOOL | 447 | 800 | NA | C |

SCHOOL GRADES – FCAT 2.0 2013



APPENDIX G

Standardized Test Results

**KIDZ CHOICE CHARTER SCHOOL
(5409)**

Summary of School Data

| | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|---|----------------|------------------------|-----------------------------|-----------------------------|
| Grade Levels | K-1-2-3 | K-1-2-3-4 | K-5 | K-5 |
| School Grades | A | 393 points | 579 points | 533 points |
| FCAT at level 3 or higher in Reading | 100% | 96% | 67% | 84% |
| FCAT at level 3 or higher in Math | 100% | 85% | 65% | 49% |
| FCAT at level 3 or higher in Science | N/A | 55% | 53% | 86% |
| Meeting Writing Standards | N/A | 75% | 100% | 30% |
| Learning Gains | N/A | Reading-33% Math-8% | Reading – 65% Math – 82% | Reading – 91% Math – 51% |
| Lowest 25% | N/A | Reading-33% Math-8% | Reading – 65% Math – 82% | Reading – 91% Math – 51% |
| AMO Progress Reading (All students) | N/A | 82 | 67 | 84 |
| AMO Progress Math (All students) | N/A | 61 | 65 (Target 64) | 49 |

**KIDZ CHOICE CHARTER SCHOOL
(5409)**

**Student Demographic Population
FCAT Reading Scores**

| READING 2010 | | | READING 2011 | | | READING 2012 | | |
|-------------------|-------|-------------------------------|----------------------|-------|------------------------------|----------------------|-------|------------------------------|
| All groups | Score | Percentage | All groups | Score | Percentage | All groups | Score | Percentage |
| Hispanic (2 of 9) | 3 | 22% | Hispanic (5 of 9) | 3 | 56% | Hispanic (2 of 10) | 2 | 20% |
| Hispanic (4 of 9) | 4 | 45% | Hispanic (4 of 9) | 4 | 44% | Hispanic (5 of 10) | 3 | 50% |
| Hispanic (3 of 9) | 3 | 33% | Black (1 of 1) | 1 | 100% | Hispanic (2 of 10) | 4 | 20% |
| Black (1 of 1) | 4 | 100% | Multiracial (1 of 1) | 3 | 100% | Hispanic (1 of 10) | 5 | 10% |
| White (1 of 2) | 5 | 50% | White (2 of 2) | 4 | 100% | Black (2 of 3) | 2 | 67% |
| White (1 of 2) | 4 | 50% | | | | Black (1 of 3) | 5 | 33% |
| | | | | | | Multiracial (1 of 1) | 4 | 100% |
| | | | | | | White (1 of 1) | 4 | 100% |
| 12 total | | 100% proficient (3 and above) | 13 total | | 99% proficient (3 and above) | 15 total | | 87% proficient (3 and above) |

FCAT Reading Scores 2013

| READING THIRD GRADE | | | READING FOURTH GRADE | | | READING FIFTH GRADE | | |
|---------------------|--|------------|----------------------|--------------------------------------|------------|---------------------|--------------------------------------|------------|
| | Level 1-2 | Level 3-5 | | Level 1-2 | Level 3-5 | | Level 1-2 | Level 3-5 |
| Hispanic | | 5/5 = 100% | Hispanic | 1/4 = 25% | 3/4 = 75% | Hispanic | 4/7 = 57% | 3/7 = 42% |
| Black | | 4/4 = 100% | Black | 1/5 = 20% | 4/5 = 80% | Black | | 6/6 = 100% |
| White | | 1/1 = 100% | White | | | White | | 2/2 = 100% |
| Multi | | 3/3 = 100% | Asian | | 1/1 = 100% | Asian | 1/1 = 100% | |
| TOTAL 13 | 100 % Proficiency (3 and above) | | TOTAL 10 | 80% Proficiency (3 and above) | | TOTAL 16 | 69% Proficiency (3 and above) | |

**KIDZ CHOICE CHARTER SCHOOL
(5409)**

**Student Demographic Population
FCAT Math Scores**

| Math 2010 | | | | Math 2011 | | | | Math 2012 | | |
|-------------------|--|-------|-------------------------------|----------------------|--|-------|------------------------------|----------------------|-------|------------------------------|
| All groups | | Score | Percentage | All groups | | Score | Percentage | All groups | Score | Percentage |
| Hispanic (1 of 9) | | 3 | 11% | Hispanic (6 of 9) | | 3 | 67% | Hispanic (1 of 10) | 5 | 10% |
| Hispanic (4 of 9) | | 4 | 44.5% | Hispanic (1 of 9) | | 4 | 11% | Hispanic (1 of 10) | 4 | 10% |
| Hispanic (4 of 9) | | 5 | 44.5% | Hispanic (2 of 9) | | 2 | 22% | Hispanic (3 of 10) | 3 | 30% |
| Black (1 of 1) | | 4 | 100% | Black (1 of 1) | | 3 | 100% | Hispanic (3 of 10) | 2 | 30% |
| White (1 of 2) | | 4 | 50% | Multiracial (1 of 1) | | 3 | 100% | Hispanic (2 of 10) | 1 | 20% |
| White (1 of 2) | | 5 | 50% | White (1 of 2) | | 4 | 50% | Black (1 of 3) | 4 | 33% |
| | | | | Whit (1 of 2) | | 2 | 50% | Black (2 of 3) | 2 | 66% |
| | | | | | | | | Multiracial (1 of 1) | 3 | 100% |
| | | | | | | | | White (1 of 1) | 3 | 100% |
| 12 total | | | 100% proficient (3 and above) | 13 total | | | 77% proficient (3 and above) | 15 total | | 53% proficient (3 and above) |

FCAT Math Scores 2013

| MATH THIRD GRADE | | | MATH FOURTH GRADE | | | MATH FIFTH GRADE | | |
|------------------|--------------------------------------|-----------|-------------------|---------------------------------------|-----------|------------------|--------------------------------------|-----------|
| | Level 1-2 | Level 3-5 | | Level 1-2 | Level 3-5 | | Level 1-2 | Level 3-5 |
| Hispanic | 4/5= 80% | 1/5=20% | Hispanic | 1/4 =25% | 3/4 =75% | Hispanic | 6/7=85% | 1/7= 14% |
| Black | 2/4=50% | 2/4= 50% | Black | 1/5 = 20% | 4/5 = 80% | Black | 3/6=50% | 3/6=50% |
| White | 1/1= 100% | | White | | | White | | 2/2=100% |
| Multi | 1/3 = 33% | 2/3 = 66% | Asian | 1/1 =100% | | Multi | 1/1=100% | |
| TOTAL 13 | 39% Proficiency (3 and above) | | TOTAL 10 | 70% Proficiency (3 and above) | | TOTAL 16 | 37% Proficiency (3 and above) | |

**KIDZ CHOICE CHARTER SCHOOL
(5409)**

FCAT WRITING SCORES (4th grade)

| 2011 | | | 2012 | | | 2013 | | |
|----------------------|-------|--------------------------------|-------------------|-------|-------------------------------|------------|-----------|-------------------------------|
| All groups | Score | Percentage | All groups | Score | Percentage | All groups | 1-2 Score | 3 or above Score |
| Hispanic (1 of 9) | 5 | 11% | Hispanic (1 of 9) | 4 | 11% | Hispanic | 1/4 = 25% | 3/4 = 75% |
| Hispanic (6 of 9) | 4 | 67% | Hispanic (2 of 9) | 3.5 | 22% | Black | | 5/5 = 100% |
| Hispanic (2 of 9) | 3 | 22% | Hispanic (6 of 9) | 3 | 67% | White | | |
| Black (1 of 1) | 3 | 100% | Black (1 of 5) | 4 | 25% | Asian | | 1/1 = 100% |
| Multiracial (1 of 1) | 4 | 100% | Black (3 of 5) | 3 | 60% | | | |
| White (2 of 2) | 4 | 100% | Black (1 of 5) | 2.5 | 25% | | | |
| 13 total | | 100 % proficient (3 and above) | 14 total | | 99 % proficient (3 and above) | 10 Total | | 90 % proficient (3 and above) |

**FCAT SCIENCE SCORES
5TH GRADE**




















| 2012 | | | 2013 | | |
|-----------------|-------------------------------------|------------|-----------------|--------------------------------------|------------|
| All groups | Level 1-2 | Level 3-5 | All groups | Level 1-2 | Level 3-5 |
| Hispanic | 6/10 = 60% | 4/10 = 40% | Hispanic | 2/7 = 28% | 5/7 = 72% |
| Black | 3/3 = 100% | 2/3 = 66% | Black | | 6/6 = 100% |
| Multiracial | | 1/1 = 100% | White | | 2/2 = 100% |
| White | | 1/1 = 100% | Multiracial | 1/1 = 100% | |
| | | | | | |
| | | | | | |
| | | | | | |
| TOTAL 15 | 53% proficient (3 and above) | | TOTAL 16 | 82% Proficiency (3 and above) | |

Progress Monitoring & Reporting Network: Reports

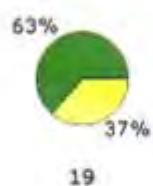
Class Status Report

11/25/2013 11:47 AM

| | | |
|----------------------|-----------------------------|---------------------------------|
| District: Broward | School: Kidz Choice Charter | Calendar: District-Wide |
| Grade: Kindergarten | Teacher: Rosenberg, Judy | Class: KG - Rosenberg, Judy - U |
| Student(s): All | School Year: 2013-2014 | Assessment Period: 1 |
| Assessment Type: All | Task: All | Score Type: All |

| Class List | PRS | Score Details | Reading Comprehension | | | Listening Comp. | Vocabulary | Spelling | |
|--------------------------------|---|---|-----------------------|----------------|------------------|--------------------------|--------------------------|------------------|-----------------|
| | | | Passage # | Fluency (WCPM) | Percent Accuracy | Total Correct (out of 5) | Total Correct (out of 5) | Percentile Rank | Percentile Rank |
| Gonzalez, Kinora | 50% |  | | | | | 0 | 76 th | N/A |
| Broughton, Shyler | 55% |  | | | | | 1 | 34 th | N/A |
| Sequenzon, Michelle | 56% |  | | | | | 4 | 53 rd | N/A |
| Reyes, Jaiden | 67% |  | | | | | 3 | 19 th | N/A |
| Albarez, Richard | 69% |  | | | | | 2 | 53 rd | N/A |
| Reyes, Mackanthy | 74% |  | | | | | 5 | 47 th | N/A |
| Cortina, Ryan | 76% |  | | | | | 2 | 29 th | N/A |
| Lynch, Keiana |  |  | | | | | 3 | | N/A |
| Sanchez, Elyssa |  |  | | | | | 2 | 76 th | N/A |
| Sanchez, Alexia |  |  | | | | | 4 | 29 th | N/A |
| McGee, Christopher |  |  | | | | | 2 | 65 th | N/A |
| Reyes, Brandon |  |  | | | | | 0 | 24 th | N/A |
| Reyes, Nicole |  |  | | | | | 4 | 53 rd | N/A |

| | | | | | |
|-----------|---|---|---|------------------|-----|
| Mr. David |  |  | 4 | | N/A |
| Ms. Lynn |  |  | 3 | 29 th | N/A |
| Ms. Lynn |  |  | 2 | 88 th | N/A |
| Ms. Lynn |  |  | 5 | 88 th | N/A |
| Ms. Lynn |  |  | 4 | 41 st | N/A |
| Ms. Lynn |  |  | 3 | 81 st | N/A |
| Ms. Lynn | |  | | | N/A |
| Ms. Lynn | |  | | | N/A |
| Ms. Lynn | |  | | | N/A |



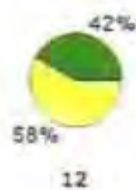
Progress Monitoring & Reporting Network: Reports

Class Status Report

11/26/2013 11:12 AM

| | | |
|----------------------|-----------------------------|--------------------------------|
| District: Broward | School: Kidz Choice Charter | Calendar: District-Wide |
| Grade: 1st Grade | Teacher: Perez, Yesenia | Class: 01 - Perez, Yesenia - U |
| Student(s): All | School Year: 2013-2014 | Assessment Period: 1 |
| Assessment Type: All | Task: All | Score Type: All |

| Class List | PRS | Score Details | Reading Comprehension | | | | Listening Comp. | Vocabulary | Spelling |
|------------|-----|---------------|-----------------------|----------------|------------------|--------------------------|--------------------------|------------------|-----------------|
| | | | Passage # | Fluency (WCPM) | Percent Accuracy | Total Correct (out of 5) | Total Correct (out of 5) | Percentile Rank | Percentile Rank |
| [REDACTED] | 36% | | | | | | 1 | 24 th | N/A |
| [REDACTED] | 46% | | | | | | 4 | 29 th | N/A |
| [REDACTED] | 46% | | | | | | 3 | 19 th | N/A |
| [REDACTED] | 75% | | | | | | 1 | 24 th | N/A |
| [REDACTED] | 82% | | 1.1 | 19 | 92% | 3 | | 41 st | N/A |
| [REDACTED] | 82% | | | | | | 5 | 34 th | N/A |
| [REDACTED] | 82% | | 1.3 | 17 | 90% | 5 | | 24 th | N/A |
| [REDACTED] | | | | | | | 3 | 29 th | N/A |
| [REDACTED] | | | 1.5 | 41 | 96% | 3 | | 24 th | N/A |
| [REDACTED] | | | 1.6 | 34 | 98% | 3 | | 41 st | N/A |
| [REDACTED] | | | | | | | 3 | 24 th | N/A |
| [REDACTED] | | | 1.6 | 50 | 98% | 3 | | 71 st | N/A |
| [REDACTED] | | | | | | | | | N/A |



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Progress Monitoring & Reporting Network: Reports

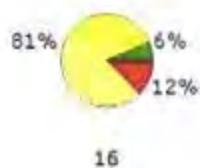
Class Status Report

11/26/2013 9:43 AM

| | | |
|----------------------|-----------------------------|--------------------------------|
| District: Broward | School: Kidz Choice Charter | Calendar: District-Wide |
| Grade: 2nd Grade | Teacher: Reyno, Desiree | Class: 02 - Reyno, Desiree - U |
| Student(s): All | School Year: 2013-2014 | Assessment Period: 1 |
| Assessment Type: All | Task: All | Score Type: All |

| Class List | PRS | Score Details | Reading Comprehension | | | | Listening Comp. | Vocabulary Spelling | |
|------------|-----|---------------|-----------------------|----------------|------------------|--------------------------|--------------------------|---------------------|------------------|
| | | | Passage # | Fluency (WCPM) | Percent Accuracy | Total Correct (out of 5) | Total Correct (out of 5) | Percentile Rank | Percentile Rank |
| [REDACTED] | 12% | | 1.3 | 21 | 99% | 4 | | 29 th | 12 th |
| [REDACTED] | 13% | | 2.1 | 34 | 98% | 3 | | 41 st | 3 rd |
| [REDACTED] | 21% | | 2.1 | 37 | 98% | 3 | | 65 th | 15 th |
| [REDACTED] | 25% | | 2.1 | 29 | 98% | 2 | | 24 th | 15 th |
| [REDACTED] | 28% | | 2.1 | 40 | 100% | 5 | | 29 th | 24 th |
| [REDACTED] | 31% | | 2.1 | 44 | 99% | 3 | | 47 th | 6 th |
| [REDACTED] | 31% | | 2.1 | 30 | 99% | 4 | | 71 st | 15 th |
| [REDACTED] | 34% | | 2.1 | 49 | 99% | 4 | | 81 st | 63 rd |
| [REDACTED] | 34% | | 2.1 | 52 | 100% | 4 | | 47 th | 30 th |
| [REDACTED] | 40% | | 2.1 | 48 | 99% | 4 | | 41 st | 43 rd |
| [REDACTED] | 45% | | 2.1 | 52 | 99% | 5 | | 85 th | 56 th |
| [REDACTED] | 54% | | 2.2 | 73 | 100% | 5 | | 41 st | 15 th |
| [REDACTED] | 68% | | 2.3 | 65 | 99% | 1 | | 41 st | 36 th |

| | | | | | | | | |
|------------------------|---|---|-----|----|------|---|------------------|------------------|
| [REDACTED], Sean-Marie | 71% |  | 2.3 | 97 | 100% | 4 | 76 th | 69 th |
| [REDACTED], Jeremiah | 72% |  | 2.3 | 89 | 100% | 4 | 47 th | 63 rd |
| [REDACTED], Bryan |  |  | 2.5 | 93 | 100% | 4 | 34 th | 95 th |
| [REDACTED] | |  | | | | | | |



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APPENDIX I

On-Site Programmatic Review



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

600 SE THIRD AVENUE 12TH FLOOR • FORT LAUDERDALE, FLORIDA 33301 • TEL 754-321-2135 • FAX 754-321-2138

CHARTER SCHOOLS MANAGEMENT/
SUPPORT
JODY PERRY, DIRECTOR
jody.perry@browardschools.com

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MEMBER TO BE NAMED
Representative of Students

SENT VIA U.S. MAIL & ELECTRONIC MAIL

October 8, 2013

Ms. Ana Montesinos
KIDZ Choice Charter School #5409
7740 NW 46th Court
Lauderhill, Florida 33351

Dear Ms. Montesinos:

SUBJECT: ON-SITE PROGRAMMATIC REVIEW

Section 1002.33(5)(b), F.S.,

Sponsor's duties-

1.a. The sponsor shall monitor and review the charter school in its progress toward the goals established in the charter.

On September 20, 2013, The School Board of Broward County, Florida's Charter Schools Support Department conducted an on-site programmatic review of Kidz Choice Charter School #5409 ["The School"]. The school received prior written notification of the scheduled visit, [please see the attached communication]. Below please find a summary of the reviewers' findings.

Educational Performance

Section 1002.33(7)(a)(2)(a), Florida Statutes, provides as follows:

The charter shall ensure that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are reading below grade level. The curriculum and instructional strategies for reading must be consistent with the Sunshine State Standards and grounded in scientifically based reading research.

The contract between the Sponsor and Kidz Choice Charter School, Inc. (Kidz Choice Charter School) states as follows:

Section 3.A.2: **Annual Student Performance:** The School will annually implement its educational program as specified in the School's approved Application (**Appendix 1**), setting forth the School's curriculum, instructional methods, any distinctive instructional

techniques to be used, and the identification and acquisition of appropriate technologies needed to improve educational and administrative performance, which include a means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards. The School shall ensure that reading is a primary focus of its annual curriculum and the necessary resources are implemented to identify and provide specialized instruction for students who are reading below grade level. The School's curriculum and instructional strategies for reading shall be consistent with the Next Generation Sunshine State Standards and be grounded in scientifically based reading research. The School further agrees that its programs and operations shall be nonsectarian and shall ensure that its program is innovative and consistent with the state education goals established by Section 1000.03(5), Florida Statutes.

Article 3.J: Reading Plan: The School agrees to adopt and implement the Sponsor's K-12 Comprehensive Research-Based Reading Plan (CRRP) unless it has chosen to "opt-out" and use an alternative FLDOE-approved core-reading plan. The School shall provide to the Sponsor any alternative FLDOE-approved core-reading plan in its entirety.

AREAS OF DEFICIENCY:

- No deficiencies were evident during the On-Site Programmatic Review visit.

School Improvement Plan (SIP)

State Board Rule 6A-1.099827, Florida Administrative Code, provides as follows: A charter school that receives a school grade of "D" or "F" pursuant to Section 1008.34(2), F.S., must develop and submit a school improvement plan to its sponsor.

The contract between the Sponsor and Kidz Choice Charter School, Inc. (Kidz Choice Charter School) states as follows:

Section 3.A.2.a: **School Improvement Plan (SIP):** The School's Governing Board shall approve a School Improvement Plan ("SIP"), as applicable, in each year of this charter, as required by s. 1002.33, Florida Statute. Furthermore, if the School is required to submit a SIP plan to the Sponsor as outlined in State Rule 6A-1.099827, the School shall comply with all state and local requirements pertaining to said Rule.

Section 3.A.2a.1: **Minimum Components of SIP:** During each year of the Charter, the School agrees to include in the School Improvement Plan all requirements outlined in the plan based on the school's status under school grades, Title I status or any other state or federal requirement as applicable to charter schools. The School Improvement Plan shall also contain the baseline standard of achievement the outcomes to be achieved and the methods of measurement that have been mutually agreed upon in the School Accountability Plan submitted to the Sponsor. The School Improvement Plan must require the clear identification of source documentation for data and, where applicable, reliance upon state generated disaggregated data. The School Improvement Plan must require annual adequate progress toward Accountability Plans goals.

Section 3.F.2: **School Improvement Plans:** In the event the School receives a school grade issued under Section 1008.34(2), Florida Statute, of "D" or "F" in any year the School's director/principal and a representative of the Governing Board of the School shall appear before the Sponsor in a publically noticed meeting to submit a school improvement plan for approval by the Sponsor. The Sponsor shall have the authority to approve and monitor the School's development and implementation of any school improvement plan during the following school year as outlined in rule 6A-1.099827. The Sponsor may also consider any action recommended by the Florida Board of Education as part of any school improvement plan.

Kidz Choice Charter School is required as outlined in their contract, to submit a School Improvement Plan (SIP). The School submitted their SIP on September 24, 2013. District staff is in the process of reviewing the SIP submitted by the charter school to ensure that it satisfies all requirements specified in State Board Rule 6A-1.099827, Florida Administrative Code.

Students with Disabilities

Section 1002.33(10)(7)(f), Florida Statutes, provides as follows:
Students with disabilities and students served in English of Other Languages programs shall have an equal opportunity of being selected for enrollment in a charter school.

Section 1002.33(16)(a), Florida Statutes, provides as follows:
A charter school shall operate in accordance with its charter and shall be exempt from all statutes in chapters 1000-1013. However a charter school shall be in compliance with the following statutes in chapters 1000-1013, Florida Statutes:

* * *

3. Those statutes pertaining to the provisions of services for students with disabilities.

The School's contractual obligations relative to Exceptional Student Education are detailed in Section 4.H. of the Agreement between the Sponsor and Kidz Choice Charter School, Inc. (Kidz Choice Charter School) which provides as follows:

Section 4.H.3: **The School's Responsibilities:** The School shall make a continuum of alternative placements available to students with disabilities. Students with disabilities enrolled in the School shall be provided, at the School's expense, with programs implemented in accordance with federal, state and local policies and procedures, (or other State approved procedures) and, specifically, the Individuals with Disabilities Education Improvement Act (IDEIA), Section 504 of the Rehabilitation Act of 1973, 1000.05, 1003.57, 1001.42(4)(1), and 1002.33, Florida Statutes, Chapter 6A-6 of the State Board of Education Administrative Rule and Sponsor's Special Programs and Procedures for Exceptional Students. The School will be responsible, at its expense, for the delivery of all educational and related services indicated on the students Individual Education Plan (IEP). Related services (e.g., speech/language therapy, occupational therapy, physical therapy and counseling) must be provided by the School's staff or paid for by the School through a separate contract. Gifted students shall be provided with programs implemented in accordance with state and local policies and procedures, federal and state laws, and Chapter 6A-6 of the Administrative Rules adopted by the Florida Board of Education.

The School will be responsible for the delivery of all educational services indicated on a student's educational plan.

Section 4.H.3.a: **IEP Meetings.** The School will develop an Individual Education Plan (IEP) and conduct an IEP meeting with the student's family for each exceptional student enrolled in the School. The School will utilize all of the Sponsor's forms and procedures related to ESE eligibility, IEP and placement process procedures. The School will invite the Sponsor to participate in all IEP meetings (including initial staffing and annual IEP review meetings) at the School and will provide the Sponsor at least two (2) weeks prior notice of such meetings accompanied by a copy of the Parent Participation Form, by mail or given in person. The Sponsor will provide a Staffing Specialist to serve as the Local Education Agency (LEA) when the IEP meeting is considering an initial placement, a change in placement, a dismissal from a program or change in personnel program or a change in personnel assignments or reassignments. The Sponsor will be responsible for the review of the Matrix of Services form following the completion or revision of an IEP. The Sponsor will make final determinations of the Matrix of Services scores. If it is determined by an IEP committee that the needs of a student with disabilities cannot be met at the School, the

School will take steps to secure another placement for the student in accordance with federal and state mandates. The School's staff will work together with the Sponsor's personnel to ensure that the needs of these students are met. The School's staff will work closely and as early as possible in the planning/development stages, with Sponsor staff to discuss the services needed by the School's students with disabilities.

AREAS OF DEFICIENCY:

- The school failed to generate and provide progress reports for parents of students with disabilities.
- The school failed to document ESE services for students with disabilities.
- The school failed to generate Parent Notification forms for students with disabilities.
- The school failed to generate and distribute Notice of Proposal/Refusal documents to parents.
- The school failed to provide IEPs and/or an IEP At-A-Glance in the classroom for teacher reference.
- The school failed to provide evidence of portfolio building for students with disabilities.

The School's contractual obligations relative to English Language Learners are detailed in Article 4.H. of the agreement between the Sponsor and Kidz Choice Charter School, Inc. (Kidz Choice Charter School) in addition to obligations regarding Data Access and Use detailed in Section 3.C, which provide as follows:

Section 4.H.5: **English Language Learners:** Students enrolled at the School who are of limited proficiency in English will be provided with primary instruction in English by personnel who will follow the Sponsor's District Plan for English Language Learners and who either (a) hold a currently-valid State of Florida educator's certificate showing the ESOL subject area or the ESOL endorsement or (b) hold a currently-valid State of Florida educator's certificate in another area of certification, have been approved by the School's Board of Directors to teach in this capacity, and who complete the required in-service training in ESOL in the prescribed time frame per the State Department of Education rules and regulations provided by the school district in compliance with the *LULAC, et al. v. State Board of Education* Consent Decree. The School will meet the requirements of the Consent Decree entered in *LULAC, et al. v. State Board of Education* and related rules of the State Board of Education in Chapter 6A-6. The School will comply with the Sponsor's current ELL plan, as approved by the State Board of Education, including all forms and documentation in identifying ELL students and for the provision of ESOL services.

Section 3.C: **Data Access and Use:** The School agrees to allow the Sponsor access to its facilities and records to review data sources, including collection and recording procedures, in order to assist the Sponsor in making a valid determination as to whether student

performance requirements have been met as stated in the Charter, and as required by Sections 1008.31 and 1008.345, Florida Statutes. The School must use the Sponsor's student information system and the Sponsor agrees to provide the School with sufficient access to such student information system. The School agrees to utilize data provided by the Sponsor in its electronic data processing systems pertaining to admissions, registration, and student records. The School shall also use records and grade procedures that adequately provide the information required by the Sponsor. If the School chooses to use an alternate grade book system other than the Sponsor's, the Sponsor will not be required to provide any technical support. The Sponsor will provide services/support activities, which are routinely provided to the Sponsor's staff regarding implementation of state-required assessment activities (e.g. staff-training, dissemination and collection of materials, monitoring, scoring, analysis and summary reporting). Student performance data for each student in the School, including, but not limited to, FCAT scores, standardized test scores, previous public school student report cards, and student performance measures, shall be provided by the Sponsor to the School in the same manner provided to other public schools in the district. Any expense for the aforementioned services that is not included as part of the Sponsor's administration fee under Section 1002.33(20), Florida Statutes, will be the responsibility of the School.

AREAS OF DEFICIENCY:

- The school failed to provide accurate and updated data on TERMS (DEUSS Date).
- The school failed to provide professional development to ensure teachers have an understanding of the Language Classifications and how to meet the needs of students based on English Language Proficiency.

The above noted deficiencies are specific to educational performance and do not represent a complete overview of the School's statutory or contractual obligations.

The School's failure to comply with the above noted statute and contractual obligations constitutes a material breach of the charter agreement.

The Charter Schools Management/Support Department will be expecting a detailed Corrective Action Plan for each noted deficiency with a date of completion. Attached is the Corrective Action Plan template. Your school's deficiencies have been added for your convenience. Note that deficiencies for Exceptional Student Education (ESE) and English Language Learners (ELL) must be corrected immediately. Also, we have included a sample response for your review. Please list specific action steps based on your identified programmatic deficiencies and submit this Corrective Action Plan signed by the School

Principal or School Leader by **October 17, 2013**. Do not hesitate to contact this office if you need assistance or have any questions.

Professionally



Jody Perry

JP:ac
Attachments

- c: Ms. Leslie Brown, Chief Portfolio Officer
Ms. Brenda Santiago, Coordinator, Charter Schools Management/Support
Ms. Rhonda Stephanik, Coordinator, Charter Schools Management/Support
Governing Board Members
Ms. Lily Swanson, Principal, KIDZ Choice Charter

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

600 SE THIRD AVENUE 12TH FLOOR • FORT LAUDERDALE, FLORIDA 33301 • TEL 754-321-2135 • FAX 754-321-2136

CHARTER SCHOOLS SUPPORT
JODY PERRY, DIRECTOR
jody.perry@browardschools.com

SCHOOL BOARD

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ROBERT W. GLENN
Superintendent of Schools

SENT VIA EMAIL & U.S. MAIL

September 6, 2013

Ms. Ana Montesinos, Governing Board Chair
Kidz Choice Charter #5409
7740 NW 46th Court
Lauderhill, Florida 33351

Dear Ms. Montesinos:

RE: On-Site Programmatic Review Kidz Choice Charter #5409

Pursuant to Section 1002.33(5)(b)(1)(a), Florida Statutes, the sponsor shall monitor and review the charter school in its progress toward the goals established in the charter.

Implementation of ESE program requirements is defined in the school's charter agreement as well as in s.1002.33, F. S.; The Florida Department of Education's mandatory implementation of the Individuals with Disabilities Act (IDEA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.5 and 1003.57, Florida Statutes; Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administrative Code and The School Board of Broward County, Florida's Special Programs and Procedures for Exceptional Students, outline specific requirements for the implementation of programs for students with disabilities.

Implementation of the ESOL program requirements is defined in the charter agreement and is required by the Florida Department of Education's mandatory implementation of the Multicultural Education and Training Advocacy (META) Consent Decree found in Section 1003.56, Florida Statutes, English Language Instruction for Limited English Proficient Students and Rules 6A-6.0900 to 6A-6.0909, F.A.C., Programs for Limited English Proficient Students.

In addition, as outlined in Section 1002.33(7)(a)(2)(a), Florida Statutes, the charter shall ensure that reading is the primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are reading below grade level. The curriculum and instructional strategies for reading must be consistent with the Next Generation Sunshine State Standards and grounded in scientifically based reading research, as well as aligned to current Common Core State Standards requirements. Kidz Choice Charter #5409 has agreed to follow the District's K-12 Comprehensive Reading Plan.

On October 19 and 20, 2012 the Charter Schools Management/Support Department (CSMSD) conducted an On-Site ESOL Analysis. On May 23rd, 2013 the CSMSD conducted an On-Site Programmatic Review in the areas of Literacy and ESE resulting in your school implementing a Corrective Action Plan (see attached). Therefore, the Charter Schools Management/Support Department will be conducting a monitoring On-Site Programmatic Review on **Friday, September 20, 2013 from 12:30 to 4:00 p.m.** The team will require an area within which to work, access to ESE and ELL folders, as well as student pre- and midyear assessment data (FAIR, BAT, FCAT, etc). As the team will be visiting classrooms, please have the master schedule and a school map available. The Charter Schools Management/Support Department will contact you via email and phone to confirm the visit.

After completing the On-Site Programmatic Review, staff from the Charter Schools Management/Support Department will provide a debriefing and recommendations.

Thank you for your attention to this matter. If you have any questions, please contact this office at 754-321-2135.

Professionally

Jody Petry

JP/TLC:ahc
Attachments

- c: Leslie Brown, Chief Portfolio Services Officer, Portfolio Services
Rhonda Stephanik, Coordinator, Charter Schools Management/Support
Brenda Santiago, Coordinator, Charter Schools Management/Support
Governing Board Members
Lily Swanson, Principal, Kidz Choice Charter
Adam Miller, Charter Schools Director, Office of Independent Education and Parental Choice

APPENDIX J

Corrective Action Plan



APPENDIX J

The School Board of Broward County, FL

Charter Schools Support Department

2013-2014 Corrective Action Plan

| | | | | | | | |
|---------------|----------------------------|-----------------|------|--------------------------|--|---------------------------|-----------|
| School | Kidz Choice Charter School | School # | 5409 | 20-day Enrollment | | On-Site Visit Date | 9/20/2013 |
|---------------|----------------------------|-----------------|------|--------------------------|--|---------------------------|-----------|

The sponsor shall monitor and review the charter school in its progress toward the goals established in the charter.

Section 1002.33(5)(b)(1)(a.) Florida Statutes

Corrective Action Plan - Exceptional Student Education (ESE)

| Requirements | Description | Deficiencies | Action Steps <i>Provide procedures for correction of each area noted as noncompliant</i> | Charter School/ Governing Board Responsible Party for Monitoring & Implementation | Implementation Completion Date |
|---|--|---|---|---|---|
| Annual Goals Progress Reports Rule 6A-6.03028(3)(h)(7), F.A.C. | Annual Goals Progress Reports(s) generated concurrent with the issuance of report cards. | The school failed to generate and provide progress reports for parents of students with disabilities. | In the future, School will generate progress reports on Easy IEP and will be sent home every quarter for EP students, as we have generated for students with IEP. | ESE Specialist | Effective Immediately |
| Services Rule 6A-6.03028, F.A.C. | Services are Provided and documented (wizard) on EasyIEP. | The school failed to document ESE services for students with disabilities. | School will continue to document ESE Services utilizing Wizard on EASY IEP every week. | Speech Pathology/ESE Specialist | Completed- Effective Immediately Ongoing (Weekly) |
| Prior Written Notice Procedural Safeguards Rule 6A-6.03311(1), F.A.C. ** Must be written in parent friendly language | Provided on proposed or refused change in service. | The school failed to generate and distribute Notice of Proposal/Refusal documents to parents. | The school will generate and distribute Notice of Proposal/Refusal documents to parents any time services change or when necessary as required. | ESE Specialist | Completed - Effective Immediately |



APPENDIX J

The School Board of Broward County, FL

Charter Schools Support Department

2013-2014 Corrective Action Plan

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|---------------|----------------------------|-----------------|------|--------------------------|--|---------------------------|-----------|
| School | Kidz Choice Charter School | School # | 5409 | 20-day Enrollment | | On-Site Visit Date | 9/20/2013 |
|---------------|----------------------------|-----------------|------|--------------------------|--|---------------------------|-----------|

The sponsor shall monitor and review the charter school in its progress toward the goals established in the charter.

Section 1002.33(5)(b)(1)(a.) Florida Statutes

| | | | | | |
|---|---|---|---|---|-----------------------------------|
| CLASSROOM VISITATION: Evidence of Documented ESE Services Being Provided Rule 6A-6.03028, F.A.C. | IEP At-A-Glance is Provided to all Service Providers/Teachers of the student. | Provide IEPs and/or an IEP At-A-Glance in the classroom for teacher reference. | The school will provide IEP At-A-Glance to any teacher who has students with disabilities. The school also will provide EP to teachers of any gifted student. | ESE Specialist | Completed-Effective Immediately |
| | Services are documented. | The school failed to document ESE services for students with disabilities. (wizard) | See page 1 (repeated) | | |
| CLASSROOM VISITATION: Evidence of Data Collection for IEP Goals Rule 6A-6.03028(3)(h)(7), F.A.C. | Teacher(s) have a folder or file for ESE students with evidence/data for IEP goals/services/supplemental aids and services. | The school failed to provide evidence of portfolio building for students with disabilities. | Documentation related to Gifted Students and ESE Students will be added to the classroom/grade level student portfolio. | ESE Specialist Classroom Teacher | Completed - Effective Immediately |

The School Board of Broward County, FL

Charter Schools Support Department

2013-2014 Corrective Action Plan



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|---------------|----------------------------|-----------------|------|--------------------------|--|---------------------------|-----------|
| School | Kidz Choice Charter School | School # | 5409 | 20-day Enrollment | | On-Site Visit Date | 9/20/2013 |
|---------------|----------------------------|-----------------|------|--------------------------|--|---------------------------|-----------|

The sponsor shall monitor and review the charter school in its progress toward the goals established in the charter.

Section 1002.33(5)(b)(1)(a.) Florida Statutes

| Corrective Action Plan – English for Speakers of Other Languages (ESOL) | | | | | |
|--|---|---|---|---|--------------------------------------|
| Requirements | Description | Deficiencies | Action Steps <i>Provide procedures for correction of each area noted as noncompliant</i> | Charter School/ Governing Board Responsible Party for Monitoring & Implementation | Implementation Completion Date |
| ESOL Program Identification/Monitoring Rule 6A-6.0902, F.A.C. Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners. Each student who responded "yes" to any question on the home language survey shall be assessed to determine if the student is limited English proficient. | Does the information on the folder correlate to information on TERMS? | The school failed to provide accurate and updated data on TERMS. (DEUSS date) | School will update data on TERMS with DEUSS date. | Lily Swanson | Completed - Effective Immediately |

The School Board of Broward County, FL

Charter Schools Support Department

2013-2014 Corrective Action Plan



| School | Kidz Choice Charter School | School # | 5409 | 20-day Enrollment | | On-Site Visit Date | 9/20/2013 |
|--------|----------------------------|----------|------|-------------------|--|--------------------|-----------|
|--------|----------------------------|----------|------|-------------------|--|--------------------|-----------|

The sponsor shall monitor and review the charter school in its progress toward the goals established in the charter.

Section 1002.33(5)(b)(1)(a), Florida Statutes

| | | | | | |
|---|--|---|---|--------------------------------|---|
| Scheduling Rule 6A-6.0904 F.A.C., Equal Access to Appropriate Instruction for English Language Learners. English Language Learners shall have equal access to appropriate programs which shall include state funded English for Speakers of Other Languages (ESOL) instruction and instruction in basic subject areas which are understandable to English Language Learners and equal and comparable in amount, scope, sequence and quality to that provided to English proficient students. Instructional services shall be documented in the form of an | Are ESOL instructional strategies being implemented in order to provide differentiated instruction to ELLs? | The school failed to provide professional development to ensure teachers have an understanding of the language classification and how to meet the needs of students based on English language proficiency. | School will provide professional development to all teachers as follow: August 2013- General overview about ESOL Strategies, and ESOL classification (Completed) September 2013- ESOL Matrix and Lesson Plans (Completed) November 2013- ESOL Strategies and Accommodations in the classroom. (Differentiated Instruction) March 2014 Sharing Best Practices of ELL Services. | Ana Fernandez/ Lily Swanson | Effective Immediately - Ongoing PD throughout the year. |
|---|--|---|---|--------------------------------|---|

The School Board of Broward County, FL



Charter Schools Support Department

2013-2014 Corrective Action Plan

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|---------------|----------------------------|-----------------|------|--------------------------|--|---------------------------|-----------|
| School | Kidz Choice Charter School | School # | 5409 | 20-day Enrollment | | On-Site Visit Date | 9/20/2013 |
|---------------|----------------------------|-----------------|------|--------------------------|--|---------------------------|-----------|

The sponsor shall monitor and review the charter school in its progress toward the goals established in the charter.

Section 1002.33(5)(b)(1)(a.) Florida Statutes

| | | | | | |
|---|--|--|--|--|--|
| English Language Learner Student Plan. | | | | | |
|---|--|--|--|--|--|

Signed and Dated by : Lily Swanson
Kidz Choice Charter
Director

APPENDIX K

School Improvement Plan

School Improvement Plan (SIP)

Kidz Choice Charter School 5409

October, 21 2013

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

2013-2014 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

2013-2014 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

| | |
|---|--|
| School Name: Kidz Choice Charter School | District Name: Broward County Public Schools |
| Principal: Lily Swanson | Superintendent: Robert Runcie |
| Governing Board Name: Ana Montesinos | Date of School Board Charter Approval: May 22, 2007 Renewed 7/1/13 |

The 2012-2013 data used to determine the requirement for SIP indicate that Kidz Choice students performed on FCAT 2.0 2013 at a level 3 or higher in Reading 84%, Math 49%, Science 86% and writing 30%. Students showed learning gains in Reading-91%, Math-51 and the lower 25%: Reading-91% and Math-51. The 2012-2013 baseline of AMO Report is not available at this time. However, AMO 2011-2012 indicates Progress Reading (All students) was 67 and AMO Progress Math (All students) was 65. During 2012-2013, Kidz Choice Charter accumulated 533 points (A).

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[FCAT 2.0 Results Interactive Search by School and District](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

October, 21 2013

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

2013-2014 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

| Position | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as Administrator | Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------------------|--|--------------------------------------|--|--|---------------------------------|------------------------|-----------------------------|-----------------------------|--|--|-----------|-----------|-----------|-----------|--------------|---------|-----------|-----|-----|---------------|---|------------|------------|------------|--|------|-----|-----|-----|---|------|-----|-----|-----|--|-----|-----|-----|-----|---------------------------------|-----|-----|------|-----|----------------|-----|------------------------|-----------------------------|-----------------------------|------------|-----|------------------------|-----------------------------|-----------------------------|---|-----|----|----|----|--|-----|----|----------------|----|
| Director | Lily Swanson | Bachelor Degree in Organizational Management | 6 | 12 | <table><tr><th colspan="5">Table 1: Summary of School Data</th></tr><tr><th></th><th>2009-2010</th><th>2010-2011</th><th>2011-2012</th><th>2012-2013</th></tr><tr><td>Grade Levels</td><td>K-1-2-3</td><td>K-1-2-3-4</td><td>K-5</td><td>K-5</td></tr><tr><td>School Grades</td><td>A</td><td>393 points</td><td>579 points</td><td>533 points</td></tr><tr><td>FCAT at level 3 or higher in Reading</td><td>100%</td><td>96%</td><td>67%</td><td>84%</td></tr><tr><td>FCAT at level 3 or higher in Math</td><td>100%</td><td>85%</td><td>65%</td><td>49%</td></tr><tr><td>FCAT at level 3 or higher in Science</td><td>N/A</td><td>55%</td><td>53%</td><td>86%</td></tr><tr><td>Meeting Writing Standards</td><td>N/A</td><td>75%</td><td>100%</td><td>30%</td></tr><tr><td>Learning Gains</td><td>N/A</td><td>Reading-33% Math-8%</td><td>Reading – 65% Math – 82%</td><td>Reading – 91% Math – 51%</td></tr><tr><td>Lowest 25%</td><td>N/A</td><td>Reading-33% Math-8%</td><td>Reading – 65% Math – 82%</td><td>Reading – 91% Math – 51%</td></tr><tr><td>AMO Progress Reading (All students)</td><td>N/A</td><td>82</td><td>67</td><td>84</td></tr><tr><td>AMO Progress Math (All students)</td><td>N/A</td><td>61</td><td>65 (Target 64)</td><td>49</td></tr></table> | Table 1: Summary of School Data | | | | | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | Grade Levels | K-1-2-3 | K-1-2-3-4 | K-5 | K-5 | School Grades | A | 393 points | 579 points | 533 points | FCAT at level 3 or higher in Reading | 100% | 96% | 67% | 84% | FCAT at level 3 or higher in Math | 100% | 85% | 65% | 49% | FCAT at level 3 or higher in Science | N/A | 55% | 53% | 86% | Meeting Writing Standards | N/A | 75% | 100% | 30% | Learning Gains | N/A | Reading-33% Math-8% | Reading – 65% Math – 82% | Reading – 91% Math – 51% | Lowest 25% | N/A | Reading-33% Math-8% | Reading – 65% Math – 82% | Reading – 91% Math – 51% | AMO Progress Reading (All students) | N/A | 82 | 67 | 84 | AMO Progress Math (All students) | N/A | 61 | 65 (Target 64) | 49 |
| | | | | | Table 1: Summary of School Data | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | Grade Levels | K-1-2-3 | K-1-2-3-4 | K-5 | K-5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | School Grades | A | 393 points | 579 points | 533 points | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | FCAT at level 3 or higher in Reading | 100% | 96% | 67% | 84% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | FCAT at level 3 or higher in Math | 100% | 85% | 65% | 49% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | FCAT at level 3 or higher in Science | N/A | 55% | 53% | 86% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | Meeting Writing Standards | N/A | 75% | 100% | 30% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | Learning Gains | N/A | Reading-33% Math-8% | Reading – 65% Math – 82% | Reading – 91% Math – 51% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | Lowest 25% | N/A | Reading-33% Math-8% | Reading – 65% Math – 82% | Reading – 91% Math – 51% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | AMO Progress Reading (All students) | N/A | 82 | 67 | 84 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | AMO Progress Math (All students) | N/A | 61 | 65 (Target 64) | 49 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Note:</u> The director was able to improve the school grade to an ‘A’ by implementing multiple strategies and by outsourcing an educational consultant. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asst. Director | Ana C. Fernandez | Bachelor Degree in Special Education | N/A | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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Instructional Coaches-Not Available due to lack of funding of full time status. *However, the school outsourced to a private educational company to design and implement an educational plan, train teachers and follow up data in order to address the low performance challenges and to achieve the expected academic performance of the school.*

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

| Subject Area | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|--------------|------|-----------------------------|-----------------------------------|---|---|
| N/A | | | | | |

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Required components of the School Improvement Plan for Charter Schools:

1. Mission Statement

Provide your school's mission statement:

The mission of the school is to foster pride in academic achievements while developing students' artistic abilities (Application, ii).

2. Academic Data

Provide student academic data for the most recent three (3) years, if available:

Kidz Choice Data **2009-2010** (Student individual data revealed the following, only third grade students.) Students' achieving a level 3 or higher in Reading was 100%, and the students' achieving a level 3 or higher in Math was 100%.

Kidz Choice Data **2010-2011** (Student individual data revealed the following, only third through fourth grade students.) Students achieving a level 3 or higher in Reading were 95%, students achieving a level 3 or higher in Math were 85%, students achieving high standards in writing were 75%.

Kidz Choice Data **2011-2012** (Student individual data revealed the following, grades third through fifth.) Students achieving a level 3 or higher in Reading were 67%, students achieving a level 3 or higher in Math were 65%, students achieving high standards in writing were 100%; First year FCAT Science Students achieving a level 3 or higher in Science was 53%.

Kidz Choice Data **2012-2013** (Student individual data revealed the following, grades third through fifth.) Students achieving a level 3 or higher in Reading was 84%, students achieving a level 3 or higher in Math was 49%, students achieving high standards in writing was 30%; FCAT Science Students achieving a level 3 or higher in Science was 86%.

School grade in 2012-2013 was 533 points achieved which is equivalent to a letter grade of 'A'.

3. Student Achievement Objectives

Provide the student achievement objectives included in the charter contract or most recent sponsor approved school improvement plan:

The goal of Kidz Choice Charter School (based up on charter school application) is to increase student achievement in all subject areas, focusing on subgroups according to AMO expectations. This goal can be accomplished by reaching the following objectives:

- Given instruction using the Common Core Standards, students on grades K-2 will demonstrate 1 year of academic growth reflected in the outcomes of FAIR test and beginning and End of the year test.
- Given instruction using the Common Core Standards, 75 percent of students in grades 3-5 will achieve mastery on the FCAT 2.0 Reading Test administered in 2014.
- Given instruction using the Common Core Standards, critical thinking strategies and hands-on experiences, 60 percent of students in grades 3-5 will achieve mastery on the FCAT 2.0 Mathematics Test administered in 2014
- Given instruction based on the Common Core Standards, 92 percent of 4th grade students will achieve a 3.5 or above on the FCAT 2.0 Writing Test administration in 2014.
- In 2012-2013, 82 percent of the 5th grade students scored a level 3 or above on FCAT 2.0 Science test. In 2013-14, 85 percent of 5th grade students will achieve mastery on the FCAT 2.0 Science Test.
- KCCS will implement Daily Five Reading Program to help students develop the daily habits of reading and writing that will lead to a lifetime of independent literacy and increase levels of performance by 20% on FCAT 2.0 2014 Reading and Writing .
- KCCS will schedule multi-tiered activities to provide interventions to struggling students with 80% fidelity to increase students performance.

In 2012-2013, 84%, of students achieved FCAT 2.0 level 3 or higher in Reading, 49% of students achieved FCAT 2.0 level 3 or higher in Math, 30% of the students achieved high standards in writing ; In Science 86% of students achieved a level 3 or higher.

Learning gains as follow: Reading – 91%, Math – 51%

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Goal for Improvement in Science has been achieved

Students are taught Fusion and Science Saurus instruction. In addition to online resources, Smart Board lessons and ELMO projected instruction. Students have the opportunity to be part of the interactive Science lessons, science games and hands on experiments provided in the classroom. Small group activities, projects and experiments as well as after school tutoring, twice a week for 30 minutes, are offered to 5th grade students who need additional help with science and/or have been identified in the lower 25% .

Continue goal for Improvement in Reading, Math and Science.

Students work on computerized programs such as Brainchild, FCAT Explorer, Brain Pop, RAZ Kids and Spelling City. Brainchild tracks students' scores, and identifies mastery or deficiency on each standard. Data scores from these computerized assessments will continue to provide teachers with immediate knowledge of students' progress or deficiencies which is then analyzed and used to drive instruction.

Weekly Pre and Post benchmark assessments are effectively designed and introduced to students. Results of these provide our teachers from 3rd through fifth grade with specific information on progress or deficiencies found on each standard/benchmark. A classroom chart will be used during FCAT crunch time every week to help teachers identify which specific standard to Reteach, and to work with each student who needs additional help if necessary. Students with identified deficiencies on any benchmark will take part in after school tutoring and use computer based lessons twice a week for 30 minutes. The classroom chart will also help to inform and encourage students to work toward achieving proficiency and achieve academic goals.

Implementation of Common Core goals Kindergarten through Second grade.

New Go Math (aligned to Common Core) has been fully implemented in grades Kindergarten through fifth grade. Journeys has been fully implemented in grades Kindergarten through 2nd grade. CCSS in grades 3rd through 5th continue to be implemented using critical thinking, hands on activities that provide relevant, practical knowledge and skills related to real world concepts students need for future success in college and careers. In addition, Kidz Choice has designed a resource classroom exclusively for the implementation of The Daily Five, which by definition, helps students develop the daily habits of reading, writing and working independently. This management system will lead to a life time of leadership independence.

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4. Student Performance Data Analysis

Provide an analysis of the student performance data including academic performance by each subgroup:

The data for the subgroups performance from 2012 to 2013 is as follows:

Student Demographic Population FCAT Reading Scores

| READING 2010 | | | READING 2011 | | | READING 2012 | | |
|-------------------|-------|-------------------------------|----------------------|-------|------------------------------|----------------------|-------|------------------------------|
| All groups | Score | Percentage | All groups | Score | Percentage | All groups | Score | Percentage |
| Hispanic (2 of 9) | 3 | 22% | Hispanic (5 of 9) | 3 | 56% | Hispanic (2 of 10) | 2 | 20% |
| Hispanic (4 of 9) | 4 | 45% | Hispanic (4 of 9) | 4 | 44% | Hispanic (5 of 10) | 3 | 50% |
| Hispanic (3 of 9) | 3 | 33% | Black (1 of 1) | 1 | 100% | Hispanic (2 of 10) | 4 | 20% |
| Black (1 of 1) | 4 | 100% | Multiracial (1 of 1) | 3 | 100% | Hispanic (1 of 10) | 5 | 10% |
| White (1 of 2) | 5 | 50% | White (2 of 2) | 4 | 100 % | Black (2 of 3) | 2 | 67% |
| White (1 of 2) | 4 | 50% | | | | Black (1 of 3) | 5 | 33% |
| | | | | | | Multiracial (1 of 1) | 4 | 100% |
| | | | | | | White (1 of 1) | 4 | 100% |
| 12 total | | 100% proficient (3 and above) | 13 total | | 99% proficient (3 and above) | 15 total | | 87% proficient (3 and above) |

FCAT Reading Scores 2013

| READING THIRD GRADE | | | READING FOURTH GRADE | | | READING FIFTH GRADE | | |
|---------------------|---|------------|----------------------|--------------------------------------|-----------|---------------------|---------------------------------------|-----------|
| | Level 1-2 | Level 3-5 | | Level 1-2 | Level 3-5 | | Level 1-2 | Level 3-5 |
| Hispanic | | 5/5 = 100% | Hispanic | 1/4 =25% | 3/4= 75% | Hispanic | 4/7 =57% | 3/7= 42% |
| Black | | 4/4 = 100% | Black | 1/5 = 20% | 4/5 = 80% | Black | | 6/6=100% |
| White | | 1/1= 100% | White | | | White | | 2/2=100% |
| Multi | | 3/3=100% | Asian | | 1/1 =100% | Asian | 1/1=100% | |
| TOTAL 13 | 100 % Proficiency (3 and above) | | TOTAL 10 | 80% Proficiency (3 and above) | | TOTAL 16 | 69% Proficiency (3 and above) | |

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Student Demographic Population FCAT Math Scores

| Math 2010 | | | Math 2011 | | | Math 2012 | | |
|-------------------|-------|-------------------------------|----------------------|-------|------------------------------|----------------------|-------|------------------------------|
| All groups | Score | Percentage | All groups | Score | Percentage | All groups | Score | Percentage |
| Hispanic (1 of 9) | 3 | 11% | Hispanic (6 of 9) | 3 | 67% | Hispanic (1 of 10) | 5 | 10% |
| Hispanic (4 of 9) | 4 | 44.5% | Hispanic (1 of 9) | 4 | 11% | Hispanic (1 of 10) | 4 | 10% |
| Hispanic (4 of 9) | 5 | 44.5% | Hispanic (2 of 9) | 2 | 22% | Hispanic (3 of 10) | 3 | 30% |
| Black (1 of 1) | 4 | 100% | Black (1 of 1) | 3 | 100% | Hispanic (3 of 10) | 2 | 30% |
| White (1 of 2) | 4 | 50% | Multiracial (1 of 1) | 3 | 100% | Hispanic (2 of 10) | 1 | 20% |
| White (1 of 2) | 5 | 50% | White (1 of 2) | 4 | 50% | Black (1 of 3) | 4 | 33% |
| | | | Whit (1 of 2) | 2 | 50% | Black (2 of 3) | 2 | 66% |
| | | | | | | Multiracial (1 of 1) | 3 | 100% |
| | | | | | | White (1 of 1) | 3 | 100% |
| 12 total | | 100% proficient (3 and above) | 13 total | | 77% proficient (3 and above) | 15 total | | 53% proficient (3 and above) |

FCAT Math Scores 2013

| MATH THIRD GRADE | | | MATH FOURTH GRADE | | | MATH FIFTH GRADE | | |
|------------------|--------------------------------------|-----------|-------------------|---------------------------------------|-----------|------------------|--------------------------------------|-----------|
| | Level 1-2 | Level 3-5 | | Level 1-2 | Level 3-5 | | Level 1-2 | Level 3-5 |
| Hispanic | 4/5= 80% | 1/5=20% | Hispanic | 1/4 =25% | 3/4 =75% | Hispanic | 6/7=85% | 1/7= 14% |
| Black | 2/4=50% | 2/4= 50% | Black | 1/5 = 20% | 4/5 = 80% | Black | 3/6=50% | 3/6=50% |
| White | 1/1= 100% | | White | | | White | | 2/2=100% |
| Multi | 1/3 = 33% | 2/3 = 66% | Asian | 1/1 =100% | | Multi | 1/1=100% | |
| TOTAL 13 | 39% Proficiency (3 and above) | | TOTAL 10 | 70% Proficiency (3 and above) | | TOTAL 16 | 37% Proficiency (3 and above) | |

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FCAT WRITING SCORES (4th grade)

| 2011 | | | 2012 | | | 2013 | | |
|----------------------|-------|--------------------------------|-------------------|-------|-------------------------------|------------|-----------|-------------------------------|
| All groups | Score | Percentage | All groups | Score | Percentage | All groups | 1-2 Score | 3 or above Score |
| Hispanic (1 of 9) | 5 | 11% | Hispanic (1 of 9) | 4 | 11% | Hispanic | 1/4 = 25% | 3/4 = 75% |
| Hispanic (6 of 9) | 4 | 67% | Hispanic (2 of 9) | 3.5 | 22% | Black | | 5/5 = 100% |
| Hispanic (2 of 9) | 3 | 22% | Hispanic (6 of 9) | 3 | 67% | White | | |
| Black (1 of 1) | 3 | 100% | Black (1 of 5) | 4 | 25% | Asian | | 1/1 = 100% |
| Multiracial (1 of 1) | 4 | 100% | Black (3 of 5) | 3 | 60% | | | |
| White (2 of 2) | 4 | 100% | Black (1 of 5) | 2.5 | 25% | | | |
| 13 total | | 100 % proficient (3 and above) | 14 total | | 99 % proficient (3 and above) | 10 Total | | 90 % proficient (3 and above) |

FCAT SCIENCE SCORES 5TH GRADE

| 2012 | | | 2013 | | |
|-----------------|-------------------------------------|------------|-----------------|--------------------------------------|------------|
| All groups | Level 1-2 | Level 3-5 | All groups | Level 1-2 | Level 3-5 |
| Hispanic | 6/10 = 60% | 4/10 = 40% | Hispanic | 2/7 = 28% | 5/7 = 72% |
| Black | 31/3 = 333% | 2/3 = 66% | Black | | 6/6 = 100% |
| Multiracial | | 1/1 = 100% | White | | 2/2 = 100% |
| White | | 1/1 = 100% | Multiracial | 1/1 = 100% | |
| | | | | | |
| | | | | | |
| | | | | | |
| TOTAL 15 | 53% proficient (3 and above) | | TOTAL 16 | 82% Proficiency (3 and above) | |

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Comprehensive English Language Learning Assessment (CELLA) Action Plan

Student Strategies and Activities

| | Beginning | | Low Intermediate | | High Intermediate | | Proficient | |
|------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | Percent of Students | Average Scale Score | Percent of Students | Average Scale Score | Percent of Students | Average Scale Score | Percent of Students | Average Scale Score |
| Listening and Speaking | 0%/ (0) | | 6% (1) | k-2 = 3-5 =694 | 17% (3) | K-2=666 3-5= 0 | 78% (14) | k-2= 700 3-5= 0 |
| Reading | 6% (1) | k-2=451 3-5=0 | 6% (1) | k-2=616 3-5=0 | 39% (7) | k-2=682 3-5=0 | 50% (9) | k-2=717 3-5=745 |
| Writing | 6% (1) | k-2=619 3-5=0 | 28% (5) | k-2=642 3-5=0 | 33% (6) | k-2=674 3-5=0 | 33% (6) | k-2=707 3-5=750 |

CELLA Goal: A) In 2012-2013, 78% (14) of the students scored proficient in listening/speaking. In 2013-2014, KCCS will improve to 80% as measured by the CELLA report. **B)** In 2012-2013, 50%(9) of the students scored proficient in reading. In 2013-2014, KCCS will improve to 53% proficient as measured by the CELLA report. **C)** In 2012-2013, 33%(9) of the students scored proficient in reading. In 2013-2014, KCCS will improve to 36% proficient as measured by the CELLA report.

| Strategies and Activities to increase Student Achievement (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.) | Target Group (Beginning; Low Intermediate; High Intermediate; Proficient) | CELLA Goal Area (Listening and Speaking, Reading or Writing) | Start-End Date | Select Applicable Option (Before School, After school, during school) | Evaluation Tool (i.e. IPT L/S/R/W; Chapter Tests; BAT I; BAT II; Portfolios, teacher-developed performance tasks, other formative assessments, etc.) | Person or Position Responsible for Monitoring |
|---|---|--|----------------|---|--|---|
| Classroom Strategies: Visualization; Graphic Organizers, graphs, videos, etc. Interpersonal Strategies: Cooperative Learning, Think/Pair, etc. Structure: Routines, outlines, prior knowledge, etc. | All groups | Listening and Speaking, Reading or Writing | September 2013 | During School | IPT, Chapter Test, teacher made tests, other. | Lily Swanson Ana Fernandez |
| After School Tutoring: ELL students receive homework assistance, extra academic support, using audio-visual resources, and enrichment activities, one-on-one instruction, computer programs designed for ELL students for practicing reading, writing and speaking . | Beginning and Low Intermediate | Reading and Writing | September 2013 | After School | IPT, teacher made assessments, formative assessments, classroom task, chapter tests. | Lily Swanson Ana Fernandez |

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| READING | | | | | | | | | | | | | |
|--------------|-------------------|-------------------|---------------------|------------|-------------------|---------------------|------------|-------------------|-------------------|---------------------|------------|-------------------|---------------------|
| Kidz Choice | | | | | | | | County | | | | | |
| | % Proficient 2011 | % Proficient 2012 | AMO Target for 2012 | Met Target | % Proficient 2013 | AMO Target for 2013 | Met Target | % Proficient 2011 | % Proficient 2012 | AMO Target for 2012 | Met Target | % Proficient 2013 | AMO Target for 2013 |
| Subgroup | | | | | | | | | | | | | |
| All Students | 82 | 67 | 84 | No | 84 | 85 | Y | 58 | 58 | 62 | No | 58 | 65 |
| Black | N/A | 62 | N/A | N/A | 93 | 65 | Y | 42 | 43 | 47 | No | 43 | 52 |
| Hispanic | 79 | 67 | 81 | No | 71 | 83 | Y | 61 | 62 | 64 | No | 62 | 52 |
| FRL | 83 | 64 | 81 | No | 79 | 86 | Y | 46 | 47 | 51 | N | 47 | 55 |
| Native A. | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A. | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A. | N/A | N/A | N/A | N/A | N/A |
| ELL | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A. | N/A | N/A | N/A | N/A | N/A |
| SWD | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A. | N/A | N/A | N/A | N/A | N/A |

N/A = No data available for subgroup with less than 10 students

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| MATH | | | | | | | | | | | | | |
|--------------|-------------------|-------------------|---------------------|------------|-------------------|---------------------|------------|-------------------|-------------------|---------------------|------------|-------------------|---------------------|
| Kidz Choice | | | | | | | | County | | | | | |
| | % Proficient 2011 | % Proficient 2012 | AMO Target for 2012 | Met Target | % Proficient 2013 | AMO Target for 2013 | Met Target | % Proficient 2011 | % Proficient 2012 | AMO Target for 2012 | Met Target | % Proficient 2013 | AMO Target for 2013 |
| Subgroup | | | | | | | | | | | | | |
| All Students | 61 | 65 | 64 | Yes | 49 | 68 | N | 60 | 62 | 63 | No | 61 | 67 |
| Black | N/A | 77 | N/A | N/A | 64 | 79 | N | 45 | 47 | 50 | No | 65 | 70 |
| Hispanic | 58 | 58 | 62 | No | 29 | 65 | N | 64 | 65 | 67 | No | 76 | 79 |
| FRL | 58 | 61 | 62 | No | 42 | 65 | N | 49 | 51 | 53 | No | 50 | 58 |
| Asian | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| ELL | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| SWD | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

N/A = No data available for subgroups with less than 10 students

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5. Student Performance Deficiency Plan

Provide a **detailed** plan for addressing each identified deficiency in student performance, including specific actions, person responsible, resources needed and timeline:

LITERACY/READING/WRITING

KCCS In an effort to remediate any deficiencies in the area of Reading we have instituted the state mandated 90 minutes intensive reading block with fidelity. Within this block, teachers are providing extensive guided practice and engaging students in opportunities through the Science and Social Studies content to practice oral language, fluency, phonemic awareness, phonics, comprehension, and vocabulary, using the new Common Core Curriculum. In addition, The Daily Five, a structure that helps students develop the daily habits of reading, writing, and working independently that will lead to a lifetime of literacy independence, has been implemented in grades K-5, as well as Novel Study in grades 4-5 and one daily hour of writing. Teachers utilize an Instructional Focus Calendar to ensure that instruction is methodical and scaffolded within the classroom.

In an effort to remediate in the area of Writing, the teacher will follow the Common Core Writing Standards. The teacher engages students in weekly writing prompts coupled with quarterly writing conferences to provide feedback. As part of the Writing Plan the following strategies and program have been implemented in addition to Journeys resources: For Teachers and Staff: a) Professional Development 3 times a year, to develop a unified staff vision and common understanding about writing skills in our school. b) Writing Pacing Guide : Each grade level will have a pacing guide aligned with Common Core Standards. c) Teachers will use specific lesson plan format for writing. d) Monthly meetings with administration to review “Writing Plan for Success”. For Students: Grades 1-2: In addition to a 90 minute block of reading and Daily Five, which incorporates writing, these grades will have an additional 30 minutes of writing as part of their daily schedule. These grades will have writing night every Wednesday as homework. Grades 3-5: a) As part of the Writing Plan, grades 3-5 will be participating on a new teacher-made program called PAW (Paragraph a Week) which will promote creative writing using wikispace as a platform. Students are responsible to complete one homework per week, and teacher will be able to provide feedback. Writing prompts will be chosen randomly every week to create discussions among students in a seminar style environment. b) In addition, these grades will partake in a novel study /writing every day for 30 minutes. c) Every Monday grades 3-5 will have a writing workshop to learn specific skills to be used during the week (The Astonishing Journey of Teddy Bodain, will be used for this purpose during second and third quarter) d) Students will use VOKI Avatars to practice their writing skills. e) Student Portfolios/ Assessments and Rubrics: Students at all grade levels will have working folders as a part of their schoolwide writing plan and program. “Writing portfolios” / “writing folders” include samples of individual student work that represents the interests and growth of the student over time. Monthly assessments based on skills learned. Quarterly reflective evaluation will be conducted with all students to plan remediation/revision of strategies and instructional practices for subsequent quarter.

ESE and ESOL Students will have accommodations if necessary, those include: Additional time, peer assistance, use of dictionary (ESOL), pull out once or twice a week as needed. ELL Students will receive support from teachers while using <http://rong-chang.com/> to improve reading, writing and math skills.

MATHEMATICS

In the area of mathematics, KCCS’s classroom teachers engage students in differentiated small group opportunities within the classroom to reinforce skills taught and remediate students in their areas of deficiencies. Students engage in computer-based math activities and assessments to increase computers skills that will lead to a better performance in FCAT Math computer-based assessments. Teachers utilize an Instructional Focus Calendar to ensure that instruction is methodical and scaffolded within the classroom.

SCIENCE

At KCCS teachers develop lesson plans to work with small groups, and design interactive Science labs based on the FCAT 2.0 Science standards. Teacher will continue to engage students in inquiry based learning opportunities in Science. Teachers utilize an Instructional Focus Calendar to ensure that instruction is methodical and scaffolded within the classroom.

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ESE

Kidz Choice currently provides ESE services to two students. They receive services from a certified Language /Speech Therapist according to their IEP goals. Accommodations are implemented according to each student's specific needs. In addition, if needed, the ESE Specialist pulls out ESE students to provide them with additional help, in order to achieve academic goals **in reading, writing and math**. ESE students have classroom accommodations as well as testing accommodations according to their IEP.

Data from DAR, previous FCAT, FAIR, BAT, and running records from classroom assessments is collected and analyzed in order to identify deficiencies, and to help tailored an instructional plan where the students' needs can be met. The data is shared in a meeting with the ESE Specialist, school Speech and Language Pathologist, administrator, classroom teacher and Reading/Math Support staff member to discuss differentiated instruction, interventions, and IEP goals.

ESE students meet with SLP as specified on their IEP. In addition, ESE students are enrolled in after school PMP's sessions twice a week for 45 minutes each day. The Reading/Writing/Math Support staff member pulls out ESE students 4 to 5 times a week for 30 minutes for a one-on-one instruction sessions, if needed. These sessions help students with classroom assignments, homework and tasks, helping them process information and demonstrating understanding in diverse and meaningful ways, as well as to monitor ESE student individual growth.

A parent/teacher/administration, along with the ESE Specialist, conference is scheduled within the first quarter of school, and once a month thereafter to discuss students' needs. The team seeks consensus in determining the plan of action, strategies and classroom accommodations.

Computer based instructional programs for reading, writing and math, such as "Brainchild", RAZ Kids and Spelling City, are used to provide students with immediate feedback as well as providing the teacher with valuable information and score results on each specific task or benchmark. ESE students work at their own pace until they can succeed in accomplishing 80% or better on each benchmark.

Classroom accommodations are implemented as indicated in IEP and are not limited to: extra time, shorten length of classroom assignment and homework, sitting close to teacher, small group instruction, differentiated instructional learning materials that effectively address unique interests, and peer mentor who can model positive successful approach to learning.

Teacher and administrator schedule a 10 to 15 minutes Classroom Chat with each student once every month to make them aware of their accomplishments. Incentives are provided such as "Student/Teacher Buddy Lunch," stickers, as well as personal notes of encouragement.

Assessment accommodations are implemented as indicated on each individual student's IEP.

ELL

At KCCS, LEP students use a series entitled Corrective Reading to focus on specific student weaknesses. Parents are informed of the District offered Webinars or other workshops available via correspondence sent home by teachers in their home language.

Teachers provide help in the classroom to ELL students following the ESOL Instructional Strategies Matrix. Some of the strategies includes Direct Instruction, Whole Group, and Small Group modalities of teaching. Small Groups are designed based on student weakness. Teachers provide individualized support in the classroom through small group instruction. ESOL Students will have accommodations if necessary, those include: Additional time, peer assistance, use of dictionary (ESOL) and pull out once or twice a week as needed. ELL Students will receive support from teachers while using <http://rong-chang.com/> a website designed to help improve reading, writing and math skills. The Heritage Language Support Staff will help in this process.

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| Deficiency | Specific Corrective Action | Person(s) Responsible | Resources Needed | Timeline |
|---|--|---|--|---|
| First Grade: a) Based on 2012-2013 FAIR summary report 5% of students demonstrates low PRS. | a) Intensive instruction in listening comprehension, using small group activities, individual computer-based programs, and pull-out (individual and small group) sessions. b) Daily Instruction using Daily Five c) Ongoing assessments using RAZ Kids. (Animated leveled books and interactive quizzes that provided teachers choices. Students listen to books read aloud, read with vocabulary and pronunciation support, and read without support which allows teachers to track student reading progress) d) Using JOURNEYS curriculum aligned to Common Core state standards. | Lily Swanson Director Ana Fernandez Assistant Director Teacher Reading staff support. Team Leader K-2 | Manipulatives Computers Jeopardy games Pre- and post- weekly assessments aligned to common core standards. PMPs to track student growth. ELMO - Journeys flash cards - bingo picture/word games - photo cards - big book of rhymes and poems - colorful and descriptive language and conversation - journal writing | Quarter 1: In-house trainings on instructional strategies throughout first quarter. Quarter 2: Ongoing staff development on common core state standards to learn new strategies to improve student success. Quarter 3: Rigorous review and double dosing of weaker areas during small group and individual pull-outs. Quarter 4: Teachers will submit a reflective evaluation on the progress and growth of students through a final conference with administrators. This conference will include areas of improvement and suggestions of academic activities to be done during the summer in preparation for next year. |

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| <p>Second Grade</p> <p>a) Based on 2012-2013 FAIR summary report 25% of students demonstrates low PRS.</p> | <p>a) Intensive instruction in listening comprehension, using small group activities, individual computer-based programs, and pull-out (individual and small group) sessions.</p> <p>b) Daily Instruction using Daily Five</p> <p>c) Ongoing assessments using RAZ Kids. (Animated leveled books and interactive quizzes that provided teachers choices. Students listen to books read aloud, read with vocabulary and pronunciation support, and read without support which allows teachers to track student reading progress)</p> <p>d) Using JOURNEYS curriculum aligned to Common Core state standards.</p> | <p>Lily Swanson Director Ana Fernandez Assistant Director Teacher Reading staff support. Team Leader K-2</p> | <p>Manipulatives Computers Jeopardy games Pre- and post- weekly assessments aligned to common core standards. PMPs to track student growth. ELMO - Journeys flash cards - bingo picture/word games - photo cards - big book of rhymes and poems - colorful and descriptive language and conversation - journal writing - Picture dictionaries</p> | <p>Quarter 1: In-house trainings on instructional strategies throughout first quarter. Quarter 2: Ongoing staff development on common core state standards to learn new strategies to improve student success. Quarter 3: Rigorous review and double dosing of weaker areas during small group and individual pull-outs. Quarter 4: Teachers will submit a reflective evaluation on the progress and growth of students through a final conference with administrators. This conference will include areas of improvement and suggestions of academic activities to be done during the summer in preparation for next year.</p> |
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| <p>Third Grade</p> <p>a) Based on 2012-2013 FCAT Math score results, data demonstrates that there were deficiencies in Number Operations and Statistics ,as well as number Fractions.</p> | <p><i>Implementation of new strategies such as modification of curriculum implementation, and a focus calendar.</i></p> <p>a) Intensive instruction in Mathematics using a School designed focus calendar and spiral curriculum with emphasis on fractions , number operations and statistics; Using small group instruction, individual computer-based programs (Brainchild and FCAT Explorer) and exploration hands-on centers. Using the new GO MATH curriculum aligned to Common Core state standards, the regular use of:</p> <ul style="list-style-type: none"> - Quizzes - Games - Puzzles | <p>Lily Swanson Director Ana Fernandez Assistant Director Teacher</p> | <p>Manipulatives Computers Jeopardy Math games Pre- and post- weekly assessments aligned to common core standards. PMPs to track student growth. BrainChild ELMO</p> | <p><u>Quarter 1:</u> Training before the opening of school of school goals and initiatives. Trainings on instructional strategies throughout first quarter.</p> <p><u>Quarter 2:</u> Ongoing staff development on common core state standards to learn new strategies to improve student success. In-house best practices workshops. Data Chat</p> <p><u>Quarter 3:</u> Rigorous review and double dosing of weaker areas during small group and individual pull-outs. In-house best practices workshops. Data Chat</p> <p><u>Quarter 4:</u> Teachers will submit a reflective evaluation on the progress and growth of students through a final conference with administrators. This conference will include areas of improvement and suggestions of academic activities to be done during the summer in preparation for next year.</p> <p>Note: School's goal is to improve the percentages of the following content areas: a) Number Problems and Statistics from 61% to 70% b) Number Fraction from 60% to 70%.</p> |
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| <p>Fourth Grade</p> <p>b) Based on 2012-2013 FCAT Writing score results, data demonstrates that 30% of the students score 3.5 points or above, although 90% of the students score 3.0 and above.</p> | <p><i>Implementation of new strategies such as modification of curriculum implementation, and a focus calendar.</i></p> <p>a) A consistent approach to the writing process in all subject areas and explicit instruction on the writing process by the subject teacher to help students become better writers. Incorporate weekly writing assignments using wikispaces designed for third, fourth and fifth graders. Incorporate the Jigsaw method and graphic organizers will be incorporated to classroom instructions as cooperative learning through small groups.</p> | <p>Lily Swanson Director Ana Fernandez Assistant -Director Classroom Teacher</p> | <p>Manipulatives Computers Jeopardy games Pre- and post- weekly assessments aligned to common core standards. PMPs to track student growth. BrainChild ELMO Wikispaces</p> | <p><u>Quarter 1:</u> Training before the opening of school of school goals and initiatives. Trainings on instructional strategies throughout first quarter.</p> <p><u>Quarter 2:</u> Ongoing staff development on common core state standards to learn new strategies to improve student success. In-house best practices workshops. Data Chat</p> <p><u>Quarter 3:</u> Rigorous review and double dosing of weaker areas during small group and individual pull-outs. In-house best practices workshops. Data Chat</p> <p><u>Quarter 4:</u> Teachers will submit a reflective evaluation on the progress and growth of students through a final conference with administrators. This conference will include areas of improvement and suggestions of academic activities to be done during the summer in preparation for next year.</p> <p>Note: School's goal is to improve the percentage of the students scoring 3.5 or above from 30% to 50%.</p> |
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| <p>Fifth Grade</p> <p>a) Based on 2012-2013 FCAT Math score results, data demonstrates that there were deficiencies in Number Operations and Statistics ,as well as Geometry and Measurement.</p> | <p><i>Implementation of new strategies such as modification of curriculum implementation, and a focus calendar.</i></p> <p>a) Intensive instruction in Mathematics using a School designed focus calendar and spiral curriculum with emphasis on fractions , number operations and statistics; Using small group instruction, individual computer-based programs (Brainchild and FCAT Explorer) and exploration hands-on centers. Using the new GO MATH curriculum aligned to Common Core state standards, the regular use of:</p> <ul style="list-style-type: none"> - Quizzes - Games - Puzzles | <p>Lily Swanson Director Ana Fernandez Assistant -Director Classroom Teacher</p> | <p>Smart Board Elmo Manipulatives Computers Jeopardy Math games Pre- and post- weekly assessments aligned to common core standards. PMPs to track student growth</p> | <p><u>Quarter 1:</u> Training before the opening of school of school goals and initiatives. Trainings on instructional strategies throughout first quarter.</p> <p><u>Quarter 2:</u> Ongoing staff development on common core state standards to learn new strategies to improve student success. In-house best practices workshops. Data Chat</p> <p><u>Quarter 3:</u> Rigorous review and double dosing of weaker areas during small group and individual pull-outs. In-house best practices workshops. Data Chat</p> <p><u>Quarter 4:</u> Teachers will submit a reflective evaluation on the progress and growth of students through a final conference with administrators. This conference will include areas of improvement and suggestions of academic activities to be done during the summer in preparation for next year.</p> <p>Note: School's goal is to improve the percentages of the following content areas: a) Number Problems and Statistics from 61% to 75% b) Geometry and Measurement from 50% to 75%.</p> |
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| <p>b) Based on 2012-2013 FCAT Reading score results, data demonstrates that there were deficiencies in Reading application and Informational Text, and Research Process.</p> | <p><i>Implementation of new strategies such as modification of curriculum implementation and focus calendar</i></p> <p>a) Intensive Instruction in reading by utilizing 90 minutes block of uninterrupted reading class and implementation of Daily Five Reading management program as well as small group instruction, individual computer-based programs and pull-out.</p> | <p>Lily Swanson Director Ana Fernandez Assistant -Director Classroom Teacher Reading staff support.</p> | <p>Smart Board Elmo Computers Word wall Games PMPs to track student growth Jeopardy Literacy Games Smart Board Pre- and post- weekly assessments aligned to common core standards. Reading resource room</p> | <p><u>Quarter 1:</u> Training before the opening of school of school goals and initiatives. Trainings on instructional strategies throughout first quarter. <u>Quarter 2:</u> Ongoing staff development on common core state standards to learn new strategies to improve student success. In-house best practices workshops. Data Chat <u>Quarter 3:</u> Rigorous review and double dosing of weaker areas during small group and individual pull-outs. In-house best practices workshops. Data Chat <u>Quarter 4:</u> Teachers will submit a reflective evaluation on the progress and growth of students through a final conference with administrators. This conference will include areas of improvement and suggestions of academic activities to be done during the summer in preparation for next year.</p> <p>Note: School's goal is to improve the percentages of the following content areas: a) Reading Application from 66% to 75% b) Informational Text and Research Process from 66% to 75%</p> |
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6. *Approved Educational Program*

Identify each component of the school’s approved educational program that has not been implemented as described in the school’s approved charter application or charter contract:

| Educational Component per Approved Charter Application | Implementation Status |
|--|---|
| Reading Comprehension and Fluency | Fully Implemented and continued monitoring: implementation is evident through teacher weekly lesson plans and classroom observations. |
| Critical Thinking and Creative Thinking Skills and Problem Solving Strategies. | <u>In progress:</u> Teachers will register in workshops provided by the district and participate in PLC at school to implement critical thinking and creative thinking skills in the classroom to improve reading and writing skills. |
| | |

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7. Addressing Identified Deficiencies Provide a detailed plan for addressing each identified deficiency noted in part 6, including specific actions, person responsible, resources needed, and timeline:

| Deficiency | Specific Corrective Action | Person(s) Responsible | Resources Needed | Timeline |
|--|--|----------------------------|---|---|
| Reading Comprehension and Fluency 1) Fluency | A) Students will participate on non-interruptive 90 minutes reading block daily. B) Students will learn and participate on “ Daily Five a series of literacy tasks which students complete daily while the teacher meets with small groups or confers with individual students. C) Students participate in Novel Study and sustained silent reading and sharing. | Teacher and Administration | Resource Room Easily access to different class set of novels to choose from. Manipulatives Computers TV or Music player Reading Cards Word Wall Challenging Word Wall, word games in small groups. Plays, stories where students can read aloud and become part of book characters. | First Quarter: Teachers will test each student according to grade level materials to identify reading levels, strengths and weaknesses and be able to create reading groups. Second Quarter: Teachers will begin a bi-weekly fluency program according to progress monitoring chart. Third Quarter: Teachers will reassess students. Bi-weekly fluency program will continue. Fourth Quarter: Final assessment of reading grade level. Re-teach and enrichment activities will be developed. |

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| <p>2) Independent Reading and Writing Skills</p> | <p>A) Students will participate on non-interruptive 90 minutes reading block daily.</p> <p>B) Students will learn and participate on “ Daily Five a series of literacy tasks which students complete daily while the teacher meets with small groups or confers with individual students.</p> <p>C) Students participate in Novel Study and sustained silent reading and sharing</p> | <p>Teacher and Administration</p> | <p>Resource Room</p> <p>Easily access to different class set of novels to choose from</p> <p>Manipulatives</p> <p>Computers</p> <p>Tv or recorded</p> <p>Reading Cards</p> <p>Word Wall</p> <p>Challenging Word Wall, word games in small groups.</p> <p>Plays, stories where students can read aloud and become part of book characters.</p> | <p>First Quarter:</p> <p>Teachers will test each student according to grade level materials to identify reading level, strengths and weaknesses and be able to create reading groups.</p> <p>Teachers will introduce P.A.W.(Paragraph a week) to students and explain the steps to complete weekly writing prompts.</p> <p>Second Quarter:</p> <p>Teachers will begin a bi-weekly fluency program according to progress monitoring chart.</p> <p>Teachers will assign weekly prompts using school writing initiative P.A.W.</p> <p>Third Quarter:</p> <p>Teachers will reassess students.</p> <p>Bi-weekly fluency program will continue.</p> <p>P.A.W. will continue.</p> <p>Fourth Quarter:</p> <p>Final assessment of grade level reading.</p> <p>Data analysis on writing.</p> <p>Re-teach and enrichment activities will be developed.</p> |
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| <p>Critical Thinking and Creative Thinking Skills and Problem Solving Strategies.</p> | <p>A) Classrooms will be arranged in small groups to provide opportunities to students to analyze facts, generate and organized ideas, defend opinions, make comparisons, evaluate arguments and solve problems utilizing common core standards.</p> <p>B) Students will actively participate in class discussions such as: Walk Gallery, Socrates Seminar, Thinking Maps, and Graphic Organizers.</p> | <p>Teacher and Administration</p> | <p>Word Wall Challenging Word Wall, games in small groups. Plays, stories where students can read aloud and become part of book characters. News paper articles, graphic organizers, foldable activities, Manipulatives Computers TV or Music player Reading Cards</p> | <p><u>First Quarter:</u> Teachers will participate in PLC at KCCS to learn and apply different critical thinking strategies in the classroom and incorporate these in the lesson plans. Teachers will act as a facilitators of knowledge while students are working in groups.</p> <p><u>Second Quarter:</u> Teachers will continue incorporating critical thinking skills and solving-problem strategies in their weekly lesson plans Teacher will assign different project requiring problem-solving skills</p> <p><u>Third Quarter:</u> Teachers will continue incorporating critical thinking skills and solving-problem strategies in their weekly lesson plans Teacher will assign a project requiring problem-solving skills</p> <p><u>Fourth Quarter:</u> Final assessments on content areas. Re-teach and enrichment activities will be developed.</p> |
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8. Barriers to Student Success

| Barriers | Specific Corrective Action | Person(s) Responsible | Resources Needed | Timeline |
|---|--|--|--|---|
| <p>1. Parent Involvement :</p> <p>a) Many parents have a lack of materials and resources to use to support learning at home.</p> <p>b) A great number of our families are low-income and have a difficult time supporting learning at home.</p> | <p>We will conduct a survey to determine the type of parent involvement that exists at Kidz Choice. The results will be compiled and decisions regarding how to best support learning at home will be established.</p> <p>We will provide more support for economically disadvantaged learners at school during the school day and after school as well. Parent participation will be monitored and satisfaction surveys will be administered.</p> <p>Increase parental participation in parent leadership meetings and ESE parent workshops by providing volunteers hours to those who attend</p> | <p>Lily Swanson Ana Fernandez Teacher Reading/Math staff support Curriculum Specialist</p> | <p>Online resources Common core resources, textbooks, manipulatives.</p> | <p>Quarter 1: Parent survey will be sent home and results will be analyzed and a plan will be developed.</p> <p>Quarter 2: Academic Improvement and Clubs will be offered based on results of parent survey. Family events and family workshops or informational flyers will be shared with parents periodically.</p> <p>Quarter 3: Academic Improvement and Clubs will continue to be offered. Family events and family workshops or informational flyers will be shared with parents periodically.</p> <p>Quarter 4: End of the Year parent survey will be sent home and results will be analyzed to provide guidelines for next school year. Teachers will submit a reflective evaluation on the progress and growth of students through a final conference with administrators and parents. This conference will include areas of improvement and suggestions of academic activities to be done during the summer in preparation for next year.</p> |

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Identify other barriers to student success, with a **detailed** plan for addressing each barrier including specific actions, person responsible, resources needed and timeline:

| Barrier | Person Responsible | Specific Corrective Action | Timeline |
|---|------------------------------------|---|---|
| The need of additional Technology. (Completed) | Administrator/Director | Purchase and installation of computers in 3 rd – 5 th grade. Teachers can target instruction to those students who need improvement and/or intervention in all content areas across the curricula. | Completed |
| Increase Administrative Staff (Completed) | Administrator/Director | We hired an assistant director who has demonstrated the ability to successfully increase school-wide performance and to coordinate the implementation of all core curriculum and assessment initiatives. | Completed |
| Additional Professional Development | Classroom Teacher Administrator | All teachers and administrator are required to develop a Professional Plan in addition to sharing training information with other staff members. Areas to be targeted: ESE, ELL, Common Core and 21 st Century Instructional Strategies. | <u>PRE-PLANNING WEEK:</u> Teachers have participated in the following trainings: Differentiated Instruction, RTI Process, Accommodations and Modifications, and Common Core Alignment. (Completed) <u>ONGOING:</u> Teachers will continue attending trainings offered throughout academic year. Administrators will make recommendations in the areas of ESE and ELL trainings opportunities. Monthly PLC and bi-weekly faculty meetings will provided professional learning opportunities based of school-wide educational needs |

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9. Student Achievement Outcomes

Provide a description of specific student achievement outcomes to be achieved:

The goal of Kidz Choice Charter School is to increase student achievement in reading, math and Science of its students in math. Additional work will be given to the Hispanic, Black American, and FRL subgroups to help them achieve schools goals for 2014 by using intensive reading programs , additional support, training, data chat and double loop feedback in order to maintain the achievement of the school and district. According to data, Kidz Choice Charter School students will achieve the following Academic Outcome on 2013-2014:

Reading

| Subgroups | TARGET AMO 2012 | TARGET AMO 2013 | TARGET AMO 2014 |
|-----------|-----------------|-----------------|-----------------|
| Hispanics | 67 | 83 | 84 |
| Blacks | 62 | 81 | 68 |
| FRL | 64 | 86 | 87 |

Math

| Subgroups | TARGET AMO 2012 | TARGET AMO 2013 | TARGET AMO 2014 |
|-----------|-----------------|-----------------|-----------------|
| Hispanics | 58 | 65 | 69 |
| Blacks | 77 | 88 | 81 |
| FRL | 61 | 65 | 69 |

65% of KCCS students will meet high standards in reading

60% of KCCS students will meet high standards in math

85% of KCCS 5th grade students will meet high standards in science

92% of KCCS students will meet 4.0 or above in writing

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RTI

General Overview:

The RTI process begins with Tier 1, which are the general educational strategies used in the classroom to all students. Using all data acquired from progress monitoring, standardized state assessments, and the school's discipline plan, teachers and administrator are able to make changes to the current programs in place for students. These changes include individual student mediation, small group instruction, hands-on materials, differentiated instruction and homework, PMP's, and computerized assessments within the classroom environment.

1) School-based RTI leadership team:

- Director/Assistant Director: Participates in collection and interpretation of data and assists with intervention plans as well as provides technical support to teachers regarding data retrieval and management.
- General Education Teachers: Participate in data collection, deliver Tier 1 instruction/intervention, and collaborate with other staff to implement Tier 2 interventions.
- Exceptional Education Teacher/ESE Specialist: Participates in data collection and integrates core instruction into Tier 3 instruction.

2) Data source(s) at each tier for reading, mathematics, science, writing, and behavior.

ACADEMIC:

- Reading, Math, Science, and Writing Tier 1: Baseline data: Previous years records, Florida Comprehensive Assessment Test (FCAT 2.0), teacher observation and teacher made assessments.
- Reading, Math, Science, and Writing Tier 2: Baseline data plus: FAIR assessment, PMP, FLKRS, DAR as needed, Curriculum based assessments tools, CELLA, Benchmark Assessment Test if available.
- Reading, Math, Science, and Writing Tier 3: Baseline data plus: FAIR assessment, DAR as needed, Curriculum based assessments tools, CELLA.

BEHAVIOR:

- Behavior Tier 1: Baseline behavior management: Peer mediation, student code of conduct,, Bully Prevention Week, Red Ribbon Week, school wide morning supervision school wide Discipline Plan.
- Behavior Tier 2: Baseline behavior management plus: peer mediation, student code of conduct grade level meetings, Bully Prevention Week, Red Ribbon Week, school wide morning supervision in contained areas, school wide Discipline Plan, positive behavior certificates, mentor students one on one, parent contracts, intervention services
- Behavior Tier 3: Baseline behavior management plus: peer mediation, student code of conduct grade level meetings, Bully Prevention Week, Red Ribbon Week, school wide morning supervision, school wide Discipline Plan, positive behavior certificates, mentor students one on one, parent contracts, intervention services, counseling/direction , weekly progress reports, conferences, Principal/parent conferences.
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3) Staff Development for RTI.

Professional development will be provided during scheduled faculty and teacher planning day meetings.. Differentiated Instruction implementation sessions will occur throughout the year.

RTI school team will identify student needs, develop a meeting schedule to address student achievement on Reading, Math, Science, and Behavior, process data ,discuss multi-tiered instruction and differentiated instruction, and progress monitoring. RTI overview will be provided in August during pre-planning week. The RtI Team will evaluate additional staff professional learning needs during RtI Leadership Team meetings.

4) RTI Process:

GENERAL OVERVIEW: The teachers complete the progress monitoring matrix for their class and share the information with administration during a monthly faculty meeting. The RtI Leadership Team uses the school progress monitoring matrix data to determine the effectiveness of school-wide program (Tier 1) and also to make determinations of individual students who need additional interventions (Tier 2 or more.).This process help teachers design feasible strategies and interventions for struggling students, problem solving, sharing effective practices and assisting teachers and administration in making decisions toward increasing student academic performance.

ASSESSMENTS TO BE USED: FAIR Tests, FCAT, BAT I and BAT II, CELLA, DAR, TEMA 3, Summative and Formative Assessments, Chapter Tests, Beginning of the Year and Middle of the Year Test.

TIER 1:

At Kidz Choice, all students in Tier 1 receive high-quality differentiated instruction to meet their needs, and are screened on a monthly basis to identify struggling learners who need additional support. Tier 2 interventions will take place when a student does not respond to general educational interventions after the creation of the best individual classroom plan for student achievement, and when those strategies and methods are indeed effective to at least 75% of the students in the classroom. English language development through ESOL core instruction (support, home language, and dual language models) be part of Tier 1 for all ELLs

TIER 2:

In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction alligned to their needs on the basis of levels of performance and rates of progress. Some of these interventions are Core curriculum Interventions, PMP tutoring, bi-weekly academic progress report, differentiated instruction, multi-tier activities, small group instruction, Triumphs (3-5).

TIER 3: Students who continue to make insufficient progress toward age or grade-level standards with Tier 2 interventions are identified and selected for Tier 3 interventions. Some interventions will be changed in intensity. a) Frequency: from 3 days to 5 days; b) Duration: from 30 minutes to 45 minutes. Other interventions will include: weekly progress report, pull out 3 times a week, core intensive interventions in addition of the 90 interruptive reading block.

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10. Miscellaneous Notes

ESE

- ESE students receive services from a certified Language /Speech Therapist according to their IEP goals. Accommodations are implemented according to each student's specific needs. In addition, ESE students are pulled out as needed to provide them with additional help and instruction in order to achieve academic goals. ESE students have classroom accommodations as well as testing accommodations according to their IEP.
- Data from DAR, previous FCAT, FAIR, BAT, and data from classroom assessments is collected and analyzed in order to identify deficiencies, and to help tailored an instructional plan where the students' needs can be met. The data is shared in a meeting with the ESE Specialist, school Speech and Language Pathologist, administrator, classroom teacher and Reading/Math Support staff member to discuss differentiated instruction, interventions, and IEP goals.
- ESE students meet with SLP as specified on their IEP. In addition, ESE students will participate in after school PMP's sessions twice a week for 45 minutes each day as needed.
- A parent/teacher/administration, along with the ESE Specialist, conference is scheduled within the first quarter of school, and once a month thereafter to discuss students' needs and progress. The team seeks consensus in determining the plan of action, strategies and classroom accommodations.
- Computer based instructional programs such as "Brainchild" is used to provide students with immediate feedback as well as providing the teacher with valuable information and score results on each specific task or benchmark. The students work at their own pace until they can succeed in accomplishing 80% or better on each benchmark.
- Classroom accommodations are implemented as indicated in IEP and are not limited to: extra time, shorten length of classroom assignment and homework, sitting close to teacher, small group instruction, differentiated instructional learning materials that effectively address unique interests, and peer mentor who can model positive successful approach to learning.
- Teacher and administrator schedule a 10 to 15 minutes Classroom Chat with each student once every month to make them aware of their accomplishments. Incentives are provided such as "Student/Teacher Buddy Lunch," stickers, as well as personal notes of encouragement.
- Assessment accommodations are implemented as indicated on each individual child's IEP.

Parent Involvement

Parents receive monthly newsletters and parent letters informing them about homework, special events, award ceremonies, assessments, school security, conduct, Open House, schedule changes, meetings and any and all issues of importance pertaining to the education of their children. Parents are not only involved in the education of their children but also in the everyday functions of the school. It is Kidz Choice Charter goal to improve parent involvement in all phases of educational process.

LITERACY:

The **Common Core implementation** is based on the knowledge that KCCS, as well as all other schools need to begin preparing students from kindergarten age to enter college and; therefore, will be ready to succeed in the future workforce. Common Core is generally defined by expectations of cross-disciplinary standards and the cumulative progression of material designed to teach students so they can meet future college and career expectations before they finish high school, Using the DOE Transition Plan by grade level, adjusting curricula and implementing strategies to develop critical thinking, problem base learning, and factual decision making.

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Common Core emphasizes results rather than how these results are obtained. Teachers have the opportunity to provide students with unlimited resources, tools and knowledge, directed by their professional judgment and experience, with the goal set on the Standards. For students to get ready for college and life in a technological society, they need to learn to research, gather, understand, evaluate, relate and be able to report the data obtained.

Additional Common Core training is ongoing throughout the school year. All teachers must continue to attend Common Core training during the 2013-2014 academic year. We are all very excited and looking forward to receiving extensive training while we continue to focus on the Common Core interdisciplinary approach to literacy according to DOE expectations.

The school has fully implemented new curriculum (Journeys and GoMath common core) for grades K-2 and Go Math Common Core for 3-5. School will be adopting Journeys Common Core for 2014-2015 for grades 3-5; however, common core strategies and activities are utilized and incorporated in all lessons.

School Leadership Team

Leadership Team meets the fourth Thursday of every month to discuss goals, develop strategies, differentiated instruction, and to plan professional development.

Curriculum Coordinator: Ana Fernandez

Team Leader: Yesenia Melo

ESE Specialist: Ana Fernandez

ESOL Heritage Language Support: Maria Perez

Administrator: Lily Swanson

Reading Support Staff: Deanna Palonis

Some goals for the year include:

- Implementation of Daily Five

- Small Group Instruction

- Increase Technology usage

- Increase Professional Development

Data Analysis and Data Chats:

In order to improve student proficiency and academic achievement, KIDZ Choice will conduct quarterly data chats to support instructional decision making. The team meets monthly to screen and link data obtained from FAIR, BAT, previous FCAT scores, district and classroom benchmark assessments (Teacher-teacher). Data is then analyzed to identify students “at risk” and to plan interventions, such as, after school PMP’s, computerized lessons, small group instruction (teacher-administrator). The Director and Assistant Director work closely with teachers and team members to identify and evaluate appropriate approach to intervention for these students and to monitor academic achievement (teacher-student). Kidz choice will use a Plan for Succeed form to track and monitor progress. Every Quarter teachers will schedule a parent-teacher conference for struggling students.

October, 21 2013

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

2013-2014 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Using data systematically to ask questions and obtain insight about student progress is a logical way to monitor continuous improvement and tailor instruction to the needs of each student. Armed with data and the means to harness the information data can provide, teachers and administrators at KIDZ Choice can make instructional changes aim at improving student achievement, such as:

- prioritizing instructional time;
- targeting additional individual instruction for students who are struggling with particular topics;
- easily identifying individual students' strengths and instructional interventions that can help students continue to progress;
- gauging the instructional effectiveness of classroom lessons;
- refining instructional methods; and
- examining schoolwide data to consider whether and how to adapt the curriculum based on information about students' strengths and weaknesses.

Technology

- Computerized programs such as Brainchild and FCAT Explorer are used for students on afternoon PMP's and in the morning before school begins. Students' in the lower 25% receive additional support from the Reading and Math Support Staff. (Grades K-5)
- LearnBoost is a new computerized grade book and attendance program that has been fully implemented at Kidz Choice Charter for 2013-2014 school year. This new tool is used by administrators, teachers and parents to share student progress in safe and secure platform.(Grades K-5)
- At Kidz Choice Charter we use "Brainchild", a computer program designed to measure student achievement in the classroom. This program targets specific standards, and results are used to drive future instruction in Reading, Math and Science. A student has the opportunity to repeat any benchmark not mastered, with different questions, until 80% or better score is achieved. The student goes on to the next benchmark assessment until all standards have been mastered. Scores demonstrate gains as well as deficiencies which are reviewed by classroom teacher after each session. The results provide specific information in terms of which student is mastering a benchmark as well as who needs additional sessions. Results help improve student performance and therefore, making them become successful test takers.
- RAZ Kids animated leveled books and interactive quizzes give educators choices. Students listen to books, read aloud, read with vocabulary and pronunciation support, and read without support. They read freely in the bookroom, or teachers easily limit students to appropriate reading levels and specific books and track student reading progress. (Grades K-2)
- Wikispace and Voki Avatar were introduced during the school year 2013-2014, as part of a new technology initiative that not only increases students motivation, but writing skills as well.(Grades 3-5)
- Spelling City, a learning tool for vocabulary, spelling, writing and language arts is being used for grades 1-5.
- Inside Mathematics website (<http://www.insidemathematics.org/>) is being used at KIDZ Choice as our POW (Problem of the Month). Every Friday teachers present a math problem aligned with the standards and prepare an integrated lesson plan using a math word problem with reading and writing skills. (Grades 3-5)
- **LearnZillion**, is a web-based application that helps teachers meet the educational needs of every student in writing, reading and math. (Grades 3-5)

October, 21 2013

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

APPENDIX N

School-wide Reading and Writing Plan

SCHOOLWIDE LITERACY AND WRITING PLAN

"Quality is not an accident; it is always the result of high intention, sincere effort, intelligent direction, and skillful execution; it represents the wise choice of many alternatives."

- Willa Foster

LEADERSHIP

| NAME | POSITION |
|----------------|--------------------|
| Lily Swanson | Director |
| Ana Fernandez | Assistant Director |
| Deanna Palonis | Reading/LA Coach |

CORE PROGRAM

K-2 Houghton Mifflin Harcourt Journeys Common Core

3-5 McGraw Hill – Treasures

To successfully implement a school-wide literacy plan, an initial assessment must be taken. KCCS would:

- identify and evaluate student proficiencies and deficiencies.
- assess what individual staff members understand about literacy and teaching literacy strategies in the content areas.
- assess the effectiveness of current professional development.
- assess the effectiveness of the current literacy efforts.
- identify needs of students and teachers.
- define the current climate and culture of the school.

LITERACY PLAN

Kidz Choice Charter School staff will continue with a focus on literacy this year to ensure that all students have the opportunity to become successful readers. According to researchers, Hall and Moats (1999), "Reading is the most important skill for success in school and society. Children who fail to learn to read will surely fail to reach their full potential."

All students in grades K-5 will participate in a minimum of 90 minutes block of literacy instruction. Through continued work with Common Core Standards, teachers have built the necessary research-based knowledge and skills and selected the most effective tools that will lead to implementation of an effective reading program. A systematic approach to improving reading instruction is being implemented. This includes explicit phonics, phonemic awareness, high frequency word, vocabulary and comprehension instruction. Research based practices are joined with innovations in the classroom, school organization, effective grouping, and frequent assessment of skill development.

.To meet our students' needs We must:

- Adhere to our reading plan and make quality teaching a priority
- Teach skills outlined in state and district standards
- Eliminate non-essential activities not related to standards
- Find creative solutions to problems, don't use excuses such as lack of resources or time
- Focus on what we can change rather than dwell on things we cannot
- Analyze student assessment and progress data to guide improvement efforts
- Identify students who need help early and design appropriate programs for them
- Operate as a school-wide team, not a random association on individuals
- Involve all staff in school-wide improvement.



READING BLOCK (Tier 1)

| GRADE | MINUTES |
|--------------|---------|
| Kindergarten | 90 |
| First | 90 |
| Second | 90 |
| Third | 90 |
| Fourth | 90 |
| Fifth | 90 |

“To read is to fly: it is to soar to a point of vantage which gives a view over wide terrains of history, human variety, ideas, shared experience and the fruits of many inquiries.”

- A C Grayling, *Financial Times*
(in a review of *A History of Reading* by
Alberto Manguel)

INTERVENTION OUTSIDE THE 90 MINUTE BLOCK

| | |
|---------------------------------|---|
| GRADES | All |
| TIERS | Tier 2, Tier 3 |
| INTERVENTION TYPES | Core Intervention, Leveled Literacy Intervention |
| DURATION | 30 minutes twice a week (T2), or daily (T3) |
| GROUP MEETING FREQUENCY | At least daily. |
| INTERVENTION DESCRIPTION | Triumphs, Foundations, Spelling City, RAZ Kids, Journeys Interventions. Daily Five, Pull out as needed, PMP, etc. |
| OTHER | |

ASSESSMENTS

| | |
|------------------------------|---|
| GRADE | All |
| FORMATIVE ASSESSMENT | Yes |
| DESCRIPTION | Weekly Reading Quizzes, Oral Reading fluency and vocabulary reads, weekly compression skill assessments |
| PROGRESS MONITORING | Yes |
| DESCRIPTION | FAIR – PMP – DIBELS- Running Records |
| SUMMATIVE ASSESSMENTS | Yes |
| DESCRIPTION | Chapter and Units Test |
| DIAGNOSTIC Tools | Yes |
| DESCRIPTION | Screening Journeys Test, Beginning of the Year Test, FLKRS, FAIR, DAR, EOY |
| OTHER ASSESSMENTS | FCAT 2.0 BAT I and BAT II |



"Quality is not an accident; it is always the result of high intention, sincere effort, intelligent direction, and skillful execution; it represents the wise choice of many alternatives." - Willa Foster

Research shows that students who receive intervention in grades 1 & 2 have an 82% chance of catching up, while those who do not receive intervention until grade 3 only have a 46%, and grades 4, 5 and above, only have a 10-15% chance of improving to grade level.

PROFESSIONAL DEVELOPMENT

Core Reading Program Professional Development: Ongoing Professional development, as well as in house professional learning communities (PLC)

Reading Intervention Professional Development: Ongoing Professional development

PARENT COMMUNICATION

Monthly Newsletter
 Weekly Communication
 Monthly Communication Folder
 Interim Progress Report



School-Wide Writing Plan

Kidz Choice Charter School
writing program address:

- Communication Skills
- Grading procedures and feedback to students regarding their writing and communication skills.
- Responsibility for review of the portfolios and feedback to students.

KEY COMPONENTS OF WRITING PLAN

- Multiple opportunities for students to develop complex communication skills for a variety of purposes.
- Access to and use of language resources.
- Access to and use of technology tools.

- Procedures for developing and monitoring portfolios.
- Feedback to students regarding writing and communication skills.



Writing is the purposeful act of thinking and expression that uses language to explore ideas and communicate meaning to others. It is a complex, multifaceted act of communication.

FOR TEACHERS:

- a) Professional Development: 3 times a year, to develop a unified staff vision and common understanding about writing skills in our school.
- b) Writing Pacing Guide : Each grade level will have a pacing guide aligned with Common Core Standards.
- c) Teachers will use specific lesson plan format for writing.
- d) Monthly meetings with administration to review “Writing Plan for Success”.

FOR STUDENTS:

Grades 1-2: In addition to a 90 minute block of reading and Daily Five, which incorporates writing, these grades will have an additional 30 minutes of writing as part of their daily schedule. These grades will have writing night every Wednesday as homework.

Grades 3-5:

- a) As part of the Writing Plan, grades 3-5 will be participating on a new teacher-made program called PAW (Paragraph a Week) which will promote creative writing using wikispace as a platform. Students are responsible to complete one homework per week, and teacher will be able to provide feedback. Writing prompts will be chosen randomly every week to create discussions among students in a seminar style environment.
- b) In addition, these grades will partake in a novel study /writing every day for 30 minutes.
- c) Every Monday grades 3-5 will have a writing workshop to learn specific skills to be used during the week (The Astonishing Journey of Teddy Bodain, will be used for this purpose during second and third quarter)
- d) Students will use VOKI Avatars to practice their writing skills.
- e) Student Portfolios/ Assessments and Rubrics: Students at all grade levels will have working folders as a part of their schoolwide writing plan and program. “Writing portfolios” / “writing folders” include samples of individual student work that represents the interests and growth of the student over time. Monthly assessments based on skills learned. Quarterly reflective evaluation will be conducted with all students to plan re-mediation/revision of strategies and instructional practices for subsequent quarter.



| 90 minute Reading Block with Additional Time for Immediate Intensive Intervention (iii) | | | | | | | | |
|---|---|---|---|---|---|----|---|--|
| Instruction | Possible Time | Class Configuration | | | | | | Teacher-Led Instruction |
| 90 minutes daily | 30-45 minutes | Whole Group | | | | | | Implement Comprehensive Core Reading Program |
| | | | | | | | | Phonemic Awareness: · Blending & Segmenting word parts & sounds in words Phonics & Fluency: · Letter-sound correspondence · Blending words · Choral reading decodable book Vocabulary & Comprehension: · Robust vocabulary instruction · Pre-reading strategies · Post reading strategies |
| | 45-60 minutes | Differentiated Instruction- DAILY FIVE Small Groups (Group 1 - 4**) | | | | | | Implement common core re- sources and supplemental mate- rials/programs |
| | | *15 minutes for each group | M | T | W | Th | F | Teacher will select students to work in a small group instruction |
| | | Session 1 | 1 | 1 | 1 | 1 | 1 | Daily Five Rotation |
| | | Session 2 | 2 | 2 | 2 | 2 | 2 | Daily Five Rotation |
| | | Session 3 | 3 | 4 | 3 | 4 | 3 | Daily Five Rotation |
| 20 minutes | Immediate Intensive Intervention (iii): Group 1 receives additional time, smaller group size, and very explicit instruction to meet their intensive intervention | | | | | | | Supplemental and/or intensive intervention materials/ programs |
| | | | | | | | | Based on student needs. |

* This sample class has four small flexible groups that are formed based upon broad screen/progress monitoring and on-going progress monitoring assessment results. Also these centers will follow the Daily Five routines while teacher meets with a group based on students needs. When students are not at the teacher-led station receiving explicit instruction, students will be working independently at literacy centers/stations reinforcing skills taught during whole group/teacher-led small group.

In addition to the 90-minute block of initial instruction and differentiated instruction, extra time in the school day should be provided for students who are having difficulty.

KIDZ CHOICE CHARTER SCHOOL

Writing Plan - 2013-2014

Student: _____ Date: _____

Prompt: _____ FINAL SCORE: _____

WRITING ESSAY CRITIQUE FORM

Directions: For each category, rate the student's writing based on a scale of 1 to 6.

1= Didn't use 2= poor 3= fair 4= good 5=very good 6 =excellent

| Organization | 1 | 2 | 3 | 4 | 5 | 6 |
|---|----------|----------|----------|----------|----------|----------|
| The thesis statement clearly indicates what the essay is about and has a sense or purpose. | | | | | | |
| Each body paragraph has a clear topic sentence. | | | | | | |
| All of the details presented in the essay are relevant and support the topic sentences and thesis (unity) | | | | | | |
| The essay is logically organized and in paragraph format | | | | | | |
| Transitions have been appropriately placed so that the essay is smooth and coherent | | | | | | |
| There is a variety of sentence structure in the essay (Flow) | | | | | | |
| Category Average | | | | | | |

| Content | 1 | 2 | 3 | 4 | 5 | 6 |
|--|----------|----------|----------|----------|----------|----------|
| The introduction grabs the reader's attention | | | | | | |
| Body paragraphs are well supported with mayor and minor details. | | | | | | |
| The conclusion wraps up the essay and leaves the reader satisfied. | | | | | | |
| The language used is appropriate for the specified audience. | | | | | | |
| Writing stayed on topic from introduction to conclusion | | | | | | |
| Category Average | | | | | | |

| Mechanics | 1 | 2 | 3 | 4 | 5 | 6 |
|---|----------|----------|----------|----------|----------|----------|
| Sentences are complete. There are no fragments, fused sentences or comma splices. | | | | | | |
| The wording is clear. Sentences make sense | | | | | | |
| There are no serious grammatical problems. | | | | | | |
| Spelling is correct | | | | | | |
| Sentences have correct verb-tense agreement | | | | | | |
| Handwriting is legible and contained within writing box | | | | | | |
| Category Average | | | | | | |

APPENDIX 0

School Mission

Art and Technology Program

CHARTER SCHOOL SUMMARY INFORMATION

A. General Information

Name of Charter School: Kidz Choice Charter School

Name of founder(s): Elvira Gonzalez, Chairman
Kidz Choice Charter School, Inc.

Lilly Swanson

Maria Perez

Name of legal entity: Kidz Choice Charter School, Inc.

Address: Temporary Mailing Address
Kidz Choice Charter School, Inc.
C/o Charter School Associates, Inc.
4300 N. University Drive, Suite C-201
Sunrise, FL 33351

Contact person(s): Mike Strader
4300 N. University Drive, Suite C-201
Sunrise, FL 33351

Telephone: (954) 414-5767

Fax: (954) 748-5717

Email: mstrader@charterschoolassociates.com

Have you/will you file an application to charter this proposed school with other entities? No

Please provide a brief description of the proposed school (to be distributed to the media, as necessary).

Kidz Choice Charter School will be a kindergarten through 5th grade school offering students from Broward County a traditional curriculum taught with an emphasis on science and the visual arts. The School will be a thematic school with a focus on the arts and especially the graphics arts with a concentration on painting, drawing and graphics (see Appendix A, "The Arts in Education"). [The mission of the school is to foster pride in academic achievements while developing students' artistic abilities.] We will demonstrate and promote the essential role of the arts in enabling every student to succeed in school. Kidz Choice is founded on the belief that all differences are to be respected, and that those that do not interfere with the rights of others and the learning environment will be accommodated.

B. Student Enrollment Breakdown by Year

Year 1: 2006-2007 – Grades Kindergarten to Fifth – up to 750 students.

©Kidz Choice Charter School, Charter School Application Submitted to the School Board of Broward County, Florida September 2006 ii

Implementation of School's Mission, Vision and Purpose

Since the school was founded to not only help students achieve high standards academically but increase their visual art creativity, the school has implemented several practices to assure that the mission, vision and purpose is achieved.

To achieve the mission of fostering academic achievement in correlation to artistic abilities teachers will implement different projects and activities as indicated in the attached schedule, include academically linked art project in all grade levels per quarter.

To achieve the vision of helping students to become responsible, moral and high achieving members of the community, teacher will implement different activities as indicated below: Sun-Sentinel Kids of Character Certificates to students who demonstrate moral and positive character traits. (These are given once a month.); Students will run canned-food drive each fall to help those less-fortunate; Students will write thank you cards to guest speakers after their visit.

To achieve the purpose of the school linking curriculum with visual arts, the school will implement the following: Creating a large projects to showcase related to specific topic or family event, for example International Family Night.

Kidz Choice Charter School
Appendix A

▪ The Arts in Education

The Arts in Education

What the Arts Change About The Learning Experience:

As a result of their varied inquiries, the "Champions of Change" researchers found that learners

can attain higher levels of achievement through their engagement with the arts.

Moreover, one of

the critical research findings is that the learning in and through the arts can help "level the playing field" for youngsters from disadvantaged circumstances.

James Catterall's analysis of the Department of Education's NELS:88 database of 25,000 students demonstrates that students with high levels of arts participation outperform "arts-poor"

students by virtually every measure. Since arts participation is highly correlated with socioeconomic status, which is the most significant predictor of academic performance, this

comes as little surprise. The size and diversity of the NELS database, however, permitted Catterall to find statistical significance in comparisons of high and low arts participants in the

lowest socioeconomic segments.

This closer look showed that high arts participation makes a more significant difference to

students from low-income backgrounds than for high-income students. Catterall also found clear

evidence that sustained involvement in particular art forms—music and theater—are highly

correlated with success in mathematics and reading.

These findings are enriched by comparisons of student achievement in 14 high-poverty schools

in which the Chicago Arts Partnerships in Education (CAPE) has developed innovative artsintegrated

curricula. The inspiring turnaround of this large and deeply troubled school district is one of the important education stories of this decade. Schools across Chicago, including all those

in this study, have been improving student performance. But, when compared to arts-poor schools in the same neighborhoods, the CAPE schools advanced even more quickly and now

boast a significant gap in achievement along many dimensions.

Schools are not the only venue in which young people grow, learn, and achieve. Shirley Brice

Heath spent a decade studying dozens of after-school programs for disadvantaged youth. These

programs were broadly clustered into three categories—sports/academic, community involvement, and the arts. This research shows that the youth in all these programs were doing

better in school and in their personal lives than were young people from the same socioeconomic

categories.

To the researchers' surprise, however, the youth in the arts programs were doing the best.

Skeptical about this finding, Heath and her colleagues looked more closely at the arts programs

and the youth participating in them. Although the youth in the arts programs were actually at

greater "risk" than those in the other programs, the researchers found that characteristics particular to the arts made those programs more effective. They now believe that a combination

of "roles, risks, and rules" offered in the arts programs had a greater impact on these young lives.

Another broad theme emerges from the individual Champions of Change research findings: the

arts no longer need to be characterized solely by either their ability to promote learning in specific arts disciplines or by their ability to promote learning in other disciplines. These studies

suggest a more dynamic, less either-or model for the arts and overall learning that has more of

the appearance of a rotary with entrances and exits than of a linear one-way street.

This rotary of learning provides the greater access to higher levels of achievement.

"Learning in

and Through the Arts" (LITA) and other Champions of Change studies found much evidence

that learning in the arts has significant effects on learning in other domains. LITA suggests a

dynamic model in which learning in one domain supports and stimulates learning in others,

which in turn supports and stimulates learning in a complex web of influence described as a

"constellation." LITA and the other researchers provide compelling evidence that student achievement is heightened in an environment with high quality arts education offerings

and a

school climate supportive of active and productive learning.

Why the Arts Change the Learning Experience

When well taught, the arts provide young people with authentic learning experiences that engage

their minds, hearts, and bodies. The learning experiences are real and meaningful for them.

While learning in other disciplines may often focus on development of a single skill or talent, the arts regularly engage multiple skills and abilities. Although the Champions of Change researchers conducted their investigations and presented their findings independently, a remarkable consensus exists among their findings:

The arts reach students who are not otherwise being reached. Young people who are disengaged from schools and other community institutions are at the greatest risk of failure or harm. The researchers found that the arts provided a reason, and sometimes the only reason, for being engaged with school or other organizations. These young people would otherwise be left without access to any community of learners.

The studies concerning Arts Connection, CAPE, and learning during non-school hours are of particular significance here.

The arts reach students in ways that they are not otherwise being reached. Other recent educational research has produced insights into different styles of learning. This research also addresses examples of young people who were considered classroom failures, perhaps "acting out" because conventional classroom practices were not engaging them. These "problem" students often became the high-achievers in arts learning settings. Success in the arts became a bridge to learning and eventual success in other areas of learning. The Arts Connection study provides case studies of such students; the "Learning In and Through the Arts" research examines the issue of learner self-perception in great depth.

The arts connect students to themselves and each other. Creating an artwork is a personal experience. The student draws upon his or her personal resources to generate the result. By engaging his or her whole person, the student feels invested in ways that are deeper than "knowing the answer." Beyond the individual, Steve Seidel and Dennie Palmer Wolf show how effective arts learning communities are formed and operated. James Catterall also describes how the attitudes of young people toward one another are altered through their arts learning experiences.

The arts transform the environment for learning. When the arts become central to the learning environment, schools and other settings become places of discovery. According to the Teachers College research team and those examining the CAPE schools, the very school culture is changed, and the conditions for learning are improved. Figurative walls between classrooms and disciplines are broken down. Teachers are renewed. Even the physical appearance of a school

building is transformed through the representations of learning. The Heath research team also found “visible” changes in non-school settings. The arts provide learning opportunities for the adults in the lives of young people. Those held responsible for the development of children and youth—teachers, parents, and other adults—are rarely given sufficient or significant opportunities for their own continuing education. With adults participating in lifelong learning, young people gain an understanding that learning in any field is a never-ending process. The roles of the adults are also changed—in effective programs; the adults become coaches—active facilitators of learning. Heath and other researchers here describe the altered dynamics between young and less young learners. The arts provide new challenges for those students already considered successful. Boredom and complacency are barriers to success. For those young people who outgrow their established learning environments, the arts can offer a chance for unlimited challenge. In some situations described in the research, older students may also teach and mentor younger students. In others, young people gain from the experience of working with professional artists. The Arts Connection researchers in general, and James Catterall in particular, explored the impact of intensive involvement in specific art disciplines. The arts connect learning experiences to the world of real work. The world of adult work has changed, and the arts learning experiences described in the research show remarkable consistency with the evolving workplace. Ideas are what matter, and the ability to generate ideas, to bring ideas to life and to communicate them is what matters to workplace success. Working in a classroom or a studio as an artist, the young person is learning and practicing future workplace behaviors.

How the Arts Change the Learning Experience

The programs and schools examined by the *Champions of Change* researchers were selected because they appeared to be models of excellence that were making a real difference to young people. Their research helps us identify the principles and requirements that make these arts

learning models work. By helping to better define the characteristics of effective arts learning programs, the *Champions of Change* researchers have also done a great service. Education reformers and researchers have learned a great deal about "what works" in recent years. In examining the work of Shakespeare & Company, Steve Seidel cites the general characteristics of "project-based learning" as factors that also support effective arts learning. In *Real Learning, Real Work*, author Adria Steinberg identifies six elements that are critical to the design of project-based learning: authenticity, academic rigor, applied learning, active exploration, adult relationships, and assessment practices. Seidel also emphasizes that the best assessment of a person's understanding is a product that "puts that understanding to work."

Learning is deepest when learners have the capacity to represent what they have learned, and the multiple disciplines of the arts all provide modes of representation. The quality arts learning experiences described by the *Champions of Change* researchers regularly contain these project-based learning elements. The best programs display them in great breadth and depth. To be effective, the arts learning experience will also:

- Enable young people to have direct involvement with the arts and artists. Young people become and see themselves as artists. Whether creating art works, as in the Creating Original Opera program, or performing, as in the Fall Festival of Shakespeare program, or perhaps even teaching younger student artists, as in the Arts Connection program, the students learn various disciplines through hands-on arts experiences. They actively engage with artistic content, materials, and methods.
- Require significant staff development. The best teachers are lifelong students. The teachers involved in the staff development programs examined by the *Champions of Change* researchers describe life-changing experiences that transform their professional lives. High-impact programs demand both adequate staff preparation and strong administrative support. Well-trained staff and teachers also become leaders for institutional and systemic change.
- Support extended engagement in the artistic process. Opportunities to achieve artistic and learning excellence cannot be confined to forty-five minute time periods. Sustained engagement during individual sessions as well as expanded program length support enhanced learning opportunities. These learning experiences are also not limited to place; school is just one of many settings where this learning occurs. Superior results are also associated with the

concept of "practice" and the development of a sense of "craft,"

□ Encourage self-directed learning. Students learning in and through the arts become their own

toughest critics. The students are motivated to learn not just for test results or other performance outcomes, but also for the learning experience itself. According to the Arts

Connection study, these learners develop the capacity to experience "flow," self-regulation,

identity, and resilience—qualities regularly associated with personal success.

□ Promote Complexity in the Learning Environment. Students who might otherwise complain

of boredom become fully challenged. Unlike other learning experiences that seek right or wrong answers, engagement in the arts allows for multiple outcomes. Seidel found that when

"refusing to simplify" Shakespeare's challenging texts, students became passionately engaged in learning classic works which high school students so often consider boring.

Effective learning in the arts is both complex and multidimensional.

□ Allow management of risk by the learners. Rather than see themselves as "at-risk," students

become managers of risk who can make decisions concerning artistic outcomes and even their lives. The students learn to manage risk through "permission to fail," according to the

Shakespeare & Company study, and then take risks "to intensify the quality of their interactions, products, and performances," according to Heath and her colleagues.

□ Engage community leaders and resources. Another recent study, *Gaining the Arts Advantage: Lessons from School Districts That Value Arts Education*, found that "the single

most critical factor in sustaining arts education in (their) schools is the active involvement of

influential segments of the community in shaping and implementing the policies and programs of the district." Similarly, effective arts learning out of school also requires the active engagement of the community. The CAPE and Heath studies show a process that attracts and builds on this engagement from parents and other community members.

Policy Implications of the Champions of Change Research

The Champions of Change studies examined the messy, often hard-to-define real world of

learning, both in and out of schools. As a result, these research findings have immediate relevance for both policy and practice in American education today.

For example, if we now know that arts experiences help level the educational playing field for

disadvantaged students, as revealed by James Catterall, then we need to bring more proven arts

learning resources to these students. If arts learning can help energize or re-energize the teaching

workforce, as described by Steve Seidel, then we must look to the arts both as a vehicle for

preparing entrants to the teaching profession and as a means of supporting its more-experienced members. Looking beyond classrooms, Shirley Brice Heath found the profound impact the arts can have on learning for youth outside school settings. If this is so, we must expand quality arts learning programs outside of schools as well.

In the CAPE model, the researchers find that arts learning can have a defined impact on the academic performance of students in an urban setting. If well-constructed partnerships between school and arts organizations can increase student achievement, then such partnerships must be nurtured and replicated. In another urban program, Arts Connection researchers define the role of the arts in enabling students to overcome obstacles to success; again, such experiences should be made more widely available. Researcher Dennie Palmer Wolf describes the impact of group versus individual learning generated through a collaborative arts experience. For this approach to grow, a more serious commitment to developing communities of arts learners, rather than just opportunities for "stars," is required. If sustained, integrated, and complex projects, like producing an opera, a Shakespeare production, or a visual arts exhibition, significantly deepen the learning process, as these studies suggest, then school schedules must also be modified to make such experiences possible.

The findings of the individual research studies are worthy of the reader's careful review. We owe a great debt to these researchers for their diligence and insights; we can only repay this debt by heeding their words and seeking systemic ways to make the arts a meaningful part of every American child's life. Together, we can make the everyday learning experiences of young Americans less ordinary and more extraordinary.

Conclusion

These Champions of Change studies demonstrate how involvement with the arts provides unparalleled opportunities for learning, enabling young people to reach for and attain higher levels of achievement. The research provides both examples and evidence of why the arts should be more widely recognized for its current and potential contributions to the improvement of American education.

Similarly, the experiences we offer too many young people outside of school are often limited in their purpose and resulting impact. They provide recreation, but no sense of creation. They provide recess, but no sense of success. Arts learning outside of schools can also enhance the sense of accomplishment and well being among our young people. This research provides compelling evidence that the arts can and do serve as champions of change in learning. Yet realizing the full potential of learning in and through the arts for all American children will require heroic acts from all segments of our society. With the 21st century now upon us, we, too, must be champions of change; we must meet and exceed the challenge of giving our young people the best possible preparation we can offer them. To do so, we must make involvement with the arts a basic part of their learning experiences. In doing so, we will become champions for our children and their children.

ART CURRICULUM

Introduction

The curriculum standards for visual arts are aligned with the national standards for art education and have been developed from the previous state standards and the national standards. While the previous standards organized according to the four fundamental components of discipline-based art education (DBAE)—creative expression, aesthetic perception, historical and cultural perception, and aesthetic valuing—the new standards are organized on the basis of six curriculum standards. The four components are still included, however, and are listed with the appropriate curriculum standards. The component “creative expression,” for example, is subsumed under the content standards “Understanding and Applying Media, Techniques, and Processes” and “Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas.” Several of the curriculum standards are repeated across the grade levels. Teachers should understand that these standards need to be reinforced throughout these grades as the students begin to use more advanced tools and media as well as more complex terminology and study of art concepts in depth.

National Visual Arts Content Standards

Understanding and Applying Media, Techniques, and Processes Creative Expression.

Students will develop and expand their knowledge of visual arts media, **techniques**, and

processes in order to express ideas creatively in their artworks.

Using Knowledge of Structures and Functions

Aesthetic Perception/Creative Expression.

Students will demonstrate a knowledge of the **elements and principles of design** and show an

aesthetic awareness of the visual and tactile qualities in the environment that are found in works

of art.

Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas

Creative Expression/Aesthetic Valuing.

Students will use a variety of **subjects**, symbols, and ideas in creating **original** artwork and will

evaluate the use of these elements in the artworks of others.

Understanding the Visual Arts in Relation to History and Cultures

Historical and Cultural Perception.

Students will demonstrate a knowledge of artists, **art history**, and world cultures and will understand how the visual arts reflect, record, and shape cultures.

Reflecting upon and Assessing the Merits of Their Work and the Work of Others

Historical and Cultural Perception/Aesthetic Valuing.

Students will use thorough **analysis**, **interpretation**, and judgment to make informed responses

to their own artworks and those of others.

Making Connections between Visual Arts and Other Disciplines

Historical and Cultural Perception.

Students will demonstrate a knowledge of the connections among the content of visual arts, other disciplines, and everyday life.

Visual Arts Standards for the Individual Grade Levels

Grades PreK–K

I. Understanding and Applying Media, Techniques, and Processes

Students will:

☐ Begin to identify differences among media, **techniques**, and processes used in the visual arts.

☐ Use a variety of media, **techniques**, and processes to communicate ideas, experiences, and stories through their artworks.

☐ Use art materials and tools in a safe and responsible manner.

II. Using Knowledge of Structures and Functions

Students will:

☐ Identify some **elements and principles of design** in the visual arts.

☐ Use some **elements and principles of design** to communicate ideas through their artworks.

III. Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas

Students will:

☐ Create artworks that express their personal experiences.

☐ Describe their personal responses to various **subjects**, symbols, and ideas in artworks.

IV. Understanding the Visual Arts in Relation to History and Cultures

Students will:

- ☐ Begin to identify specific artworks and styles as belonging to particular artists, cultures, periods, and places.
- ☐ Begin to identify a variety of artworks, artists, and visual arts materials that exist in their community.

V. Reflecting upon and Assessing the Merits of Their Work and the Work of Others

Students will:

- ☐ Identify some purposes for creating artworks.

VI. Making Connections between Visual Arts and Other Disciplines

Students will:

- ☐ Begin to identify connections between the visual arts and content areas across the curriculum.

Grades 1–2

Understanding and Applying Media, Techniques, and Processes

Students will:

- ☐ Identify differences among media, **techniques**, and processes used in the visual arts.
- ☐ Use a variety of media, **techniques**, and processes to communicate ideas, experiences, and stories through their artworks.
- ☐ Use art materials and tools in a safe and responsible manner.

Using Knowledge of Structures and Functions

Students will:

- ☐ Identify elements and principles of design that are found in nature and those that have been created by human beings.
- ☐ Use various elements and principles of design to communicate ideas through their artworks.

Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas

Students will:

- ☐ Create artworks that express their personal experiences.
- ☐ Describe their personal responses to various **subjects**, symbols, and ideas in artworks.

Understanding the Visual Arts in Relation to History and Cultures

Students will:

- ☐ Identify specific artworks and styles as belonging to particular artists, cultures, periods, and places.
- ☐ Identify a variety of artworks, artists, and visual arts materials that exist in their community.

Reflecting upon and Assessing the Merits of Their Work and the Work of Others

Students will:

- ☐ Identify various purposes for creating artworks.
- ☐ Compare and contrast the expressive qualities in nature with those found in artworks.

Making Connections between Visual Arts and Other Disciplines

Students will:

- ☐ Distinguish between utilitarian and nonutilitarian art.
- ☐ Identify connections between the visual arts and content areas across the curriculum

Grades 3–5

Understanding and Applying Media, Techniques, and Processes

Students will:

- ☐ Describe how different media, techniques, and processes evoke different responses in the viewer of an artwork.
- ☐ Use a variety of media, techniques, and processes to communicate ideas, experiences, and stories through their artworks.
- ☐ Use art materials and tools in a safe and responsible manner.

Using Knowledge of Structures and Functions

Students will:

- ☐ Describe, both orally and in writing, how the various elements and principles of design function to evoke different responses in the viewer of an artwork.
- ☐ Select and use various elements and principles of design to communicate personal ideas in their artworks.

Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas

Students will:

- ☐ Select and use subject matter, symbols, and ideas to communicate meaning through their artworks.
- ☐ Evaluate how particular choices of subject matter, symbols, and ideas function to communicate meaning in their own artworks and those of others.

Understanding the Visual Arts in Relation to History and Cultures

Students will:

- ☐ Identify specific artworks and styles as belonging to particular artists, cultures, periods, and places.
- ☐ Identify a variety of artworks, artists, and visual arts materials that exist in Florida.
- ☐ Describe how history, culture, and the visual arts can influence one another.

Reflecting upon and Assessing the Merits of Their Work and the Work of Others

Students will:

- ☐ Describe how an artist's experiences can influence the development of his or her artworks.
- ☐ Analyze their own artworks and those of others and describe improvements that could be made.
- ☐ Distinguish between personal preference and the objective analysis of artworks.

Making Connections between Visual Arts and Other Disciplines

Students will:

- ☐ Compare and contrast characteristics of the visual arts and other arts disciplines.
- ☐ Identify connections among the visual arts, other arts disciplines, and content areas across the curriculum.
- ☐ Recognize career opportunities in the visual arts.

ART AND TECHNOLOGY PROGRAM
ACTIVITIES SCHEDULED FOR SCHOOL YEAR 2013-2014

PROJECTS

1. GRADE K-2

QUARTER 1: Due by October 18

PROJECT : Trash Collage

QUARTER 2: Due by December 19

PROJECT : Changes over Time

QUARTER 3: Due by March 20

PROJECT: Cave Paintings

QUARTER 4: Due by May 30

PROJECT: Painting on Foil

2. GRADES 3-5

QUARTER 1: Due by October 18

PROJECT: Visual Sound

QUARTER 2: Due by December 19

PROJECT: Recycling

QUARTER 3: Due by March 20

PROJECT: Scenic Lighthouse Collage

QUARTER 4: Due by May 30

PROJECT: Paper Mache Dinosaurs

ACTIVITIES

October: International Night

December: Polar Express

February: Health and Art Bike Rodeo

May: Bake and Flowers

June: End of the Year Performance and Graduation

Kidz Choice Charter School is excited to introduce "Didgeridoo Down Under" a highly interactive program that teaches students a combination of ART, MUSIC, CULTURE, science, literacy development, comedy, character building, anti-bullying and audience participation. DDU is aligned with Common Core Standards and Next Generation Sunshine State Standards. It's interactive, educational, motivational and highly entertaining -- great for all ages!

This educational program:

- Promotes tolerance and respect for all people and cultures.
- Ignites excitement about learning and reading.
- Teaches appreciation of world music and art.
- Encourages environmental protection.
- Helps end bullying in schools.
- Delivers superb fun!

**KIDZ CHOICE CHARTER SCHOOL
2013-2014 At Home Project Schedule**

| Start Date | Due Date | Type of Project | Subject | Project |
|--------------------------|----------------------------|------------------------------|----------------------|------------------|
| August 30 th | September 30 th | My Favorite Book | Literature | Trifold |
| October 4 th | October 31 st | Unsolved Mysteries | Technology | Powerpoint |
| November 1 st | November 29 th | Snap and Shoot | STEM | Sports Game |
| December 2 nd | December 16 th | Holidays Around the World | Social Studies | Brochure |
| January 6 th | January 31 st | Pioneer Project | Literature/S.Studies | 3D Poster |
| February 3 rd | February 28 th | Walt Disney & Mickey Mouse** | Social Studies/STEM | Webpage |
| March 10 th | March 20 th | Zoo Land ** | Science | Animal Cage |
| April 1 st | April 25 th | Any Classic Starts Book | Classic | Board Game |
| May 2 nd | May 27 th | Carl Hiaasen Novel ** | Reading/Technology | Video or I-movie |

Snap n' Shoot STEM Sports Project

This month we're not going to toss a ball to make baskets. Kick goalies, or field goals with this project.

Oh, no..... we are making a little catapult to launch marshmallows to snap n' shoot the winning points for our team.

For this STEM project you will engineer either a soccer goal, basketball hoop, or football goal using popsicle sticks. Not only will you design, create this snap n shoot, you will also create a catapult using a spoon and marshmallow (provided by the teacher) to score the winning points.

Below is a list of "suggested" materials that you can use to create your snap n shoot:

- Craft sticks (get a big box)
- Low temp hot glue
- 1 ½ square dowels per student—1/4" x 3 feet long
- 3 feet long round dowels—approximately 6" per student
- Wooden wheels that fit snugly on dowels
- One rubber band for each student
- One hair net per student
- One large "person peg" per student
- One wide craft stick per student
- Masking tape
- Dixie Cups
- Plastic spoon
- Plastic straws
- Dowel scraps—round or square, two inches
- *Optional—but needed if you want a mobile catapult: Two 6 inch lengths of dowels per student and four wooden wheels that fit tightly on the dowels.



So Let's Get Ready to Plan- Design- Create- Build- and Test our Snap N' Sport Shooter!



Holiday Around the World Suitcase Project

For our December Monthly Project, you and your elf will tour around the world to collect information on different holidays celebrated in December. First you will create a suitcase scrapbook it will be used to hold students' souvenirs as they travel around the world learning about holidays in other countries.

Suggested Suitcase (you don't have to use this one, be creative).

1. Start with a 3-pronged folder.
2. Add your favorite Holidays Around the World Scrapbook pages.
3. Decorate the suitcase with details and glue to front of folder.
5. 2-hole punch the top of folder on both the front and back cover.
6. Add strong cording for handles. (I used clothesline rope from the hardware store)
7. Hole punch the luggage tag with student's name and tie to the handles.

*Add passport and airline tickets for each trip to the front and back pockets.

Your suitcase should include the following souvenirs:

A passport

A total of five countries visited and the holiday they celebrate

Date holiday celebrated and for how many how many days

Historic information

Colors, Symbols and Other Interesting information

Facts about the holiday celebrated (recipes, traditions, pictures, etc.)

This project is Due December 18th, 2013. HAVE FUN!

Favorite Book Trifold Project

Your first project of the year is the opportunity to display your favorite fiction or nonfiction book through a storyboard display. Projects should portray a book appropriate to the age of the student. The student should be very knowledgeable about the book's story elements and should have an active part in the construction of the display. This project is due on September 30, 2013.

To complete this project you will need:

- A standard tri-fold project board that unfolds to be 36" H x 48" W.
 - The checklists as a guide to help when creating the project.
 - Storyboards should be colorful and interesting
- Note:** No object may extend beyond the height, depth, or width of the board.
- Items on the boards may be handwritten or typed.

Writing:

- ☐ Writing is neat and inviting.
- ☐ Writing is easily understood.

Creativity:

- ☐ Project is original.
- ☐ Project demonstrates imagination.
- ☐ Unique materials are used to express ideas.

Quality of Project:

- ☐ Project follows the guidelines.

Thoroughness of Written Information:

- ☐ Project captures the most important information.
- ☐ Project captures the concept/point the author made in the book.

Interest Evoked:

- ☐ Project demonstrates student's ability.
- ☐ Project encourages others to read the book.
- ☐ Project attracts others and makes them interested in the work.



Project Checklist for Favorite Fiction

Project has the following:

- _____ Title
- _____ Author
- _____ Publisher and Publication Date
- _____ Main Characters- only those important to the story line
- _____ Setting - place and time of story
- _____ Plot Summary - brief summary (not a retelling) of what the story is about
- _____ Conflict - the problem in the story
- _____ Solution or Resolution - how the problem is resolved
- _____ Author's Purpose - why the author wrote the story (to entertain, inform, and/or persuade)
- _____ Tone or Mood - describes how the author wants the reader to feel while reading the story

Project Checklist for Non-Fiction

Project has the following:

- _____ Title
- _____ Author
- _____ Publisher and Publication Date
- _____ Student prediction based on events and facts presented (before & after reading)
- _____ Structure of text/Genre (Discussion, Report, Explanatory, Opinion, Instructional or Relate)
- _____ Use of graphic organizers to capture the main idea and/or points important to the text
- _____ Brief summary about the book
- _____ Student made connections (text-to-self, text-to-text, and/or text-to-world)
- _____ Author's Purpose - why the author wrote the story
- _____ Follow-up questions to the author after reading the non-fiction text

GRADE K-2

QUARTER 1 :PROJECT : TRASH COLLAGE

Goals / Objectives:

Students will explore ideas of silly things that might be found in the trash.
Create an illustration of their ideas using found materials.

Materials Needed:

Poem by Shel Silverstein, "Sarah Cynthia Sylvia Stout Would not Take the Garbage Out," Construction Paper, White Glue Brushes, Magazines, Scissors, and Garbage can cutout.

Lesson Description: Read the poem "Sarah Cynthia Sylvia Stout Would not take the Garbage Out" by Shel Silverstein. Discuss the silly things that Silverstein described in Sarah Stout's trash. Talk about what kind of illustration might accompany this poem.

1. Color and cut out the trash can template, glue to the bottom of the paper
2. Cut out and glue items from magazines to your "trash pile" above the trash can. Because the poem is meant to be silly, I encourage the students to find and add unusual things to their trash.

Assessment(s):

1. Students should be able to use materials according to directions given.
2. Students should be able to use creativity to add silly objects to their collage.

Arts Standards

Understanding and applying media, techniques, and processes.

- Students know the differences between materials, techniques, and processes
- Students describe how different materials, techniques, and processes cause different responses
- Students use different media, techniques, and processes to communicate ideas, experiences, and stories
- Students use art materials and tools in a safe and responsible manner
- Making connections between visual arts and other disciplines.
- Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines.
- Students identify connections between the visual arts and other disciplines in the curriculum



QUARTER 2: PROJECT : CHANGES OVER TIME

UNIT: Architecture- Changes over Time -Language Arts/Social Studies

Lesson Plan: Changes over Time - Community

Objective: Architecture as a dynamic tool for teaching the core elementary subjects: language arts, fine arts, social studies.

CHANGES OVER TIME

What is changing or staying the same outside our windows?

Theme:

This lesson explores how our neighborhood changes over time. Using one of the children's books recommended in the Resources list, students will use ideas gathered from their own classroom windows to view these architectural and seasonal changes over time.



Student Objectives:

1. Describe what is changing and what is staying the same outside the window.
2. Name three things that changed in the story read to the class.
3. Demonstrate an understanding of change over time by drawing the view from school and home windows.

Activities

- Draw and record the view outside the classroom windows.
- Type
- Indoor, desktop activities
- Time-frame
- Two class sessions of 20 minutes each

Materials

- A children's story with a place that changes over time (see recommendations below)
- Toilet paper tubes or similar objects (one or two per student)
- Crayons

Resources

- *Window* by Jeannie Baker
- *The Backyard* by John Collier
- *The House on Maple Street* by Bonnie Pryor
- *When I Was Built* by Jennifer Thermes
- *Prairie Town* by Bonnie Geisert
- *The Little House* by Virginia Lee

Activity Procedures

Day One

Read the class one of the books listed in the Resource list. Talk about the changes that occurred in the landscape and the building. List some of these changes on the board as the students identify three things that changed in the story and three things that remained the same. Make the connection between the people in the story growing and changing and the neighborhood growing and changing. Have the students retell the story in their own words.

Day Two: Give each child a toilet paper tube to focus their attention on specific objects outside of the window. Discuss what they see outside the classroom windows. Have them draw what they have viewed through the window. When the students are finished drawing, have them dictate a few sentences to you to write on the frame around the window's view. Post the finished drawing around the classroom windows. Make predictions about which object might change or be temporary. (Example: a particular tree vs. a car parked along the street). In the weeks or months to come, point out the differences between what they drew and what now appears in the view out the window.

Extensions For a home project, have the students draw what they see from their bedroom window. When their drawings are brought back to class, talk about the similarities and differences. Talk about the different kinds of windows in your home or school. Do the windows open and close? How? Why? What is the shape of the window? Why do building have windows?

Vocabulary

- change
- seasons
- past, present and future
- window head
- window sill
- window frame
- window pane

Academic Standards

1. Read with understanding and fluency
2. Understand and analyze events, trends, individuals, and movements shaping the history of the state, country, and other nations

QUARTER 3: PROJECT: Cave Paintings

Procedure: First crumpled and painted Manila Paper totally brown with Tempera Paint, then rinsed it to make it look like a cracked brown paper... rock like. Kids drew animals, figures, symbols, etc. in black Crayons... very lightly at first, then pressed hard intermittently in the outline of their creatures. After that, they used earth tone Cray-Pas that were broken in small pieces (a little less than a half inch long [1.3 cm]) to blend colors, add shading to their creatures. We also used white in some cases. Student will press hard in some areas, such as bright gold or yellow orange for highlighting, medium hard in the other areas... just hard enough to resist black Watercolor Paint that was added last after they finished coloring. We only used the black watercolor resist over the Cray-Pas but they also mixed some pale washes to tint their rocks wet in wet over the brown crackle if they wished to add more color to the rocks. The crackles still showed if they wished to do that. I told them that they could use one pale color wash for an accent color in a border if they wished, but they could also leave all of the colors neutral and be content with that.



Add some metallic gold and copper acrylic paint to add some accents to their animals. Use quick brush strokes to indicate highlight areas... used in moderation, then blended them out a little with our fingers so that they would not be overpowering, but add a contemporary flair to these stylized drawings. Tore the edges of the brown crackled paper backgrounds before they mounted them on either medium brown or gray construction paper mats. Have some handouts with cave art animals and figures on them, and we looked at a PowerPoint of Lascaux prior to doing this. Discussed the stylization of the horses, bulls, figures and symbols in depth, analyzing their skinny legs and their body forms related to geometric shape

Extensions or Other ideas

Paleolithic Cave Paintings. Use sticks from real branches and dipped them into black tempera to draw our animals on the walls (which was 12x18 (30.5 x 46 cm)

Have students draw animals on brown paper sacks, then fill them in partially with Sharpie Fine Point Markers (permanent marker) then use crayon over the animal, lightly. Then iron them.



Extensions:

After the students finished their art, Make a cave in an unused storeroom by hanging wrinkled brown paper on the walls. Glue their artwork all over and included plastic spiders and paper bats. Children are allowed to crawl in with flashlights and look at the cave.



QUARTER 4: PROJECT: Painting on Foil

Materials:

- Tag board (or any basic cardboard)
- Reynolds Wrap (heavy duty)
- Some EASY Coloring book pages torn out
- Black Magic Colored Markers
- Tempera Paint and Brushes

Procedure:

Tear off a large enough piece of foil to cover one side of the tag board. Have the kids wrap it like a present and tape on the back. (Shiny side out)

For younger kids, have them choose a torn out coloring page and place it on top of the foil. Holding the page in place, retrace the drawing with a pencil pressing down hard enough to etch the drawing into the foil. Older kids can come up with their own ideas using a DULL pencil to sketch a drawing in. (hint: Have the older kids do a drawing on regular paper first and then put that drawing on top of the foil and do as the younger kids will do... press hard and embed the drawing into the foil.)



Now, remove the paper and draw over their design now in the foil with black marker. Using tempera and a pretty dry brush, paint their drawings.

GRADES 3-5

QUARTER 1: PROJECT: Visual Sound

Title of Lesson: Visual Sound: Kandinsky

Goals / Objectives:

A. Unit Objective

- Students will learn how artists select and develop a verbal and visual vocabulary in order to describe, analyze, interpret and perceive abstract imagery, music and sound.

B. Unit Art Problem

- Create an abstract painting using tempera cakes that visualizes the qualities and characteristics of the songs or sounds they hear played in the classroom.

Concepts:

- Artists use their emotional responses and natural movement to music as a source for creating artwork.
- Line, shape and color can be used to represent beat and rhythm.
- A painting can be created with a deep personal intuition rather than the precision of one's eye



Skills:

- Students will illustrate shapes, lines and colors by interpreting the sound and music they hear into image.
- Students will see the potential of color mixing.

- Developing a verbal vocabulary useful for describing, analyzing and interpreting abstract imagery, music and sound.
- Students will demonstrate understanding of dry and wet brush techniques.
- Students will create an abstract composition based on the music they hear

Vocabulary:

Abstraction: Abstraction is understood to mean art that does not depict objects in the natural world, but instead uses color and form in a non-representational way.

Color/Value: In painting and drawing, the lightness or darkness of a color.

Visual Concepts: Examples: color, mark, line/shape, composition, texture, smooth/rough surface, transparency/opaque, thin/ thick, active/quiet, chaotic/organized, bright/dull, etc.



Mentioned Vocabulary:

Abstract Expressionism: A style and movement of non-representational painting where artists apply paint quickly and forcefully to express feeling and emotion. Developed in the 1940's and 1950's, the often-large works appear to be accidental but are very intentional.

Synesthesia: an associated sensation; especially: a subjective sensation or image of a sense other than the one being stimulated. The condition marked by the experience of such sensations. For example, the sensation of color when a sound is heard.

Materials Needed:

- Prototypes
- Exemplar presentation
- Process Visuals
- Checklist (Rubric)
- Think About sheet: Sound relating to mark (Missing at the moment)

- Tempera Cakes and Brushes
- Black Paint
- Large Drawing Paper
- Water



Lesson Description:

- Artists use their emotional responses and natural movement to music as a source for creating artwork.
- Line and shape can be used to represent beat and rhythm.
- A painting can be created with a deep personal intuition rather than the precision of one's eye.
- Students will illustrate shapes and lines by interpreting the sound and music they hear into image.
- Developing a verbal vocabulary useful for describing, analyzing and interpreting abstract imagery, music and sound.
- Students will demonstrate understanding of dry and wet brush techniques.
- Students will create an abstract composition based on the music they hear

Developmental Rational:

This unit allows development and learning demonstrated in greater self-understanding and positive self-regard, more coherent personal narratives, awareness of one's special qualities, attributes, and abilities, and stronger personal identity. Specifically fostered by this lesson:

- A strengthened sense of self by identifying and developing the ability interpreting this music visually through color and mark.
- The ability to use meditation, reflection and a strong intuitiveness as a way of achieving serenity and interpreting music.
- Appreciation and knowledge of modern and post-modern abstract painting.

This unit encourages greater empathy with others, acceptance of others points of view, mutual respect, and a sense of community. This lesson also encourages and promotes the connection of music and art as one topic and fluid subject matter.

QUARTER 2: PROJECT: Recycling

Objectives: Children will learn about...

- Reusing plastics to create art.
- Creating balanced designs
- Making artwork together in small groups
- Craftsmanship

In their classrooms, students study about saving the environment and the destructive effect that plastics have on the earth. In class, show them some great examples of bottle cap art online. Talk about the three R's-- Reduce, Reuse, and Recycle.

Examples of recycling art work.



Materials

- Found objects and empty plastic bottles
- Plywood (One piece for each table)
- Sharpie Fine Point Markers
- Paint- Can be Tempera Paint, Acrylic Paint or latex
- Adhesive latex glue

<http://www.artgrange.com/michelleworkshop.html>

<http://www.yopress.com/art/bottle-cap-art/>

1. First, collect bottles... have a contest to see who would bring in the most.

2. I had large organic shapes cut out of thin plywood -- this was important to do in the beginning so the children could see the shape of the final product and plan accordingly.
3. Divide students into groups of 5 or 6 at a large table. Place the plywood in the middle of the table with box of empty bottles. Discuss basic elements of design and demonstrate a few different designs in the middle. Let the students work together to create their own designs
4. Prepare a bulletin board with all the photographs of the designs labeled (A1, A2, B1, B2, etc) for the next class-- each class get to choose two. They then re-made the design on the plywood with the correct bottles and each bottle is label on the lid so that it is easy to know which design goes with. Each class then has a box of bottles and cut "bottle bottoms" with a photo of the design on the front and each bottle labeled with Sharpie marker.
5. The next step is painting both the bottles and the plywood. This is a great opportunity to talk about complementary colors and what makes a design "pop." Paint over the course of the class,(45 minutes each). When they dry, re-make the design with the painted bottles to see how it changed from the original and to take another photo. Allow students a chance to paint over with a new color if they don't like the results-- as long as the group agreed.
6. The last step is the glue—Glue the bottles carefully stuck in the glue (they just followed the pictures).
7. Hang the piece of art around the school.

QUARTER 3: PROJECT: Scenic Lighthouse Collage

Procedure:

Students will learn about the Great lakes and along with them they touch on significant sight seeing spots like light houses. Students look from photos of various Lighthouses such as the St. Clair Flats Lighthouse in Lake St. Clair. We also talked about all five Great Lakes that spell out the acronym HOMES (Huron, Ontario, Michigan, Erie, and Superior!!) Talk about Horizon Line and where the sky and water meet and Seascape as opposed to Landscape. Warm and Cool color concepts can be included as well.

Materials Used:

- *Tempera Paint or Tempera Cakes
- *Posterboard.
- *Small squares of Construction Paper and colored Tissue paper. (approximately 1x1 inch and ½x1/2 inch)
- *Old Puzzle pieces (or any old junk that would make them interesting)
- *Elmer's Glue and Glue Sticks
- Glitter Glue for illuminating the water and or sky



Lighthouse Posters

- Lighthouse Lake Night Ocean Landscape
- Lighthouse Ocean Landscape Poster
- Portland Lighthouse Ocean Lake Landscape
- Eddystone Lighthouse, Plymouth, England

Process:

Loosely sketch out the horizon line, sky, and Lighthouse. Create a light wash to indicate color (sort of a map for the collage pieces.) Lay out then glue pieces. Touch up with Glitter Glue and paint if needed. As a Language Arts follow write a poem from the perspective of looking at the Lighthouse while in a boat in a storm.

QUARTER 4: PROJECT: Paper Mache Dinosaurs

Objectives: Students will

- Explore 3-D materials - make an armature and apply paper maché - develop skills in 3-D media - Make a Marquette that could be used for a playgroup sculpture
- Develop skills in painting
- Connect art to science

Resources:

Enter "[Dinosaur Sculpture](#)" in Google - you will even find a fun playroom sculpture for kids!

Materials:

Pictures of dinosaurs, Newsprint, Newspapers, Masking Tape, cardboard tubes, Armature Wire, aluminum foil, flour paste (or kid safe Wheat Paste), white uncoated kraft paper, paint Brushes, Acrylic Paint or Tempera Paint, Optional: Glitter Paint, Puffy Paint, Wiggly Eyes. Optional: Tissue paper, Acrylic Gloss Medium

Optional hats: Construction Paper, Feather Assortment

**Motivation:**

This would be a culminating activity from a unit on dinosaurs. In science classes student would have learned all about their habitat - the general time period and such... In English class the students will have read stories about dinosaurs. In art class student will have done some previous drawing - or design lesson on dinosaurs. This lesson will tape into their knowledge of Dinosaur anatomy and delve into their imagination for patterns and colors. Approach the lesson as if they are designers for a children's garden park. They have been hired to submit maquettes to be use to create larger cast concrete sculpture (all pretend of course - but in doing this the student take on the roll of a real artist - and tied in career education, too).

1. Day 1: Review some basic shapes for dinosaurs - what are some characteristics? Demo drawing a plan using basic shapes on 12 x 18 (30.5 x 46 cm) Newsprint.
2. Demo making armature for newspaper - tubes - tape
3. Day 2: Demo Paper Mache
4. When ready to paint - demo

Procedures:

1. Draw dinosaur on 12 x 18 (30.5 x 46 cm) newsprint - simplify to basic shapes
2. Make body from dinosaur from rolled up newspaper. (Note from Judy: I sometimes provided a basic body shape on the table so student would get the bodies big enough.)
3. Do some problem solving. What can I do to make a long neck? What kind of shapes are needed for the legs. Look at selection of cardboard tubes to see if any of them can be used for legs. Roll newspapers around wire for neck and legs - insert wire ends into body and tape well for support.

4. Make balled up shape for head - May use some aluminum foil to shape nose. Tape head onto neck.
5. Smooth aluminum foil over armature and tape with masking tape. This keeps armature from getting too soggy.
6. Apply one layer of torn newspapers overlapping pieces... teach smaller pieces to go around head and legs. Apply at least one layer of newspaper.
7. Apply layer of brown paper toweling (end rolls) - OR torn and soaked brown grocery bags - OR white layer of newsprint. This will prepare for painting. Let dry. Note: Linda used a final layer of white roll paper.
8. Paint with glitter tempera paints - paints large areas of solid colors and let dry
9. Paint patterns. Student who finish early will make fancy hats for their dinosaurs and babies. Use aluminum foil and newspaper for babies. Glue wiggly eyes on when dry. Optional: accent with puffy paints and/or Paint Markers.

Alternate finish: Apply torn or cut tissue paper with gloss medium. Add cut tissue paper patterns. Accent with puffy paints and/or paint marker - or [Glitter Glue](#).

Learning About Recycled Art

In our class, we studied about protecting the earth. We learned how bad plastic bottles are for the environment. In art class, we reused plastic bottles to make beautiful artwork.



Almost everyone in the elementary school asked their moms and dads to collect old plastic bottles from their houses. There were bottles everywhere in the art room. It was a mess! First, we worked in teams to invent designs. We needed to think about which bottles looked nice together and we also needed to listen to each other's ideas. If we didn't it would be a big blob!! When Ms. Kristin saw a good design, she took a picture of it so we could make it again after the bottles were painted.



Next, we painted the bottles. Sometimes it got crazy and there was paint everywhere. We tried to paint them neatly so it looked nice. The last thing we did was to glue all the bottles onto the wood. We used tons and tons of glue and we painted it with giant paintbrushes. It looked like it was icing!

We hope you enjoy our recycled art!

Kristin Anson
Art Teacher



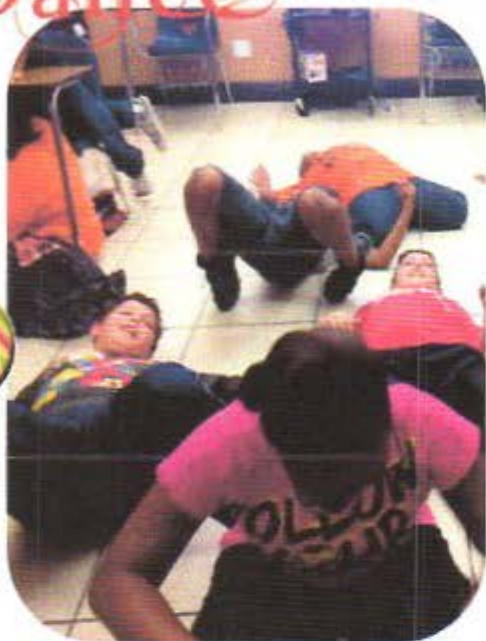
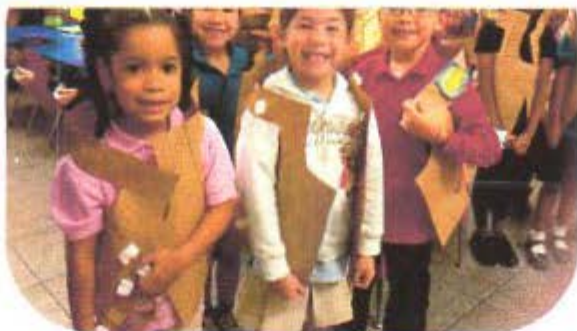
SARAH CYNTHIA SYLVIA STOUT
WOULD NOT TAKE THE GARBAGE OUT

By Shel Silverstein

Sarah Cynthia Silvia Stout
Would not take the garbage out!
She'd scour the pots and scrape the pans,
Candy the yams and spice the hams,
And though her daddy would scream and shout,
She simply would not take the garbage out.
And so it piled up to the ceilings:
Coffee grounds, potato peelings,
Brown bananas, rotten peas,
Chunks of sour cottage cheese.
It filled the can, it covered the floor,
It cracked the window and blocked the door
With bacon rinds and chicken bones,
Drippy ends of ice cream cones,
Prune pits, peach pits, orange peel,
Gloppy glumps of cold oatmeal,
Pizza crusts and withered greens,
Soggy beans and tangerines,
Crusts of black burned buttered toast,
Gristly bits of beefy roasts...
The garbage rolled down the hall,
It raised the roof, it broke the wall...
Greasy napkins, cookie crumbs,
Globs of gooey bubble gum,
Cellophane from green baloney,
Rubbery, blubbery macaroni,
Peanut butter, caked and dry,
Curdled milk and crusts of pie,
Moldy Melons, dried up mustard,
Eggshells mixed with lemon custard,
Cold French fries and rancid meat,
Yellow lumps of Cream of Wheat.
At last the garbage reached so high
That it finally touched the sky.
And all their neighbors moved away,
And none of her friends would come to play.
And finally Sarah Cynthia Stout said,
"OK, I'll take the garbage out!"
But then, of course, it was too late...
The garbage reached across the state,
From New York to the Golden Gate.
And there, in the garbage she did hate,
Poor Sarah met an awful fate,
That I cannot right not relate
Because the hour is much too late.
But children, remember Sarah Stout
And always take the garbage out!



Dance

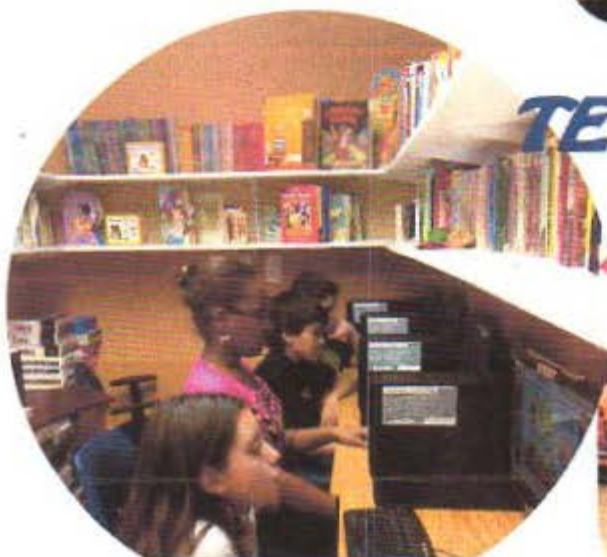


Art



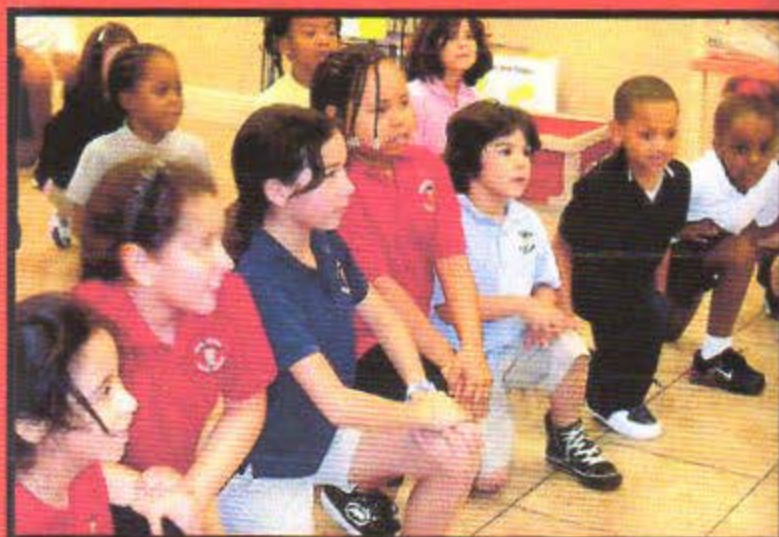
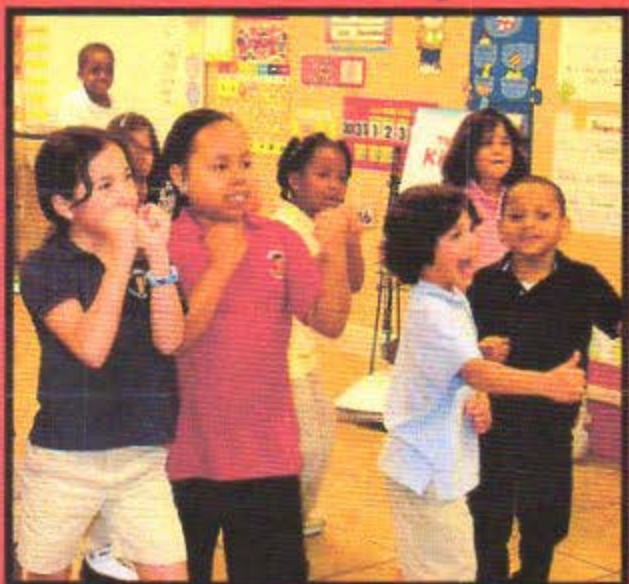
Students

TECHNOLOGY

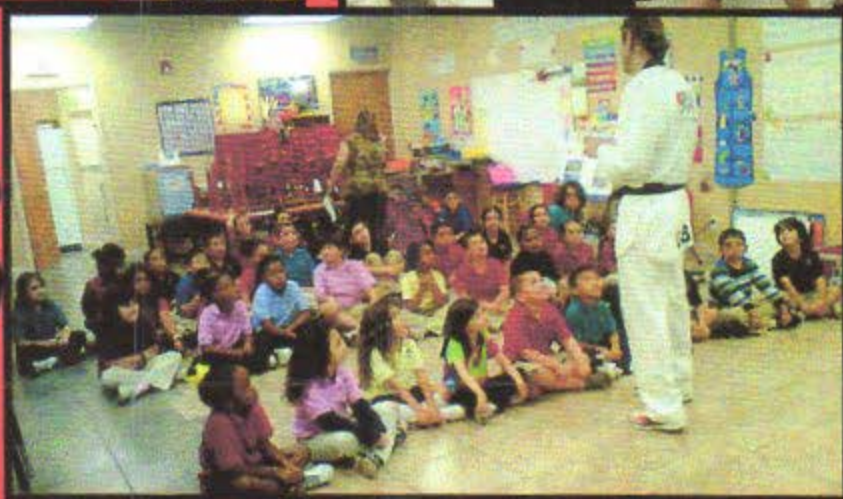
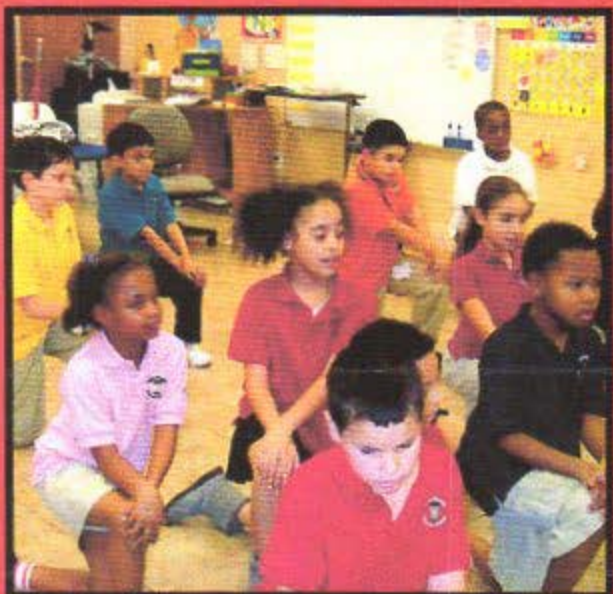


TAE KWON DO

Jun Bee = Ready Stance

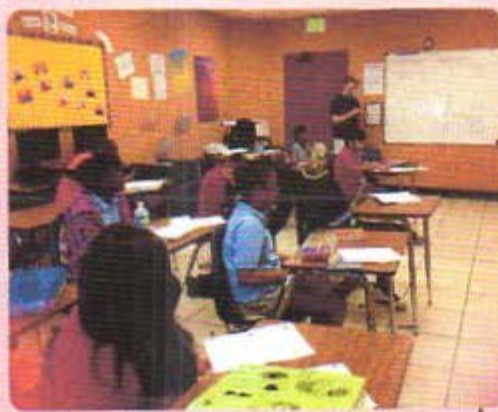


Cha Yut = Attention

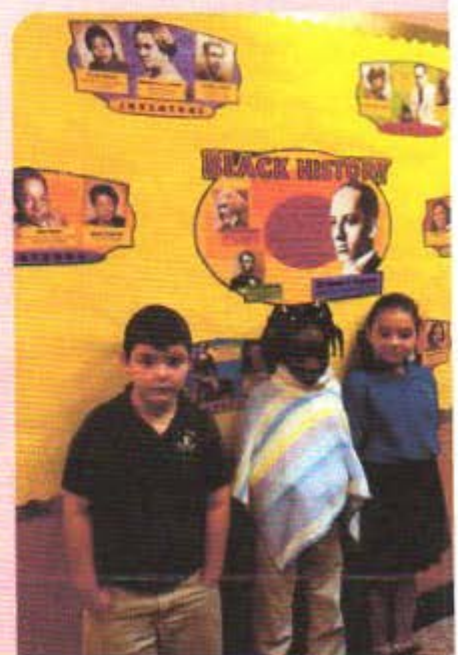




Black History Month: Let Freedom Ring!!!!



152d



High Honor Roll

1st Quarter



2nd Quarter



Self-Control



Honor Roll



1st Quarter



2nd Quarter

AWARDS!

Citizenship

Responsibility



Cooperation



Respect

Kindness

APPENDIX P

Exceptional Student Education & English Language Learner

KIDZ CHOICE CHARTER SCHOOL
2013-2014

ESE and ELL Services

Exceptional Student Education

Department: Special Education (ESE)

ESE Specialist: Ana Fernandez

Caseload:

4 Speech Impaired Students

1 Language Impaired Student

2 Gifted Student

Procedures are in place and followed for determining eligibility and placement in the least restrictive environment and the provision of special education and related services to ESE students as set forth in the IDEA guidelines.

ESE education and related services are being delivered as indicated on the student's IEP. Service delivery models implemented at the school align with the level of service indicated in the application.

In October 2013, the district conducted an on-site review and findings revealed that KCCS was not in full compliance with the provision of services and the maintenance of required documentation for ESE students. The school took the appropriate corrective action to address the concerns and is now in full compliance.

English Language Learner

Department: ESOL

ESOL Contact: Ana Fernandez

Caseload:

11 students

KCCS follows the district ELL plan and in general meets all requirements to ensure compliance with the META Consent Decree. ESOL education and related services are being delivered as indicated on the student's ELL Plan.

Results of the district's routine 2013 ELL monitoring found that in some cases that the school was not in full compliance with maintaining appropriate documentation and coding. However KCCS took the appropriate corrective action to address the concerns and is now in full compliance.

Instructional staff meets the teacher certification and/or the highly qualified requirements.

KIDZ CHOICE CHARTER SCHOOL
2013-2014

ESE

- ESE students receive services from a certified Language /Speech Therapist according to their IEP goals. Accommodations are implemented according to each student's specific needs. In addition, ESE students are pulled out as needed to provide them with additional help and instruction in order to achieve academic goals. ESE students have classroom accommodations as well as testing accommodations according to their IEP.
- Data from DAR, previous FCAT, FAIR, BAT, and data from classroom assessments is collected and analyzed in order to identify deficiencies, and to help tailored an instructional plan where the students' needs can be met. The data is shared in a meeting with the ESE Specialist, school Speech and Language Pathologist, administrator, classroom teacher and Reading/Math Support staff member to discuss differentiated instruction, interventions, and IEP goals.
- ESE students meet with SLP as specified on their IEP. In addition, ESE students will participate in after school PMP's sessions twice a week for 45 minutes each day as needed.
- A parent/teacher/administration, along with the ESE Specialist, conference is scheduled within the first quarter of school, and once a month thereafter to discuss students' needs and progress. The team seeks consensus in determining the plan of action, strategies and classroom accommodations.
- Computer based instructional programs such as "Brainchild" is used to provide students with immediate feedback as well as providing the teacher with valuable information and score results on each specific task or benchmark. The students work at their own pace until they can succeed in accomplishing 80% or better on each benchmark.
- Classroom accommodations are implemented as indicated in IEP and are not limited to: extra time, shorten length of classroom assignment and homework, sitting close to teacher, small group instruction, differentiated instructional learning materials that effectively address unique interests, and peer mentor who can model positive successful approach to learning.
- Teacher and administrator schedule a 10 to 15 minutes Classroom Chat with each student once every month to make them aware of their accomplishments. Incentives are provided such as "Student/Teacher Buddy Lunch," stickers, as well as personal notes of encouragement.
- Assessment accommodations are implemented as indicated on each individual child's IEP.

KIDZ CHOICE CHARTER SCHOOL
2013-2014
TYPES OF ACCOMMODATIONS FOR ESE STUDENTS

This is a list of common accommodations for ESE students . This document was s developed for Kidz Choice Charter, in order to provide teachers with a friendly language in how to apply strategies of differentiate instructions as needed and as it is indicated on IEPs. Many other accommodations are effective, as well. To obtain more information please check this document: www.fldoe.org/e/e/pdf/ac-mod-parents.pdf

| PRESENTATION How the student will access information | RESPONSE How the student will demonstrate competence |
|---|--|
| SETTING Where the student will be instructed and assessed | SCHEDULING When will be instructed and assessed. |

| ASSESSMENT | INSTRUCTIONAL STRATEGIES |
|---|---|
| KCA1 . Read assessment orally to the student. | KCI1. Multisensory approaches |
| KCA2 . Adapt format of assessments | KCI2. Whole word approach to teaching reading |
| KCA3. Open book Assessments | KCI3.Preview of vocabulary or key points. |
| KCA4. Reduce reading level of assessments. | KCI4. Concrete materials and manipulatives |
| KCA5. Reduce number of items | KCI5. Repeat /rephrase directions |
| KCA6. Extra time | KCI6.Language experience approach |
| KCA7. Complete assessments in separate room | KCI7.Hands-on experience |
| KCA8. Other, Please specify: | KCI8. Study guide/ Note taking |
| | KCI9. Other, Please specify: |

| STUDY/WORK AIDS | CLASSROOM ORGANIZATION AND MANAGEMENT |
|---|--|
| KCS1. Student to type assignments | KCC1. Predictable structure and routines |
| KCS2. Highlighted copies of study guide | KCC2. Preferential seating |
| KCS3.Visual cues with lecture | KCC3. Contingency/behavior contract |
| KCS4.Adjust length of assignments | KCC4. Prepare for transitions |
| KCS5. Additional time for assignments | KCC5. Positive reinforcement |
| KCS6. Adapted worksheets | KCC6. Alternate learning environment |
| KCS7.Study guides | KCC7. Other, Please specify: |
| KCS8. Progress Charts | |
| KCS9. Other, Please specify: | |

Teachers
MUST
indicate
these codes
on lesson
when
needed.

KIDZ CHOICE CHARTER SCHOOL
2013-2014

RTI

General Overview:

The RTI process begins with Tier 1, which are the general educational strategies used in the classroom to all students. Using all data acquired from progress monitoring, standardized state assessments, and the school's discipline plan, teachers and administrator are able to make changes to the current programs in place for students. These changes include individual student mediation, small group instruction, hands-on materials, differentiated instruction and homework, PMP's, and computerized assessments within the classroom environment.

1) School-based RTI leadership team:

- Director/Assistant Director: Participates in collection and interpretation of data and assists with intervention plans as well as provides technical support to teachers regarding data retrieval and management.
- General Education Teachers: Participate in data collection, deliver Tier 1 instruction/intervention, and collaborate with other staff to implement Tier 2 interventions.
- Exceptional Education Teacher/ESE Specialist: Participates in data collection and integrates core instruction into Tier 3 instruction.

2) Data source(s) at each tier for reading, mathematics, science, writing, and behavior.

ACADEMIC:

- Reading, Math, Science, and Writing Tier 1: Baseline data: Previous years records, Florida Comprehensive Assessment Test (FCAT 2.0), teacher observation and teacher made assessments.
- Reading, Math, Science, and Writing Tier 2: Baseline data plus: FAIR assessment, PMP, FLKRS, DAR as needed, Curriculum based assessments tools, CELLA, Benchmark Assessment Test if available.
- Reading, Math, Science, and Writing Tier 3: Baseline data plus: FAIR assessment, DAR as needed, Curriculum based assessments tools, CELLA.

BEHAVIOR:

- Behavior Tier 1: Baseline behavior management: Peer mediation, student code of conduct, Bully Prevention Week, Red Ribbon Week, school wide morning supervision school wide Discipline Plan.
- Behavior Tier 2: Baseline behavior management plus: peer mediation, student code of conduct grade level meetings, Bully Prevention Week, Red Ribbon Week, school wide morning supervision in contained areas, school wide Discipline Plan, positive behavior certificates, mentor students one on one, parent contracts, intervention services
- Behavior Tier 3: Baseline behavior management plus: peer mediation, student code of conduct grade level meetings, Bully Prevention Week, Red Ribbon Week, school wide morning supervision, school wide Discipline Plan, positive behavior certificates, mentor students one on one, parent contracts, intervention services, counseling/direction, weekly progress reports, conferences, Principal/parent conferences.
-

3) Staff Development for RTI.

Professional development will be provided during scheduled faculty and teacher planning day meetings.. Differentiated Instruction implementation sessions will occur throughout the year.

KIDZ CHOICE CHARTER SCHOOL
2013-2014

RTI school team will identify student needs, develop a meeting schedule to address student achievement on Reading, Math, Science, and Behavior, process data, discuss multi-tiered instruction and differentiated instruction, and progress monitoring. RTI overview will be provided in August during pre-planning week. The RtI Team will evaluate additional staff professional learning needs during RtI Leadership Team meetings.

4) RTI Process:

GENERAL OVERVIEW: The teachers complete the progress monitoring matrix for their class and share the information with administration during a monthly faculty meeting. The RtI Leadership Team uses the school progress monitoring matrix data to determine the effectiveness of school-wide program (Tier 1) and also to make determinations of individual students who need additional interventions (Tier 2 or more.). This process help teachers design feasible strategies and interventions for struggling students, problem solving, sharing effective practices and assisting teachers and administration in making decisions toward increasing student academic performance.

ASSESSMENTS TO BE USED: FAIR Tests, FCAT, BAT I and BAT II, CELLA, DAR, TEMA 3, Summative and Formative Assessments, Chapter Tests, Beginning of the Year and Middle of the Year Test.

TIER 1:

At Kidz Choice, all students in Tier 1 receive high-quality differentiated instruction to meet their needs, and are screened on a monthly basis to identify struggling learners who need additional support. Tier 2 interventions will take place when a student does not respond to general educational interventions after the creation of the best individual classroom plan for student achievement, and when those strategies and methods are indeed effective to at least 75% of the students in the classroom. English language development through ESOL core instruction (support, home language, and dual language models) be part of Tier 1 for all ELLs

TIER 2:

In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction alligned to their needs on the basis of levels of performance and rates of progress. Some of these interventions are Core curriculum Interventions, PMP tutoring, bi-weekly academic progress report, differentiated instruction, multi-tier activities, small group instruction, Triumphs (3-5).

TIER 3: Students who continue to make insufficient progress toward age or grade-level standards with Tier 2 interventions are identified and selected for Tier 3 interventions. Some interventions will be changed in intensity. a) Frequency: from 3 days to 5 days; b) Duration: from 30 minutes to 45 minutes. Other interventions will include: weekly progress report, pull out 3 times a week, core intensive interventions in addition of the 90 interruptive reading block.

KIDZ CHOICE CHARTER SCHOOL
2013-2014

ELL

At KCCS, LEP students use a series entitled Corrective Reading to focus on specific student weaknesses. Parents are informed of the District offered Webinars or other workshops available via correspondence sent home by teachers in their home language.

Teachers provide help in the classroom to ELL students following the ESOL Instructional Strategies Matrix. Some of the strategies includes Direct Instruction, Whole Group, and Small Group modalities of teaching. Small Groups are designed based on student weakness. Teachers provide individualized support in the classroom through small group instruction. ESOL Students will have accommodations if necessary, those include: Additional time, peer assistance, use of dictionary (ESOL) and pull out once or twice a week as needed. ELL Students will receive support from teachers while using <http://rong-chang.com/> a website designed to help improve reading, writing and math skills. The Heritage Language Support Staff will help in this process.

**KIDZ CHOICE CHARTER SCHOOL
(5409)**

Comprehensive English Language Learning Assessment (CELLA) Action Plan

Student Strategies and Activities

| | Beginning | | Low Intermediate | | High Intermediate | | Proficient | |
|---|--|---|----------------------------|--|---|--|----------------------------|----------------------------|
| | Percent of Students | Average Scale Score | Percent of Students | Average Scale Score | Percent of Students | Average Scale Score | Percent of Students | Average Scale Score |
| Listening and Speaking | 0%/ (0) | | 6% (1) | k-2 = 3-5 =694 | 17% (3) | K-2=666 3-5= 0 | 78% (14) | k-2= 700 3-5= 0 |
| Reading | 6% (1) | k-2=451 3-5=0 | 6% (1) | k-2=616 3-5=0 | 39% (7) | k-2=682 3-5=0 | 50% (9) | k-2=717 3-5=745 |
| Writing | 6% (1) | k-2=619 3-5=0 | 28% (5) | k-2=642 3-5=0 | 33% (6) | k-2=674 3-5=0 | 33% (6) | k-2=707 3-5=750 |
| CELLA Goal: A) In 2012-2013, 78% (14) of the students scored proficient in listening/speaking. In 2013-2014, KCCS will improve to 80% as measured by the CELLA report. B) In 2012-2013, 50% (9) of the students scored proficient in reading. In 2013-2014, KCCS will improve to 53% proficient as measured by the CELLA report. C) In 2012-2013, 33% (9) of the students scored proficient in reading. In 2013-2014, KCCS will improve to 36% proficient as measured by the CELLA report. | | | | | | | | |
| Strategies and Activities to increase Student Achievement (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.) | Target Group (Beginning; Low Intermediate; High Intermediate; Proficient) | CELLA Goal Area (Listening and Speaking, Reading or Writing) | Start-End Date | Select Applicable Option (Before School, After school, during school) | Evaluation Tool (i.e. IPT L/S/R/W, Chapter Tests; BAT I, BAT II; Portfolios, teacher-developed performance tasks, other formative assessments, etc.) | Person or Position Responsible for Monitoring | | |
| Classroom Strategies: <u>Visualization</u> ; Graphic Organizers, graphs, videos, etc. <u>Interpersonal Strategies</u> : Cooperative Learning, Think/Pair, etc. <u>Structure</u> : Routines, outlines, prior knowledge, etc. | All groups | Listening and Speaking, Reading or Writing | September 2013 | During School | IPT, Chapter Test, teacher made tests, other, | Lily Swanson Ana Fernandez | | |
| After School Tutoring: ELL students receive homework assistance, extra academic support, using audio-visual resources, and enrichment activities, one-on-one instruction, computer programs designed for ELL students for practicing reading, writing and speaking. | Beginning and Low Intermediate | Reading and Writing | September 2013 | After School | IPT, teacher made assessments, formative assessments, classroom task, chapter tests. | Lily Swanson Ana Fernandez | | |

ESOL Instructional Strategies Matrix

(How We Teach is as Important as *What* We Teach)

| A Accommodations | B Clear Communication | C Assessments | D Vocabulary | E Collaboration & Conversation | F Metacognitive & Metalinguistic |
|---|---|---|---|--|--|
| A1 Heritage Dictionary A2 Heritage Language (L1) Support A3 Flexible Scheduling A4 Flexible Setting A5 Flexible Timing | B1 Concise Language B2 Clear Directions B3 Enunciation B4 Pauses & Pacing B5 Pointing B6 Repeating/Paraphrasing B7 Gestures B8 Show Examples & Non-Examples B9 Demonstrations B10 Anecdote/Storytelling | C1 Rubrics C2 Presentation C3 Portfolio C4 Checklist C5 Labeling C6 Interview C7 Response Cards C8 Oral Assessment C9 Observation C10 Context-Embedded Text C11 Voting Devices C12 Cloze Test C13 Visual Representations C14 Self /Peer Assessment C15 Samples C16 Sentence Frames | D1 Etymology/Cognates D2 Semantic Feature Analysis D3 Context Clues D4 Tier II/Tier III Analysis D5 Interactive Word Walls D6 Vocabulary Games D7 Multiple Meanings D8 Phonology D9 Vocabulary Banks | Grouping Configurations: E1 Heterogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E2 Homogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E3 Jigsaw E4 Peer Pair E5 Reader's Theater E6 Think/Pair/Share E7 Academic Games E8 Group Presentations/Projects E9 Socratic Seminar E10 Panel Discussion E11 Debate/Defend with Evidence | F1 L1 Transfer F2 Mnemonic Devices F3 Dialogue Journals F4 Self-Correction F5 Self-Evaluation F6 Self-Monitor F7 Peer Editing F8 Associations |
| G Context Embedded Supports & Close Reading | | | H Multimodal & Multimedia | I Advance Organizers | J Additional Resources |
| G1 Activating and/or Building Prior Knowledge G2 Chunking Text G3 Annotations & Symbols G4 Ask Inferential & HOT Questions G5 Ask Clarifying Questions G6 Modeling G7 Read Aloud G8 Think Aloud G9 Multimodal Texts G10 Visualization/Illustrations G11 Summarizing G12 Dramatic Enactments/Role Play G13 Identify Key Concepts G14 Similarities & Differences G15 Language Experience Approach | G16 Note-Taking/Outline Notes G17 Question-Answer-Relationship (QAR) G18 Reading with Specific Purpose G19 Reread Text G20 Text Features & Structural Analysis G21 Survey, Question, Read, Recite, Review (SQ3R) G22 Text Connections G23 Total Physical Response (TPR) G24 Vary Complexity of Assignment G25 Realia/Manipulatives G26 Captioning | H1 Audio-Visual Applications H2 Digital Books H3 Computer Software H4 Document Camera H5 Interactive White Board H6 Tablet/Interactive Devices H7 Language Master H8 Video/Film/CD/MP3 H9 Digital Simulations H10 Translation Devices | I1 Charts (Flowcharts, T-Charts, etc.) I2 Anticipation Guide I3 Cornell Notes I4 Digital Tools/Software I5 Foldables I6 Graphs/Diagrams I7 K-W-L I8 Reading and Analyzing Non-Fiction (RAN) I9 Notes TM I10 Webbing/Mapping I11 Story Maps I12 Timelines I13 Venn Diagrams I14 Vocabulary Improvement Strategy (VIS) | J1 Art Integration J2 Community Resources J3 Cultural Sharing J4 Celebrations J5 Field Trips J6 Guest Speakers J7 Holiday Programs J8 Multicultural Resources J9 Music/Songs/Jazz Chants | |

Exceptional Student List with Pilot FTE Category

All Exceptionality Codes selected

5409/1 KIDZ CHOICE CHARTER SCHOOL

Sorted by: Exceptionality, Student Name

| <u>Student Nbr</u> | <u>Student Name</u> | <u>Grade</u> | <u>Sex</u> | <u>Race</u> | <u>Pilot</u> | <u>Pri Excpt</u> | <u>Idea</u> | <u>Birth Date</u> | <u>Team</u> | <u>Comment</u> |
|--------------------|---------------------|--------------|------------|-------------|--------------|------------------|-------------|-------------------|-------------|----------------|
| 001000090 | [REDACTED] | 01 | M | B | 251 | F | Z | 11/08/06 | | Active in ESE |
| 0010001340 | [REDACTED] | KG | M | H | 252 | F | K | 09/14/07 | | Active in ESE |
| 001400000 | YOUNG, CHARLES | 02 | M | B | 251 | F | Z | 07/22/06 | | Active in ESE |
| 000014503 | NEED, ARMANE T. | 05 | F | B | 251 | L | Z | 09/16/03 | | Active in ESE |
| 001000030 | [REDACTED] | 01 | F | H | 251 | L | Z | 11/14/07 | | Active in ESE |

Total Students: 5

| 5409/1 - KIDZ CHOICE CHARTER SCHOOL | | | | | | | | | | LIMITED ENGLISH PROFICIENCY ROSTER SUMMARY | | | | | | | | | | SORT BY: PGM, STUDENT NAME | | | |
|-------------------------------------|------------|------------|----|-----|----|-----|-----|--------|----|--|------|------|------------|------------|------------|------------|------------|------|-------|----------------------------|-------|------|-----|
| PGM E- *** | SCHOOL | HM | S | SR | LQ | PGM | PAR | -SURV- | | | | | | | | | | | | RECLASS | ENTRY | | |
| STUDENT NAME | STDT NBR | ENTRY DT | TM | BM | I | SC | GR | CL | ST | LEP | LANG | LANG | DATE | REFDTE | CLASS | ENTRY | PLAN | EXIT | REVAL | RECLASS | -EXIT | EXIT | EXT |
| [REDACTED] | [REDACTED] | 08/19/2013 | | K01 | A | MH | KG | A2 | A | LY | SP | SP | 03/18/2013 | 08/19/2013 | 08/21/2013 | 08/21/2013 | 08/21/2013 | | | | | AZ | NA |
| [REDACTED] | [REDACTED] | 08/19/2013 | | 101 | A | FB | 01 | B2 | A | LY | HC | EN | 08/08/2012 | 08/20/2012 | 08/29/2012 | 08/29/2012 | 08/19/2013 | | | | | AZ | NA |
| [REDACTED] | [REDACTED] | 08/19/2013 | | K01 | A | MH | KG | B1 | A | LY | SP | EN | 07/03/2013 | 08/19/2013 | 08/21/2013 | 08/21/2013 | 08/21/2013 | | | | | AZ | NA |
| [REDACTED] | [REDACTED] | 08/19/2013 | | 301 | A | MH | 03 | C1 | A | LY | SP | SP | 08/23/2010 | 08/23/2010 | 08/10/2010 | 08/10/2010 | 08/19/2013 | | | | | AZ | NA |
| [REDACTED] | [REDACTED] | 08/19/2013 | | 201 | A | FH | 02 | C1 | A | LY | SP | SP | 02/07/2011 | 08/22/2011 | 08/22/2011 | 08/22/2011 | 08/19/2013 | | | | | AZ | NA |
| [REDACTED] | [REDACTED] | 08/19/2013 | | 101 | A | FH | 01 | C1 | A | LY | SP | EN | 01/18/2012 | 08/20/2012 | 08/29/2012 | 08/29/2012 | 08/19/2013 | | | | | AZ | NA |
| [REDACTED] | [REDACTED] | 10/01/2013 | | 201 | A | FH | 02 | A1 | A | LY | SP | SP | 08/08/2013 | 10/01/2013 | 10/02/2013 | 10/02/2013 | 10/02/2013 | | | | | AZ | NA |
| [REDACTED] | [REDACTED] | 08/19/2013 | | 101 | A | FH | 01 | C1 | A | LY | SP | SP | 08/13/2012 | 08/20/2012 | 08/29/2012 | 08/29/2012 | 08/19/2013 | | | | | AZ | NA |
| [REDACTED] | [REDACTED] | 08/19/2013 | | 101 | A | MH | 01 | C1 | A | LY | SP | EN | 08/21/2011 | 08/20/2012 | 08/29/2012 | 08/29/2012 | 08/19/2013 | | | | | AZ | NA |
| [REDACTED] | [REDACTED] | 08/19/2013 | | K01 | A | MH | KG | B2 | A | LY | SP | SP | 03/22/2013 | 08/19/2013 | 08/21/2013 | 08/21/2013 | 08/21/2013 | | | | | AZ | NA |
| [REDACTED] | [REDACTED] | 08/19/2013 | | K01 | A | MH | KG | B2 | A | LY | SP | EN | 10/03/2007 | 08/19/2013 | 08/22/2013 | 08/22/2013 | 08/22/2013 | | | | | AZ | NA |
| Student Grand Total = 11 | | | | | | | | | | | | | | | | | | | | | | | |

APPENDIX Q

School-Wide Progress Monitoring

KIDZ CHOICE CHARTER SCHOOL

2013-2014

School-Wide Progress Monitoring Plan

State law requires a Progress Monitoring Plan (PMP) when a student is functioning below grade level and is not on track for promotion.

| | | |
|---------------------|--------------|-------------|
| School | Principal | Date |
| KIDZ CHOICE CHARTER | Lily Swanson | August 2013 |

To implement progress monitoring, the student's **current levels of performance are determined** and **goals are identified** for learning that will take place over time. The student's academic **performance is measured on a regular basis** (weekly or monthly). Based on these measurements, **teaching is adjusted as needed**.

SCHOOL –WIDE DIAGNOSTIC INSTRUMENTS

Baseline data, Previous years records, Florida Comprehensive Assessment Test (FCAT 2.0), teacher observation and teacher made assessments, FAIR assessment, FLKRS, DAR ,Curriculum based assessments tools, CELLA, Benchmark Assessment Test, TEMA 3 .School will use the Identification of Students for PMP criteria form

SCHOOL –WIDE Strategies , Interventions and Monitoring Tools

| |
|--|
| READING Progress Monitoring Tools |
| The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) |
| Diagnostic Assessment of Reading (DAR) |
| Kaufman Test of Educational Achievement (KTEA) |
| Scholastic Reading Inventory (SRI) |
| 6 Minute Solution. San Diego Quick Fluency Check |
| Textbook assessments/tests |
| Open Court assessments/tests – chapter, unit, quarterly |
| Open Court vocabulary assessments/tests |
| Textbook publisher developed assessments/tests |
| Brain Child |
| RAZ Kids |
| Foundations Progress Monitoring |
| Test Ready |
| Pre- and post-tests aligned with CCSS |
| FCAT Explorer/ FOCUS mini assessments |
| Nine-weeks benchmark assessments/tests |
| Teacher-made assessments/tests |
| Interim (mid nine-weeks) Progress Reports/ Report Card grades |

| |
|---|
| WRITING Progress Monitoring Tools |
| Writes Upon Request |
| Textbook assessments/tests |
| Textbook publisher developed assessments/tests |
| Nine weeks benchmark assessments/tests |
| Teacher-made assessments/tests/informal writing prompts |
| Interim (mid nine-weeks) Progress Reports/ Report Card grades |

KIDZ CHOICE CHARTER SCHOOL
2013-2014
School-Wide Progress Monitoring Plan

| |
|--|
| MATHEMATICS Progress Monitoring Tools |
| Textbook assessments/tests |
| Harcourt assessments/tests (mid-chapter reviews and chapter tests) |
| Textbook publisher developed assessments/tests |
| TEMA 3 Math |
| Kaufman Test of Educational Achievement (KTEA) |
| FCAT Explorer/ FOCUS mini assessments |
| Nine weeks benchmark assessments/tests |
| Teacher-made assessments/tests |
| Teacher-made assessments/tests/informal writing prompts |
| Interim (mid nine-weeks) Progress Reports/ Report Card grades |

FREQUENT MONITORING

Every student who meets criteria to participate on PMP, will attend after school tutoring twice a week at our school. School will provide bi-weekly monitoring to take place after assessments and diagnostics tests have been administered. All the data interventions and progress will be documented.

PARENT NOTIFICATION

School will schedule a parent-teacher conference to notify parents that their child is being monitored by a PMP. A letter will be sent home as well.

KIDZ CHOICE CHARTER SCHOOL
2013-2014
School-Wide Progress Monitoring Plan

Kidz Choice Charter School
Progress Monitoring Plan
Notification of Meeting

To the Parent/Guardian of: _____ Date: _____

In response to the No Child Left Behind Act, the Florida Legislature passed Florida Statute 1008.25 regarding student progression, remedial instruction, and reporting requirement. As part of the legislation, students must participate in the statewide assessment program. Students who do not meet specific levels of performance in reading, writing, science and mathematics for each grade must be provided with additional diagnostic assessments to determine the nature of their difficulty and their areas of academic need.

For each student with identified and diagnosed deficiencies, the school in which the child is enrolled must develop a Progress Monitoring Plan (PMP) in consultation with the student's parent or guardian.

Your child has been identified as having a deficiency in one or more of the following areas: _____ reading _____ Writing _____ Mathematics _____ Science

A conference to discuss your child's academic progress has been scheduled on

Date: _____ at Time: _____ at Kidz Choice Charter School.

Your participation in this process is encouraged.

Sincerely,

Please complete the information below and return to your child's teacher.

___ Yes, I will attend the PMP meeting as scheduled

___ No, I am unable to attend the PMP meeting.

Student's Name: _____ Parent Signature: _____

KIDZ CHOICE CHARTER SCHOOL
2013-2014
School-Wide Progress Monitoring Plan
Kidz Choice Charter School

9063 Taft Street

Pembroke Pines, FL 33024

(954) 673-0698

Progress Monitoring Plan

Academic Year 2013-2014

Student Information:

Name: _____ Student Number _____

DOB _____ Grade Level _____

Exceptional Student Education Classification (if applicable) _____

English Language Learner Classification (if applicable) _____

Diagnostic Test(s) and Results: As these tests vary with grade level, please see below for your child's specific test and score.

KIDZ CHOICE CHARTER SCHOOL
2013-2014
School-Wide Progress Monitoring Plan

Parent/Guardian Contact Information:

Name: _____ Relationship _____

Daytime Phone Number: _____ Cell #: _____

Email address: _____

Please check preferred method of contact: Phone _____ email _____

Parent notifications:

In the space below please note how and when the parent was notified of their child's PGM; also parents MUST receive a copy of their child's PMP each term.

Phone Conference _____ Date _____

Parent/Teacher Conference _____ Date _____

Mailed _____ Date _____ Sent home with student _____ Date: _____

KIDZ CHOICE CHARTER SCHOOL
2013-2014
School-Wide Progress Monitoring Plan

This form must be updated every quarter

The student is being placed on this Progress Monitoring Plan (PMP) to help him/her become stronger in the following areas of academic concern(s):

_____ **Reading**

Specific Concern

Intervention(s) to be provided:

By Whom: _____

Frequency (Date and Time) _____

_____ **Math**

Specific Concern

Intervention(s) to be provided:

By Whom: _____

Frequency (Date and Time) _____

KIDZ CHOICE CHARTER SCHOOL
2013-2014
School-Wide Progress Monitoring Plan

_____ Writing

Specific Concern

Intervention(s) to be provided:

To be updated every quarter

Student Progress update information:

KIDZ CHOICE CHARTER SCHOOL
2013-2014
School-Wide Progress Monitoring Plan

Teacher: _____ Grade: _____

Student's Name: _____

[illegible]

STUDENT PROGRESS MONITORING TOOLS

| |
|--|
| READING Progress Monitoring Tools |
| The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) |
| Diagnostic Assessment of Reading (DAR) |
| Kaufman Test of Educational Achievement (KTEA) |
| Scholastic Reading Inventory (SRI) |
| 6 Minute Solution. San Diego Quick Fluency Check |
| Textbook assessments/tests |
| Open Court assessments/tests – chapter, unit, quarterly |
| Open Court vocabulary assessments/tests |
| Textbook publisher developed assessments/tests |
| Brain Child |
| RAZ Kids |
| Foundations Progress Monitoring |
| Test Ready |
| Pre- and post-tests aligned with CCSS |
| FCAT Explorer/ FOCUS mini assessments |
| Nine-weeks benchmark assessments/tests |
| Teacher-made assessments/tests |
| Interim (mid nine-weeks) Progress Reports/ Report Card grades |

| |
|---|
| WRITING Progress Monitoring Tools |
| Writes Upon Request |
| Textbook assessments/tests |
| Textbook publisher developed assessments/tests |
| Nine weeks benchmark assessments/tests |
| Teacher-made assessments/tests/informal writing prompts |
| Interim (mid nine-weeks) Progress Reports/ Report Card grades |

| |
|--|
| MATHEMATICS Progress Monitoring Tools |
| Textbook assessments/tests |
| Harcourt assessments/tests (mid-chapter reviews and chapter tests) |
| Textbook publisher developed assessments/tests |
| Pearson SuccessMaker Enterprise gains reports |
| TEMA 3 Math |
| Kaufman Test of Educational Achievement (KTEA) |
| FCAT Explorer/ FOCUS mini assessments |
| Nine weeks benchmark assessments/tests |
| Teacher-made assessments/tests |
| Teacher-made assessments/tests/informal writing prompts |
| Interim (mid nine-weeks) Progress Reports/ Report Card grades |

**Kidz Choice Charter School
Progress Monitoring Form (PMP)**

Name _____ Student ID# _____ Grade _____

DOB _____ Teacher _____ ESOL Level _____

Specific Areas of Concern

____ Reading _____ Math _____ Science _____ Writing _____

Parental Notification - Consultation:

- ☐ Notification sent home with student
- ☐ Notification mailed home
- ☐ Notification via phone call

Date: _____

Comments: _____

Parental Notification - PMP:

- ☐ Parent attended conference
- ☐ PMP discussed by phone
- ☐ PMP discussed by email
- ☐ PMP mailed to the home
- ☐ PMP sent home with student

Date: _____

Comments: _____

Signatures and Positions of Persons Attending Date: _____

Teacher: _____

Parent: _____

Other: _____

Other: _____

____ Update Teacher: _____

Parent: _____

____ Update Teacher: _____

Parent: _____

____ Update Teacher: _____

Parent: _____

Interventions

Reading

Phonemic Awareness

- Corrective Reading
- Guided Reading
- Voyager Passport
- Sound/Letter Relationship
- Phonemic Segmentation

Phonics

- Corrective Reading
- Guided Reading
- Voyager Passport
- Sound/Letter Relationship
- Phonemic Segmentation
- Making Words/Making Big Words Activities

Vocabulary

- Voyager Passport
- CRISS Strategies
- Guided Reading
- Reciprocal Teaching

Comprehension

- Voyager Passport
- CRISS Strategies
- Read Alouds
- Read and Retell
- Reciprocal Teaching
- Guided Reading

Fluency

- Books on Tape
- Choral Reading
- Echo Reading
- Guided Reading
- Independent Reading
- Partner Reading
- Reader's Theater
- Repeated Reading Activities

| Date | Assessment Instruments | Area Assessed | Frequency | Duration | Monitoring Status | Comments | Parent Initial |
|------|------------------------|---------------|-----------|----------|-------------------|----------|----------------|
| | | | | | IP SP M | | |
| | | | | | IP SP M | | |
| | | | | | IP SP M | | |
| | | | | | IP SP M | | |
| | | | | | IP SP M | | |
| | | | | | IP SP M | | |

IP – Insufficient Progress

SP – Some Progress

M – Mastery

Interventions

Math

- Cooperative Learning
- Hands-on Instruction that Link to Read World Context
- Individual Teacher Assistance
- Peer Tutoring
- Problem Solving Strategies
- Guided Instruction/Step-by-Step Directions
- Use of Charts, Tables, and Diagrams
- Use of Center Activities
- Transition through Concrete, Semi-concrete, Pictorial, and Abstract Phases

| Date | Assessment Instruments | Area Assessed | Frequency | Duration | Monitoring Status | Comments | Parent Initial |
|------|------------------------|---------------|-----------|----------|-------------------|----------|----------------|
| | | | | | IP SP M | | |
| | | | | | IP SP M | | |
| | | | | | IP SP M | | |
| | | | | | IP SP M | | |
| | | | | | IP SP M | | |
| | | | | | IP SP M | | |

IP – Insufficient Progress

SP – Some Progress

M - Mastery

Interventions

Writing

- Conferencing
- Daily Grammar Editing Sentence Activities
- Journaling
- Shared Writing
- Graphic Organizers
- Other: _____

| Date | Assessment Instruments | Area Assessed | Frequency | Duration | Monitoring Status | Comments | Parent Initial |
|------|------------------------|---------------|-----------|----------|-------------------|----------|----------------|
| | | | | | IP SP M | | |
| | | | | | IP SP M | | |
| | | | | | IP SP M | | |
| | | | | | IP SP M | | |
| | | | | | IP SP M | | |
| | | | | | IP SP M | | |

IP – Insufficient Progress

SP – Some Progress

M - Mastery

KIDZ CHOICE CHARTER SCHOOL
2013-2014
School-Wide Progress Monitoring Plan

Teacher: _____ Grade: _____

Student's Name: _____

Reading: Criteria to initiate PMP _____

Math: Criteria to initiate PMP _____

| CRITERIA | QUARTER 1 | QUARTER 2 | QUARTER 3 | QUARTER 4 |
|----------------------------|-----------|-----------|-----------|-----------|
| Ex: Letters Name and Sound | 13/52 | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Comments:

Q1 _____

_____.

Q2 _____

_____.

Q3 _____

Q4 _____

APPENDIX R

Professional Development Deliberate Practice

Professional Development

Deliberate Practice

School : Kidz Choice Charter

Year 2013-2014

| Purpose | Title of training / Participants | Brief Description | Location | Duration | Date(Month) |
|--|---|--|----------|------------|-------------|
| To educate all teachers about Common core | Common Core Training Staff: Rosenberg, Reyno, Palonis, Melo, Swanson. | Introduction of new common core standards to teachers of what students are expected to learn, and what they need to do to help them. | Room 12 | 3 hours | 8/14/13 |
| To Share the vision and mission of our school with leadership staff. | Leader Meeting Staff: Rosenberg, Reyno, Melo, Palonis, Abarca , Swanson. | Team leader expectations, procedures and organization. | Room 12 | 1 hour 1/2 | 8/16/13 |
| ESOL District guidelines | ESOL Contact Meeting. Staff: Swanson | Provide district information for ESOL Contact | District | 3 hours | 08/14/13 |
| Teach staff writing curriculum. (1 st and 2 nd grade teachers) | Writing curriculum and expectations. Staff: Rosenberg, Reyno, | Teachers will be grouping by grade level to discuss and learn the expectations to be implemented in each grade level in writing. | Room 13 | 2 hours | 8/15/13 |
| To provide general information and updates to all ESE Specialist | ESE Specialist Meeting. Staff: Ana Fernandez | General description of all the new updates in the ESE department | District | 4 hours | 8/14/13 |
| Provide general information about ELL strategies . | ESOL Training Staff: Swanson | Provide information about ESOL strategies, ELL students and how to incorporate these strategies on lesson plans. | Room 13 | 3 hour | |

| | | | | | |
|---|--|--|----------|---------|----------|
| To share school procedures. | Welcome to 2012-2013 school year. Staff: Rosenberg, Reyno, Melo, Palonis, Abarca, Swanson. | Routines and procedures to follow during the first week of the school year. | Room 14 | 3 hours | 8/22/13 |
| To learn the importance to adapt teaching strategies to different learning styles. | 21 st Century Learning. Staff: Rosenberg, Reyno, Melo, Palonis, Abarca, Swanson | Share different models of Critical Thinking skills and learning styles to provide effective classroom instruction | Room 14 | 4 hours | 8/29/13 |
| To learn variety of strategies and activities to differentiated instruction and how to use graphic organizers . | Differentiated Instruction / Graphic Organizers, Staff: Rosenberg, Reyno, Abarca Palonis, Melo, Swanson. | Understand the importance of differentiated Instruction using hands-on activities and graphic organizers. | Room 13 | 2 hours | 9/12/13 |
| To understand how to use different models of Critical Thinking in the classroom | Critical Thinking Models. Staff: Rosenberg, Reyno, Abarca, Palonis, Melo, | Teachers will understand how to incorporate different critical thinking models in their lesson plans and how this should be aligned with CCSS. | Room 12 | 2 hours | 9/19/13 |
| To provide updates to ESOL contacts | ESE District Meeting Staff: Ana Fernandez | Provide information and updates | District | 3 hours | 9/19/13 |
| To learn better strategies to maintain student engagement. | Student Engagement. Staff: Rosenberg, | Provide better understanding of different activities, strategies and models | Room 14 | 3 hours | 10/10/13 |

| | | | | | |
|---|---|--|-------------------------|----------------|----------|
| | Abarca, Palonis, Melo, Reyno Swanson. | to maintain and increase student engagement. | | | |
| Provide initial procedures for RTI | RTI/ Report cards. <u>Staff:</u> Rosenberg, Reyno, Abarca, Palonis, Melo, Swanson. | Teachers will learn the initial steps for RTI process | Room 14 | 3 hours | 10/28/13 |
| To provide information about ESE accommodations | ESE Specialist Monthly meeting <u>Staff:</u> Fernandez | Update about accommodations for ESE Students | South Area Office | 4 hours | 10/17/13 |
| Improve communication within team members | Leadership communication. <u>Staff:</u> Rosenberg, Reyno, Melo, Palonis Abarca, Swanson | Expectations, goals and communication between leadership and members. | Room 12 | 2 hours | 10/31/13 |
| To learn how to complete a report card. | Report Card <u>Staff:</u> Rosenberg, Reyno, Abarca, Palonis, Melo, | Provide fully understanding how to complete a report card, general guidance, alignment, conferences and percentages. | Room 13 | 2 hours 1/2 | 11/4/13 |
| To learn how to use Wiki Spaces and expectations per grade level. | Study Island Training. <u>Staff:</u> Palonis, Abarca, Swanson. | Teachers will learn how to incorporate Study Island in class, as a homework and how to track student progress. | Room 15 | 2 hours | 11/8/13 |
| Provide general information to teachers about lesson plans, winter packages and | Team Meeting <u>Staff:</u> Rosenberg, Reyno, Melo | Go over details to be specified in lesson plans, how to prepare a winter package and how to align common | Room 15 | 1 hour | 12/5/13 |

| | | | | | |
|---|---|---|-------------------------|----------------|----------|
| curriculum | Palonis, Swanson. | core with textbook resources at school | | | |
| To know the IEP process | ESE Specialist Meeting Staff: Fernandez | To know step by step the IEP process | South Area Office | | TBA |
| To provide lesson plan guidelines | Lesson Plan Staff: Reyno, Melo, Palonis, Tavarez Rosenberg | Leadership Team will discuss the different components of a lesson plan and the importance of alignment and emergency lesson plan | Room 15 | 1 hour | 12/13/13 |
| To implement centers in the classroom | Centers Staff: Rosenberg, Reyno, Melo, Palonis, Tavarez | Teachers will understand how to incorporate centers. Hand-on workshop | Room 12 | 2 hours | TBA |
| To provide information to write quality IEP | ESE Specialist Meeting Staff: Fernandez | Writing quality IEPs | South Area Office | 4 hours | TBA |
| To understand how to use Smart Board and other technology resources. | Promethean Board Training. Staff: Rosenberg, Reyno, Melo, Palonis, Tavarez, Swanson. | Provide training in how to use Smart board in the classroom and the different activities to use in each subject and other resources. | Room 12 | 2 hours 1/2 | 1/8/14 |
| Provide guidelines to teachers about lesson plans. RTI and communication | Team meeting. Staff: Rosenberg, Reyno, Melo, Palonis, Tavarez, Swanson | Explain to teachers the different components of lesson plans, alignment and evaluation system, as well as how and when to use RTI and how to improve communication. | Room 12 | 1 hour 1/2 | 1/17/14 |

| | | | | | |
|---|--|--|-------------------|----------------|----------|
| | | | | | |
| Provide information to ESE Specialists from Charter Schools about ESE updates | ESE Specialist Meeting Staff: Fernandez | Information about District Parent Survey, Parent Participation Form and Procedural Safeguards | South Area Office | 4 hours | TBA |
| Applying technology in the classroom | Smart Board Staff: Rosenberg, Reyno, Casanova, Palonis, Tavaréz, Melo, Swanson. | Teachers will share best practices incorporating flipchart on a lesson plan. | Room 12 | 2 hours 1/2 | 1/23/14 |
| To provide focus calendar and Differentiated Instruction | Team Meeting Staff: Rosenberg, Reyno, Melo, Palonis, Tavaréz, Fernandez, Swanson. | Presentation of a new focus calendar of benchmark for first and second grade teachers, pre and post test assessments and how to incorporate differentiated instruction | Room 13 | 1 hour 1/2 | 01/24/14 |
| RTI refresher and report cards | RTI Refresher Staff: Rosenberg, Reyno, Palonis, Tavaréz, Melo, Swanson. | Revise steps complete with RTI process and provide support to all teachers as well as go over some important points of report cards. | Room 13 | 1 hour | 2/7/14 |
| To provide updates about ESE department to ESE specialists from Charter Schools | ESE Specialist Meeting Staff: Fernandez | Provide information about accommodations, DOE Parent Survey and SLP audit | South Area Office | | TBA |
| To understand AMO | AMOS Staff: Palonis, Tavaréz, Swanson, Baez, Fernandez | Understand the evaluation system and annual objectives | Room 13 | 2 hours | 3/6/14 |
| To understand the importance of data to guide teaching | Intervention and Data implementation | How to use data to drive instruction | Room 14 | 2 hours | 3/13/12 |

| | | | | | |
|--|--|---|-------------------|---------------|----------|
| process | Staff: Rosenberg, Reyno, Casanova, Palonis, Melo, Tavarez, Swanson. | | | | |
| To understand common core assessments and FCAT Mock Test for first and second grade. | Team Meeting Staff: Reyno, Melo, Swanson, | Follow assessments results, analysis and information of FCAT MOCK Test for first and second grade students. | Room 15 | 1 hour 1/2 | 03/12/14 |
| Provide information about McKay Letter | ESE Specialist Meeting Staff: Fernandez | Information about McKay Letter and Transportation | South Area Office | 4 hours | TBA |
| To understand the high effective indicators for teachers and leadership | Team Meeting: High Effective Indicators Staff: Rosenberg, Reyno, Palonis, Melo, Tavarez, Swanson, | Explain the importance to understand high effective indicators for teachers and leadership. | Room14 | 1 ½ hours | 3/14/14 |
| Use of Technology | Firefox/Youtube Staff: Rosenberg, Reyno, Melo, Palonis, Tavarez, Swanson. | Using firefox to block unwanted ads in lessons. | Room 15 | 1 hour | 3/19/14 |
| Mandatory FCAT Training | FCAT Training Staff: Palonis, Tavarez Swanson. | Teacher will understand the procedures and routines to proctor FCAT | Room 15 | 2 hours | 01/3/14 |
| Indicators of High effective teachers | High Effective Indicators Staff: Rosenberg, Reyno, Palonis, Tavarez, | Using hands-on approach teachers will share what they do based on each high effective indicator. | Room12 | 2 hours | 04/7/14 |

| | | | | | |
|---|---|--|---------|--------|----------|
| | Melo, Swanson | | | | |
| To understand how monitor progress of RTI Students and how to graph | RTI <u>Staff:</u> Rosenberg, Reyno, Melo, Palonis, Tavarez, Swanson, | Teachers will practice with this hand-on activity how to analyze, interpret and graph data for RTI students. | Room 13 | 1 hour | 04/17/14 |

APPENDIX S

REMEDIAL MEASURES

Section 14.S

Charter Agreement

**KIDZ CHOICE CHARTER SCHOOL
2013-2014
Remedial Measures**

Remedial Measures – Corrective Actions

The following items from the Charter School Agreement Section 14S: Remedial Measures have been corrected or implemented as follow:

14.S.1: School implemented Common Core curriculum and strategies in all grades K-5, and created a Reading and Writing Plan. (Educational Performance: Appendix N)

14.S.2: Schools is participating in Florida Assessments for Instruction on Reading (FAIR) and uses Diagnostic Assessment of Reading (DAR) as needed. (Educational Performance: Appendix G)

14.S.3: Reading and Language Arts strategies implemented at KCCS support school's mission and are aligned with Common Core Standards and Next Generation Sunshine State Standards. (Educational Performance: Appendix O)

14.S.4: More than fifty percent of the total of students made learning gains in Reading and Math. (Educational Performance: Appendix A and Appendix C)

14.S.5: School complete on October 2013 a School Improvement Plan. It was approved by the Charter School Support Department. (Educational Performance: Appendix K)

14.S.6, 14.S.7 14.S.8, 14.S.9, and 14.S.10: School incorporate procedures to ensure compliance with IEPs for students in the Exceptional Student Education program, including: Appropriate documentation of parent participation, required membership is invited at IEP meetings, IEPs are aligned with matrices, and new ESE Specialist has been hired, who is attending monthly ESE meetings and completed training on how to complete the EASY IEP. (Educational Performance: Appendix K and Appendix I and J)

14.S.11 and 14.S.12: A new ESOL contact has been designated at the school to attend all contact meetings provided by the ESOL Department. The ESOL Programmatic on-site Analysis was conducted on September 2013 and the school demonstrated improvement in all areas of implementation. (Educational Performance: Appendix K and Appendix I and J)

Section 14.O: **Citations:** All Florida Statutes, State Board of Education Rules, or School Board Policies cited herein shall refer to the edition in effect when this Charter is executed or extended, subject to subsequent amendment of such statutes.

Section 14.P: **Headings:** The headings in the Charter are for convenience and reference only and in no way define, limit, or describe the scope of the Charter and shall not be considered in the interpretation of the Charter or any provision hereof.

Section 14.Q: **Advice of Counsel:** The School and the Sponsor both state that they have been represented by legal counsel in connection with the negotiation and execution of this Charter and each is satisfied with the legal representation it received.

Section 14.R: **Counterparts:** This Charter may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Charter.

Section 14.S: **Remedial Measures:** If the Charter School fails to implement the following remedial measures, such non-compliance will be considered grounds for termination of the Charter Agreement or to decline any further contract renewal:

14.S.1 The SCHOOL shall implement Reading and Language Arts strategies and/or initiatives to ensure reading and writing proficiency of element students.

14.S.2 The SCHOOL shall participate in Florida Assessments for Instruction on Reading (FAIR) and the Diagnostic Assessment of Reading (DAR) as appropriate;

14.S.3 The Reading and Language Arts strategies and/or initiatives shall support the school's mission and shall be aligned to the Next Generation Sunshine State Standards and transition to the Common Core as outlined in the State's implementation timeline;

14.S.4 Fifty percent of all testing grade students shall make learning gains in Reading and Math;

14.S.5 The SCHOOL shall complete a School Improvement Plan and will submit it to the Charter Schools Support Department for initial review by August 1, 2013;

14.S.6 The SCHOOL shall incorporate procedures that will ensure compliance with Individualized Education Plans (IEP) for students in the Exceptional Student Education program;

14.S.7 The SCHOOL shall document the issuance of accurate Parent Participation forms to the parent according to the established LEA timeline;

14.S.8 The SCHOOL shall ensure that the required membership is invited and is in attendance at IEP meetings;

14.S.9 The SCHOOL shall ensure that ESE staff completes training on how to complete the Easy IEP;

14.S.10 The SCHOOL shall ensure that IEPs match the matrix of required services for each student in the Exceptional Student Education program identified as needing such services;

14.S.11 The SCHOOL's English for Speakers of Other Languages (ESOL) Contact Person shall attend training and contact meetings provided by the ESOL Department.

14.S.12 An ESOL Programmatic Onsite Analysis will be conducted during the 2013-2014 academic year and the SCHOOL shall demonstrate improvement in all areas of implementation.

IN WITNESS WHEREOF, the Parties hereto have executed this Charter School Agreement as of the day and year first above written.

Kidz Choice Charter School (5409) Financial Performance



Renewal Application 2013

APPENDIX D

External Auditor's letter And Auditor's report

KING WALKER

CERTIFIED PUBLIC ACCOUNTANTS

Members:
Florida Institute of CPAs
American Institute of CPAs
Government Audit Quality Center

709 W. Azeele St.
Tampa, FL 33606
office (813) 892-4274 fax (813) 253-0951
www.KingandWalker.com

May 8, 2013

Board of Directors
Kidz Choice Charter School
9063 Taft Street
Pembroke Pines, FL 33024

Dear Board of Directors,

We are pleased to confirm our understanding of the services we are to provide the Kidz Choice Charter School (School) for the year ended June 30, 2013. We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, which collectively comprise the basic financial statements as of and for the year ended June 30, 2013. Accounting standards generally accepted in the United States of America provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to accompany the School's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to School's RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

- 1) Management's Discussion and Analysis.
- 2) Budgetary Comparison Schedule – General Fund and major Special Revenue Fund, if applicable.

Audit Objectives

The objective of our audit is the expression of opinions as to whether your basic financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the additional information referred to in the first paragraph when considered in relation to the basic financial statements taken as a whole. Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of the accounting records of the School and other procedures we consider necessary to enable us to express such opinions. If our opinions on the

financial statements are other than unqualified, we will fully discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

We will also provide a report (that does not include an opinion) on internal control related to the financial statements and compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. In addition, a management letter as required by provisions of Chapter 10.550, Rules of the Auditor General will be provided to the School. These reports will include a statement that the report is intended solely for the information and use of the audit committee, management, and specific legislative or regulatory bodies and is not intended to be and should not be used by anyone other than these specified parties. If during our audit we become aware that the School is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

Management Responsibilities

Management is responsible for the basic financial statements and all accompanying information as well as all representations contained therein. As part of the audit, we will assist with preparation of your financial statements and related notes. You are responsible for making all management decisions and performing all management functions relating to the financial statements and related notes and for accepting full responsibility for such decisions. You will be required to acknowledge in the written representation letter our assistance with preparation of the financial statements and that you have reviewed and approved the financial statements and related notes prior to their issuance and have accepted responsibility for them. Further, you are required to designate an individual with suitable skill, knowledge, or experience to oversee any nonaudit services we provide and for evaluating the adequacy and results of those services and accepting responsibility for them.

Management is responsible for establishing and maintaining effective internal controls, including evaluating and monitoring ongoing activities, to help ensure that appropriate goals and objectives are met; for the selection and application of accounting principles; and for the fair presentation in the financial statements of the respective financial position of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the School and the respective changes in financial position and cash flows, where applicable, in conformity with U.S. generally accepted accounting principles.

Management is also responsible for making all financial records and related information available to us and for ensuring that management is reliable and financial information is reliable and properly recorded. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, (2) additional information that we may request for the purpose of the audit, and (3) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence.

Your responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the written representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud or illegal acts could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the entity complies with applicable laws, regulations, contracts, agreements, and grants for taking timely and appropriate steps to remedy any fraud, illegal acts, violations of contracts or grant agreements, or abuse that we may report.

You are responsible for the preparation of the supplementary information in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains and indicates that we have reported on the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) that you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) that the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying for us previous financial audits, attestation engagements, performance audits or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

Audit Procedures—General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws

or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management of any material errors or any fraudulent financial reporting or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the period covered by our audit and does not extend to later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about the financial statements and related matters.

Audit Procedures—Internal Controls

Our audit will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the School's compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

Audit Administration, Fees, and Other

We may from time to time, and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers, but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

We understand that your employees will prepare all cash or other confirmations we request and will locate any documents selected by us for testing.

We will provide copies of our reports to the district school board who has issued your charter; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of King & Walker, CPAs, PL and constitutes confidential information. However, pursuant to authority given by law or regulation, we may be requested to make certain audit documentation available to the Florida Auditor General, the Florida Department of Education, your district school board or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of King & Walker, CPAs, PL personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the School. If we are aware that a federal awarding agency or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

We expect to begin our audit in mid August 2013 and to issue our reports no later than September 30, 2013. Our fee for these services will be \$6,000 which will be billed upon delivery of the audit report. This agreement can be renewed upon mutual agreement of both parties. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. This agreement can be terminated with 30 days written notice from either party.

The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

Government Auditing Standards require that we provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract. Our 2010 peer review report is attached.

We appreciate the opportunity to be of service to Kidz Choice Charter School and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,

King & Walker, CPAs

RESPONSE:

This letter correctly sets forth the understanding of Kidz Choice Charter School

By: [Signature]

Title: Chairperson

Date: 5-14-13

Baggett, Reutimann, & Associates, CPAs PA
Certified Public Accountants

Judson B. Baggett, MBA, CPA, CVA, Partner/Shareholder
Marek Reutimann, CPA, Partner/Shareholder
Brian W. Williams, CPA, Partner/Shareholder

6815 Dairy Road
Zephyrhills, FL 33542
Phone: (813) 788-2155
Fax: (813) 782-8606

System Review Report

To the Partners of
King & Walker, CPAs, PL

June 2, 2011

and the Peer Review Committee of the Florida Institute of Certified Public Accountants

We have reviewed the system of quality control for the accounting and auditing practice of King & Walker, CPAs, PL, (the firm), in effect for the year ended December 31, 2010. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants. The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with professional standards in all material respects. Our responsibility is to express an opinion on the design of the system of quality control, and the firm's compliance therewith based on our review. The nature, objectives, scope, limitations of, and the procedures performed in a System Review are described in the standards at www.aicpa.org/prsummary.

As required by the standards, engagements selected for review included engagements performed under the *Government Auditing Standards*.

In our opinion, the system of quality control for the accounting and auditing practice of King & Walker, CPAs, PL, in effect for the year ended December 31, 2010, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)*, or *fail*. King & Walker, CPAs, PL, has received a peer review rating of *pass*.


Baggett, Reutimann & Associates, CPAs PA

SPR-10-000000

Member: American Institute of Certified Public Accountants (AICPA), Florida Institute of Certified Public Accountants (FICPA),
National Association of Certified Valuation Analysts (NACVA)

**KIDZ CHOICE
CHARTER SCHOOL**

A Charter School and Component Unit of the
School Board of Broward County, Florida

INDEPENDENT AUDITOR'S REPORT

for the fiscal year ended JUNE 30, 2013

King & Walker, CPAs, PL

Certified Public Accountants

KIDZ CHOICE CHARTER SCHOOL

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Members:
Florida Institute of CPAs
American Institute of CPAs
Government Audit Quality Center

709 W. Azeele St.
Tampa, FL 33606
office (813) 892-4274 fax (813) 253-0951
www.KingandWalker.com

Independent Auditor's Report on Basic Financial Statements and Required Supplementary Information

To the Board of Directors Kidz Choice Charter School,
a Charter School and Component Unit of the
School Board of Broward County, Florida

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Kidz Choice Charter School ("School"), a charter school and component unit of the District School Board of Broward County, Florida, as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Governmental Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Kidz Choice Charter School, as of June 30, 2013, and the respective changes in financial position thereof for the year ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

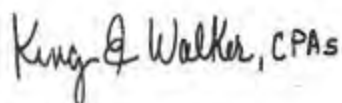
Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis and the Budgetary Comparison Schedule on pages 3-7 and 24 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historic context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 16, 2013 on our consideration of Kidz Choice Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Kidz Choice Charter School's internal control over financial reporting and compliance.

Respectfully submitted,

King & Walker, CPAs

September 16, 2013
Tampa, Florida

KIDZ CHOICE CHARTER SCHOOL

A Charter School and Component Unit of the School Board of Broward County, Florida

MANAGEMENT'S DISCUSSION AND ANALYSIS - (Unaudited)

The Management's Discussion and Analysis (MD&A) section of the annual financial report of the Kidz Choice Charter School ("School") provides an overview of the School's activities for the fiscal year ended June 30, 2013.

Because the information contained in the MD&A is intended to highlight significant transactions, events, and conditions, it should be considered in conjunction with the School's financial statements and notes to financial statements found on pages 8 through 23.

FINANCIAL HIGHLIGHTS

- For the fiscal year ended June 30, 2013, the School's expenses exceeded revenues as shown on the School's statement of activities by \$5,569.
- As shown on the statement of net position, the School reported an unrestricted net position balance of \$11,133.

OVERVIEW OF THE FINANCIAL STATEMENTS

The basic financial statements consist of three components:

- ✓ Government-wide financial statements
- ✓ Fund financial statements
- ✓ Notes to financial statements

Government-Wide Financial Statements

The government-wide financial statements provide both short-term and long-term information about the School's overall financial condition in a manner similar to those of a private-sector business. The statements include a statement of net position and a statement of activities that are designed to provide consolidated financial information about the governmental activities of the School presented on the accrual basis of accounting. The statement of net position provides information about the government's financial position, its assets and liabilities, using an economic resources measurement focus. The difference between the assets and liabilities, the net position, is a measure of the financial health of the School. The statement of activities presents information about the change in the School's net position and the results of operations, during the fiscal year. An increase or decrease in net position is an indication of whether the School's financial health is improving or deteriorating. To assess the overall financial position of the School, one needs to consider additional non-financial factors such as changes in the School student base funding level.

Fund Financial Statements

Fund financial statements are one of the components of the basic financial statements. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. Fund financial statements provide more detailed information about the School's financial activities, focusing on its most significant funds rather than fund types. This is in contrast to the entity-wide perspective contained in the government-wide financial statements.

Governmental Funds: Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, the governmental funds utilize a spendable financial resources measurement focus rather than the economic resources measurement focus found in the government-wide financial statements. The financial resources measurement focus allows the governmental fund financial statements to provide information on near-term inflows and outflows of spendable resources as well as balances of spendable resources available at the end of the fiscal year.

The governmental fund financial statements provide a detailed short-term view that may be used to evaluate the School's near-term financing requirements. This short-term view is useful when compared to the long-term view presented as governmental activities in the government-wide financial statements. To facilitate this comparison, both the governmental funds balance sheet and the governmental funds statement of revenues, expenditures, and changes in fund balances provide a reconciliation of governmental fund to governmental activities.

The governmental funds balance sheet and statement of revenues, expenditures, and changes in fund balances provide detailed information about the School's most significant funds. The School operates one fund, a General Fund and is considered a major fund for financial reporting purposes.

The School adopts an annual budget for its governmental funds. A budgetary comparison schedule, as required, has been provided for the General Fund demonstrates compliance with the budgets.

Notes to Financial Statements

The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund financial statements.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

Net position may serve over time as a useful indicator of a government's financial position. The following is a summary of the School's net position as of June 30, 2012, and June 30, 2013:

| | Governmental Activities | | |
|----------------------------|-------------------------|------------|------------------------|
| | 6-30-12 | 6-30-13 | Increase (Decrease) |
| ASSETS | | | |
| Current and Other Assets | \$ 37,795 | \$ 39,396 | \$ 1,601 |
| Capital Assets, Net | 131,607 | 124,303 | (7,304) |
| Total Assets | 169,402 | 163,699 | (5,703) |
| LIABILITIES | | | |
| Current Liabilities | 36,897 | 28,263 | (8,634) |
| Non Current Liabilities | - | 8,500 | 8,500 |
| Total Liabilities | 36,897 | 36,763 | (134) |
| NET POSITION | | | |
| Invested in Capital Assets | 131,607 | 115,803 | (15,804) |
| Unrestricted | 898 | 11,133 | 10,235 |
| Total Net Position | \$ 132,505 | \$ 126,936 | \$ (5,569) |

Assets consist primarily of cash and the School's investment in capital assets. Liabilities are comprised of accrued salary expenses and a note payable. The balance in unrestricted net position is \$11,133.

The key elements of the changes in the School's net position for the fiscal years ended June 30, 2012, and June 30, 2013, are as follows:

| Operating Results for the Year | | | |
|--|--------------------------------|-------------------|--------------------------------|
| | <u>Governmental Activities</u> | | <u>Increase (Decrease)</u> |
| | <u>6-30-12</u> | <u>6-30-13</u> | |
| Revenues: | | | |
| Federal Sources | \$ 378 | \$ - | \$ (378) |
| State and Local Sources | 742,903 | 636,439 | (106,464) |
| Contributions and Other | 3,397 | 5,532 | 2,135 |
| Total Revenues | <u>746,678</u> | <u>641,971</u> | <u>(104,707)</u> |
| Expenses: | | | |
| Instruction | 329,016 | 274,390 | (54,626) |
| Instr. & Curriculum Development | 706 | 808 | 102 |
| Instructional Staff Training | - | 1,700 | 1,700 |
| Instructional Related Technology | 700 | 90 | (610) |
| Board of Education | 137,793 | 69,851 | (67,942) |
| School Administration | 142,179 | 142,944 | 765 |
| Facilities Acquisition | 84,653 | 88,789 | 4,136 |
| Fiscal Services | - | 21,336 | 21,336 |
| Food Services | 4,525 | 2,757 | (1,768) |
| Operation of Plant | 44,848 | 29,189 | (15,659) |
| Maintenance of Plant | 13,888 | 8,382 | (5,506) |
| Community Service | 1,268 | - | (1,268) |
| Interest & Fiscal Charges | 95 | - | (95) |
| Unallocated Depreciation | 6,278 | 7,304 | 1,026 |
| Total Expenses | <u>765,949</u> | <u>647,540</u> | <u>(118,409)</u> |
| Increase/(Decrease) in Net Position | <u>\$ (19,271)</u> | <u>\$ (5,569)</u> | <u>\$ 13,702</u> |

The largest revenue source for the School is the State of Florida (93 percent). Revenues from State sources for current operations are primarily received through the Florida Education Finance Program (FEFP) funding formula. The FEFP formula utilizes student enrollment data to determine the funds available for the School.

The two largest decreased expenditure categories were for Instruction and Board of Education, primarily as a result of a decrease in enrollment.

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS

Governmental Funds

As the School completed the year, its governmental funds reported a combined fund balance of \$11,133.

BUDGETARY HIGHLIGHTS

The general fund budget for the fiscal year ended June 30, 2013, was developed based on the School's anticipated revenues and expenditures and the expected student population for the school year. Over the course of the year, the school revised its general fund budget. For the fiscal year ended June 30, 2013, the actual expenditures were equal to the final budget. Refer to the Budgetary Comparison Schedule on page 23 for additional information.

CAPITAL ASSETS

The School's investment in capital assets for its governmental activities as of June 30, 2013, amounts to \$124,303 (net of accumulated depreciation). This investment in capital assets includes furniture, fixtures, and equipment, as well as, leasehold improvements. Additional information regarding the School's capital assets can be found in note 2 to the financial statements.

REQUESTS FOR INFORMATION

This financial report is designed to provide a general overview of the Kidz Choice Charter School's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Director, Kidz Choice Charter School, 9063 Taft St., Pembroke Pines, FL 33024.

**KIDZ CHOICE CHARTER SCHOOL
A CHARTER SCHOOL AND COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

STATEMENT OF NET POSITION

June 30, 2013

| | <u>Governmental Activities</u> |
|---|------------------------------------|
| <u>ASSETS</u> | |
| Cash and Cash Equivalents | \$ 36,866 |
| Accounts Receivable | 655 |
| Prepaid Expenses & Deposits | 1,875 |
| Capital Assets: | |
| Leasehold Improvements, Net | 122,302 |
| Furniture, Fixtures, and Equipment, Net | <u>2,001</u> |
| Total Capital Assets, Net | <u>124,303</u> |
| TOTAL ASSETS | <u>163,699</u> |
| <u>LIABILITIES</u> | |
| Current Liabilities: | |
| Salaries & Benefits Payable | 28,263 |
| Long-Term Note Payable, Due Within One Year | <u>8,500</u> |
| TOTAL LIABILITIES | <u>36,763</u> |
| <u>NET POSITION</u> | |
| Invested in Capital Assets | 115,803 |
| Unrestricted | <u>11,133</u> |
| TOTAL NET POSITION | <u>\$ 126,936</u> |

The accompanying notes to the financial statements are an integral part of this statement.

**KIDZ CHOICE CHARTER SCHOOL
A CHARTER SCHOOL AND COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

**STATEMENT OF ACTIVITIES
For the Fiscal Year Ended June 30, 2013**

| | Expenses | Program Revenues | | | Net (Expenses) Revenue and Changes in Net Position Governmental Activities | Total |
|--------------------------------------|-------------------|----------------------------|--|--|---|-------------------|
| | | Charges for Services | Operating Grants and Contributions | Capital Grants and Contributions | | |
| Governmental Activities: | | | | | | |
| Instruction | \$ 274,390 | \$ - | \$ - | \$ - | \$ (274,390) | \$ (274,390) |
| Instruction & Curriculum Development | 808 | | | | (808) | (808) |
| Instructional Staff Training | 1,700 | | | | (1,700) | (1,700) |
| Instructional Related Technology | 90 | | | | (90) | (90) |
| Board of Education | 69,851 | | | | (69,851) | (69,851) |
| School Administration | 142,944 | | | | (142,944) | (142,944) |
| Facilities Acquisition | 88,789 | | | 24,523 | (64,266) | (64,266) |
| Fiscal Services | 21,336 | | | | (21,336) | (21,336) |
| Food Services | 2,757 | | | | (2,757) | (2,757) |
| Operation of Plant | 29,189 | | | | (29,189) | (29,189) |
| Maintenance of Plant | 8,382 | | | | (8,382) | (8,382) |
| Unallocated Depreciation | 7,304 | | | | (7,304) | (7,304) |
| Total Governmental Activities | <u>\$ 647,540</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ 24,523</u> | <u>(623,017)</u> | <u>(623,017)</u> |
| General Revenues: | | | | | | |
| State and Local Sources | | | | | 611,916 | 611,916 |
| Contributions and Other | | | | | 5,532 | 5,532 |
| | | | | | <u>617,448</u> | <u>617,448</u> |
| Change in Net Position | | | | | (5,569) | (5,569) |
| Net Position - July 1, 2012 | | | | | 132,505 | 132,505 |
| Net Position - June 30, 2013 | | | | | <u>\$ 126,936</u> | <u>\$ 126,936</u> |

The accompanying notes to the financial statements are an integral part of this statement.

**KIDZ CHOICE CHARTER SCHOOL
A CHARTER SCHOOL AND COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

BALANCE SHEET - GOVERNMENTAL FUNDS

June 30, 2013

| | <u>General Fund</u> |
|---|-------------------------|
| ASSETS | |
| Cash and Cash Equivalents | \$ 36,866 |
| Accounts Receivable | 655 |
| Prepaid Expenses & Deposits | 1,875 |
| TOTAL ASSETS | <u>\$ 39,396</u> |
| LIABILITIES AND FUND BALANCE | |
| Liabilities: | |
| Salaries & Benefits Payable | \$ 28,263 |
| Total Liabilities | <u>28,263</u> |
| Fund Balance: | |
| Spendable - Unassigned | 9,258 |
| Nonspendable | 1,875 |
| Total Fund Balance | <u>11,133</u> |
| TOTAL LIABILITIES AND FUND BALANCE | <u>\$ 39,396</u> |

The accompanying notes to the financial statements are an integral part of this statement.

**KIDZ CHOICE CHARTER SCHOOL
A CHARTER SCHOOL AND COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

**RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET POSITION
*June 30, 2013***

| | |
|--|--------------------------|
| Total Fund Balances - Governmental Funds | \$ 11,133 |
| Amounts reported for governmental activities in the statement of net assets are different because: | |
| Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the governmental funds. Long-term liabilities at year-end consist of a notes payable. | (8,500) |
| Capital assets, net of accumulated depreciation, used in governmental activities are not financial resources and therefore, are not reported as assets in governmental funds. | <u>124,303</u> |
| Total Net Position - Governmental Activities | <u>\$ 126,936</u> |

The accompanying notes to financial statements are an integral part of this statement.

**KIDZ CHOICE CHARTER SCHOOL
A CHARTER SCHOOL AND COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCES - GOVERNMENTAL FUNDS**

For the Fiscal Year Ended June 30, 2013

| | General Fund |
|--|-----------------------|
| | <hr/> |
| Revenues | |
| Intergovernmental: | |
| State and Local | \$ 636,439 |
| Contributions and Other | 5,532 |
| Total Revenues | <hr/> 641,971 <hr/> |
| Expenditures | |
| Current - Education: | |
| Instruction | 274,390 |
| Instruction & Curriculum Development | 808 |
| Instructional Staff Training | 1,700 |
| Instructional Related Technology | 90 |
| Board of Education | 69,851 |
| School Administration | 142,944 |
| Facilities Acquisition | 88,789 |
| Fiscal Services | 21,336 |
| Food Services | 2,757 |
| Operation of Plant | 29,189 |
| Maintenance of Plant | 8,382 |
| Debt Service | |
| Principal | 1,500 |
| Total Expenditures | <hr/> 641,736 <hr/> |
| Excess (Deficiency) of Revenues Over Expenditures | <hr/> 235 <hr/> |
| Other Financing Sources: | |
| Proceeds from Note Payable | 10,000 |
| Total Other Financing Sources | <hr/> 10,000 <hr/> |
| Net Change in Fund Balance | 10,235 |
| Fund Balance, July 1, 2012 | 898 |
| Fund Balance, June 30, 2013 | <hr/> \$ 11,133 <hr/> |

The accompanying notes to financial statements are an integral part of this statement.

**KIDZ CHOICE CHARTER SCHOOL
A CHARTER SCHOOL AND COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

**RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
TO THE STATEMENT OF ACTIVITIES
*For the Fiscal Year Ended June 30, 2013***

| | |
|---|------------------|
| Net Change in Fund Balances - Governmental Funds | \$ 10,235 |
|---|------------------|

Amounts reported for governmental activities in the statement of activities are different because:

| | |
|--|---------|
| Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount of depreciation expense (\$7,304) in excess of capital outlays (\$0) in the current period. | (7,304) |
|--|---------|

| | |
|---|----------|
| Note Proceeds provide current financial resources to governmental funds, but issuing debt increases long-term liabilities in the statement of net position. | (10,000) |
|---|----------|

| | |
|--|--------------|
| Repayment of long-term liabilities are expenditures in the governmental funds, but repayments reduce long-term liabilities in the statement of net position. | <u>1,500</u> |
|--|--------------|

| | |
|---|--------------------------|
| Change in Net Position - Governmental Activities | <u>\$ (5,569)</u> |
|---|--------------------------|

The accompanying notes to the financial statements are an integral part of this statement.

KIDZ CHOICE CHARTER SCHOOL
A Charter School and Component Unit of the School Board of Broward County, Florida

NOTES TO FINANCIAL STATEMENTS
June 30, 2013

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

➤ **Reporting Entity**

Kidz Choice Charter School ("School") is a component unit of the School Board of Broward County, Florida. The School is sponsored by its charter-holder Kidz Choice Charter School, Inc. a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act and Section 1002.33, Florida Statutes. The governing body of the School is the Board of Directors, which is comprised of not less than three members.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter of the sponsoring school district, the School Board of Broward County, Florida, ("District"). On April 17, 2012 the District approved a one year renewal of the School's charter to June 30, 2013. The Charter is subject to annual review and may be renewed by mutual agreement between the School and the District. At the end of the term of the charter, the District may choose not to renew the charter under grounds specified in the charter. In this case, the District is required to notify the school in writing at least 90 days prior to the charter's expiration. During the term of the charter, the District may also terminate the charter if good cause is shown. In the event of termination of the charter, the District shall assume operation of the School. The School is considered a component unit of the District; therefore, for financial reporting purposes, the School is required to follow generally accepted accounting principles applicable to state and local governmental units.

Criteria for determining if other entities are potential component units which should be reported within the School's basic financial statements are identified and described in the Governmental Accounting Standards Board's (GASB) *Codification of Governmental Accounting and Financial Reporting Standards*, Sections 2100 and 2600. The application of these criteria provides for identification of any entities for which the School is financially accountable and other organizations for which the nature and significance of their relationship with the School are such that exclusion would cause the School's basic financial statements to be misleading or incomplete. Based on these criteria, no component units are included within the reporting entity of the School.

➤ **Basis of Presentation**

Government-wide Financial Statements: Government-wide financial statements, including the statement of net position and the statement of activities, present information about the School as a whole.

Government-wide financial statements are prepared using the economic resources measurement focus. The statement of activities presents a comparison between direct expenses and program revenues for each function or program of the School's governmental activities. Direct expenses are those that are specifically

KIDZ CHOICE CHARTER SCHOOL
A Charter School and Component Unit of the School Board of Broward County, Florida

NOTES TO FINANCIAL STATEMENTS
June 30, 2013

associated with a service, program, or department and are thereby clearly identifiable to a particular function.

Program revenues include charges paid by the recipient of the goods or services offered by the program and grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues. The comparison of direct expenses with program revenues identifies the extent to which each governmental function is self-financing or draws from the general revenues of the School.

Fund Financial Statements: Fund financial statements report detailed information about the School in the governmental funds. The focus of governmental fund financial statements is on major funds rather than reporting funds by type. Each major fund is reported in a separate column. Because the focus of governmental fund financial statements differs from the focus of government-wide financial statements, a reconciliation is presented with each of the governmental fund financial statements.

The School's major governmental fund is as follows:

- General Fund – to account for all financial resources not required to be accounted for in another fund, and for certain revenues from the State that are legally restricted to be expended for specific current operating purposes.

➤ **Basis of Accounting**

Basis of accounting refers to when revenues and expenditures, or expenses, are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurements made, regardless of the measurement focus applied.

The government-wide financial statements are prepared using the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when a liability is incurred, regardless of the timing of the related cash flows. Revenues from grants, entitlements, and donations are recognized in the fiscal year in which all eligibility requirements imposed by the provider have been satisfied.

Governmental fund financial statements are prepared using the modified accrual basis of accounting. Revenues, except for certain grant revenues, are recognized when they become measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 30 days of the end of the current fiscal year. When grant terms provide that the expenditure of resources is the prime factor for determining eligibility for Federal, State, and other grant resources, revenue is recognized at the time the expenditure is made. Under the modified accrual basis of accounting, expenditures are generally recognized when the

KIDZ CHOICE CHARTER SCHOOL

A Charter School and Component Unit of the School Board of Broward County, Florida

NOTES TO FINANCIAL STATEMENTS

June 30, 2013

related fund liability is incurred, except for principal and interest on long-term debt, claims and judgments, and compensated absences, which are recognized when due. Allocations of cost, such as depreciation, are not recognized in governmental funds.

➤ **Budgets and Budgetary Accounting**

Budgets are presented on the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g., salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g., instruction, pupil personnel services and school administration). Budgets may be amended by resolution at any Board meeting prior to the date for the annual report.

➤ **Cash and Cash Equivalents**

Cash and cash equivalents consist of demand deposits and certificates of deposit with financial institutions. Deposits on hand at financial institutions are insured by the Federal Deposit Insurance Company up to \$250,000.

➤ **Capital Assets**

Expenditures for capital assets acquired or constructed for general School purposes are reported in the governmental fund that financed the acquisition or construction. The capital assets so acquired are reported at cost in the government-wide statement of Net Position but are not reported in the governmental fund financial statements. Capital assets are defined by the School as those costing more than \$1,000. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated assets are recorded at fair value at the date of donation.

Capital assets are depreciated using the straight-line method over the following estimated useful lives:

| <u>Description</u> | <u>Estimated Lives</u> |
|-----------------------------------|------------------------|
| Furniture, Fixtures and Equipment | 5 - 10 years |
| Leasehold Improvements | 20 years |

Current-year information relative to changes in capital assets is described in a subsequent note.

KIDZ CHOICE CHARTER SCHOOL

A Charter School and Component Unit of the School Board of Broward County, Florida

NOTES TO FINANCIAL STATEMENTS

June 30, 2013

➤ **Recently Issued Accounting Principles**

In June 2011, the GASB issued Statement 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position*. GASB 63 provides guidance for reporting deferred outflows of resources, deferred inflows of resources, and net position in the statement of financial position and related disclosures. The statement of net assets is renamed the statement of net position and includes four components; assets, deferred outflows of resources, liabilities and deferred inflows of resources. The provisions of the Statement are effective for financial statements for periods beginning after December 15, 2011.

➤ **Net Position and Fund Balance Classification**

Government-wide financial statements

Net Position are classified and reported in three components:

- Investment in capital assets, net of related debt – consists of capital assets, net of accumulated depreciation, and reduced by the outstanding balances of any borrowings that are attributed to the acquisition or improvement of those assets.
- Restricted Net Position – consists of Net Position with constraints placed on their use either by external groups such as creditors, contributors, or laws or regulations of other governments.
- Unrestricted Net Position – all other Net Position that do not meet the definition of “restricted” or “invested in capital assets, net of related debt.”

GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions*, defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be reported within one of the following fund balance categories:

- Nonspendable – fund balance associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed or assigned). All nonspendable fund balances at year end relate to assets that are in nonspendable form.
- Restricted – fund balance that can be spent only for the specific purposes stipulated by the constitution, external resource providers, or through enabling legislation.
- Committed – fund balance that can be used only for the specific purposes determined by a formal action of the School’s Board of Governance.

KIDZ CHOICE CHARTER SCHOOL

A Charter School and Component Unit of the School Board of Broward County, Florida

NOTES TO FINANCIAL STATEMENTS

June 30, 2013

- Assigned – fund balance that is intended to be used by the School's management for specific purposes but does not meet the criteria to be classified as restricted or committed.
- Unassigned – fund balance that is the residual amount for the School's general fund and includes all spendable amounts not contained in the other classifications.

➤ Order of Fund Balance Spending Policy

The School's policy is to apply expenditures against nonspendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year. First, nonspendable fund balances are determined. Then restricted fund balances for specific purposes are determined (not including nonspendable amounts). Any remaining fund balance amounts for the non-general funds are to be classified as restricted fund balance. It is possible for the non-general funds to be classified as restricted fund balance. It is possible for the non-general funds to have negative unassigned fund balance when nonspendable amounts plus the amount of restricted fund balances for specific purposes exceed the positive fund balance for non-general fund.

➤ Revenue Sources

Revenues for current operations are received primarily from the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33(17), Florida Statutes, the School reports the number of full-time equivalent students and related data to the District.

Under provisions of Section 1011.62, Florida Statutes, the District reports the number of full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the Florida Education Finance Program (FEFP). Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the School during designated full-time equivalent student survey periods. The Department may also adjust subsequent fiscal period allocations based upon an audit of the School's compliance in determining and reporting FTE and related data. Normally, such adjustments are treated as reductions or additions of revenue in the year when the adjustments are made.

The basic amount of funding through the FEFP under Section 1011.62 is the product of the (1) unweighted FTE, multiplied by (2) the cost factor for each program, multiplies by (3) the base student allocation established by the legislature. Additional funds for exceptional students who do not have a matrix of services are provided through the guaranteed allocation designated in Section 1011.62(1)(c)2., Florida Statutes. For the fiscal year ended June 30, 2013, the School reported 100.00 Unweighted FTE and 109.47 Weighted FTE.

KIDZ CHOICE CHARTER SCHOOL

A Charter School and Component Unit of the School Board of Broward County, Florida

NOTES TO FINANCIAL STATEMENTS

June 30, 2013

FEFP funding may also be adjusted as a result of subsequent FTE audits conducted by the Florida Auditor General pursuant to Section 1010.305, Florida Statutes, and Rule 6A-1.0453, Florida Administrative Code (FAC). Schools are required to maintain the following documentation for three years or until the completion of an FTE audit:

- Attendance and membership documentation (Rule 6A-1.044, FAC).
- Teacher certificates and other certification documentation (Rule 6A-1.0503, FAC).
- Documentation for instructors teaching out-of-field (Rule 6A-1.0503, FAC).
- Procedural safeguards for weighted programs (Rule 6A-6.03411, FAC).
- Evaluation and planning documents for weighted programs (Section 1010.305, Florida Statutes, and Rule 6A-6.03411, FAC).

The School receives federal or state awards for the enhancement of various educational programs. This assistance is generally received based on applications submitted to and approved by various granting agencies. For federal or state awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred.

The School also receives funding through donations and fundraising efforts, school lunch sales and local property tax collections.

The School follows the policy of applying restricted resources prior to applying unrestricted resources when an expense is incurred for purposes for which both restricted and unrestricted assets are available.

A schedule of revenue sources for the current year is presented in a subsequent note.

➤ **Income Taxes**

The School is exempt from Federal tax under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been included in the accompanying financial statements.

➤ **Use of Estimates**

In preparing the financial statements in conformity with generally accepted accounting principles in the United States (GAAP) management is required to make estimates and assumptions that affect the reported amounts of assets and liabilities as of the date of the statement of Net Position and affect revenues and expenditures for the period presented. Actual results could differ from those estimates.

KIDZ CHOICE CHARTER SCHOOL
A Charter School and Component Unit of the School Board of Broward County, Florida

NOTES TO FINANCIAL STATEMENTS
June 30, 2013

2. CHANGES IN CAPITAL ASSETS

Changes in capital assets are presented in the table below:

| | Beginning Balance | Additions | Deletions | Ending Balance |
|---|----------------------|------------------|------------------|-------------------|
| <u>GOVERNMENTAL ACTIVITIES</u> | | | | |
| Capital Assets Not Being Depreciated: | | | | |
| Construction in Progress | \$ 20,537 | | \$ 20,537 | \$ - |
| Total Capital Assets Not Being Depreciated | <u>20,537</u> | <u>-</u> | <u>20,537</u> | <u>-</u> |
| Capital Assets Being Depreciated: | | | | |
| Leasehold Improvements | 114,213 | 20,537 | - | 134,750 |
| Furniture, Fixtures and Equipment | 3,585 | | - | 3,585 |
| Total Capital Assets Being Depreciated | <u>117,798</u> | <u>20,537</u> | <u>-</u> | <u>138,335</u> |
| Less Accumulated Depreciation for: | | | | |
| Leasehold Improvements | (5,711) | (6,737) | - | (12,448) |
| Furniture, Fixtures and Equipment | (1,017) | (567) | - | (1,584) |
| Total Accumulated Depreciation | <u>(6,728)</u> | <u>(7,304)</u> | <u>-</u> | <u>(14,032)</u> |
| Total Capital Assets Being Depreciated, Net | <u>111,070</u> | <u>13,233</u> | <u>-</u> | <u>124,303</u> |
| Governmental Activities Capital Assets, Net | <u>\$ 131,607</u> | <u>\$ 13,233</u> | <u>\$ 20,537</u> | <u>124,303</u> |

Unallocated depreciation expense for the fiscal year was \$7,304.

3. PROMISSORY NOTE PAYABLE

All long-term debt represents amounts to be repaid from governmental activities. As of June 30, 2013, the Schools long-term debt consisted of the following promissory note payable:

| | |
|---|-----------------------|
| Promissory Note Payable | Balance at 6-30-13 |
| Promissory Note, 6% interest note maturing March 2014. The borrower shall pay principal payments of \$300 until August 15, 2013, at which time principal payments will increase to \$1,000 until paid in full. Accrued interest to be paid with the last payment in March 2014. | <u>\$ 8,500</u> |

Scheduled payments for the note payable follows:

| Ending June 30 | Total | Principal | Interest |
|-------------------|-----------------|-----------------|---------------|
| 2014 | 8,930 | 8,500 | 430 |
| Total | <u>\$ 8,930</u> | <u>\$ 8,500</u> | <u>\$ 430</u> |

KIDZ CHOICE CHARTER SCHOOL
A Charter School and Component Unit of the School Board of Broward County, Florida

NOTES TO FINANCIAL STATEMENTS
June 30, 2013

4. CHANGES IN LONG-TERM LIABILITIES

The following is a summary of changes in long-term liabilities:

| | Beginning Balance | Additions | Deductions | Ending Balance | Due in One Year |
|---------------------------------|----------------------|------------------|-------------------|-------------------|--------------------|
| <u>GOVERNMENTAL ACTIVITIES:</u> | | | | | |
| Note Payable | \$ - | \$ 10,000 | \$ (1,500) | \$ 8,500 | \$ 8,500 |
| Total Governmental Activities | <u>\$ -</u> | <u>\$ 10,000</u> | <u>\$ (1,500)</u> | <u>\$ 8,500</u> | <u>\$ 8,500</u> |

5. FUNDING AND CREDIT CONCENTRATIONS

The School receives substantially all of its support and revenue from federal, state and local funding sources, passed through the District, in the form of performance and budget based contracts. Continuing operation of the School is greatly dependent upon the continued support of these governmental agencies.

6. SCHEDULE OF STATE & LOCAL REVENUE SOURCES

The following is a schedule of the School's Federal, State and local revenue:

| Source | Amount |
|------------------------------------|-------------------|
| <u>STATE:</u> | |
| Florida Education Finance Program | \$ 399,763 |
| Categorical Educational Programs: | |
| Class Size Reduction | 136,528 |
| Supplementary Academic Instruction | 19,916 |
| Instructional Materials | 7,558 |
| ESE Guaranteed Allocation | 5,791 |
| Safe School | 2,311 |
| Reading Allocation | 952 |
| Capital Outlay | 24,523 |
| Florida Teacher's Lead Program | 1,045 |
| Total State Revenue | <u>598,387</u> |
| <u>LOCAL:</u> | |
| Discretionary Millage | 38,052 |
| Total State and Local Revenue | <u>\$ 636,439</u> |

As provided in the charter school contract, the District has charged the School an administrative fee of \$35,907.

Accounting policies relating to certain State revenue sources are described in Note 1.

KIDZ CHOICE CHARTER SCHOOL

A Charter School and Component Unit of the School Board of Broward County, Florida

NOTES TO FINANCIAL STATEMENTS

June 30, 2013

7. RISK MANAGEMENT PROGRAMS

The School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; and natural disasters for which the School carries commercial insurance. There have been no significant reductions in insurance coverage and settlement amounts have not exceeded insurance coverage for the current year or the three prior years.

6. OPERATING AGREEMENT

The School entered into a contract for the period July 1, 2007 to June 30, 2012, with Charter School Associates (CSA). The contract calls for CSA to provide the School with marketing, curriculum design and implementation; student and staff recruiting; principal selection; and general management of the School's operations. An annual fee is to be 8% of the School's gross operating revenue less the School's administrative fee, to be paid in monthly installments. Fees under this agreement incurred to CSA during the fiscal year amounted to \$79,579.

7. COMMITMENTS AND CONTINGENT LIABILITIES

The School participates in state grant programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies, therefore, to the extent that the School has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectibility of any related receivables at June 30, 2013, may be impaired.

In the opinion of the School, there are no significant liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

8. LEGAL MATTERS

In the normal course of conducting its operations, the School occasionally becomes party to various legal actions and proceedings. In the opinion of management, the ultimate resolution of such legal matters will not have a significant adverse effect on the accompanying financial statements.

9. SUBSEQUENT EVENTS

Management has evaluated all events subsequent to the balance sheet date and through the report date, which is the date these financial statements were available to be issued. Management determined there are no subsequent events which require disclosure.

**KIDZ CHOICE CHARTER SCHOOL
A CHARTER SCHOOL AND COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

**REQUIRED SUPPLEMENTARY INFORMATION
BUDGETARY COMPARISON SCHEDULE - GENERAL FUND (Unaudited)
For the Fiscal Year Ended June 30, 2013**

| | General Fund | | | Variance with Final Budget - Positive (Negative) |
|--|--------------------|-----------------|------------|---|
| | Original Budget | Final Budget | Actual | |
| Revenues: | | | | |
| Intergovernmental: | | | | |
| State and Local | \$ 755,291 | \$ 636,439 | \$ 636,439 | \$ - |
| Contributions and Other | 2,547 | 5,532 | 5,532 | - |
| Total Revenues | 757,838 | 641,971 | 641,971 | - |
| Expenditures: | | | | |
| Current - Education: | | | | |
| Instruction | 299,674 | 274,390 | 274,390 | - |
| Instr. & Curriculum Development | 713 | 808 | 808 | - |
| Instructional Staff Training | | 1,700 | 1,700 | - |
| Instructional Related Technology | 707 | 90 | 90 | - |
| Board of Education | 127,373 | 69,851 | 69,851 | - |
| School Administration | 144,760 | 142,944 | 142,944 | - |
| Facilities Acquisition | 108,812 | 88,789 | 88,789 | - |
| Fiscal Services | | 21,336 | 21,336 | - |
| Food Services | 4,570 | 2,757 | 2,757 | - |
| Operation of Plant | 45,296 | 29,189 | 29,189 | - |
| Maintenance of Plant | 14,027 | 8,382 | 8,382 | - |
| Community Service | 1,281 | - | - | - |
| Debt Service | | | | |
| Principal | | 1,500 | 1,500 | - |
| Total Expenditures | 747,213 | 641,736 | 641,736 | - |
| Excess (Deficiency) of Revenues Over Expenditures | 10,625 | 235 | 235 | - |
| Other Financing Sources: | | | | |
| Proceeds from Note Payable | - | 10,000 | 10,000 | - |
| Total Other Financing Sources | - | 10,000 | 10,000 | - |
| Net Change in Fund Balance | 10,625 | 10,235 | 10,235 | - |
| Fund Balance, July 1, 2012 | 898 | 898 | 898 | - |
| Fund Balance, June 30, 2013 | \$ 11,523 | \$ 11,133 | \$ 11,133 | \$ - |

See Independent Auditor's Report.



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Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Board of Directors Kidz Choice Charter School,
a Charter School and Component Unit of the
School Board of Broward County, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Kidz Choice Charter School ("School"), a charter school and component unit of the District School Board of Broward County, Florida, as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated September 16, 2013.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting ("internal control") to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

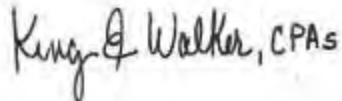
Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Respectfully submitted,

King & Walker, CPAs

September 16, 2013
Tampa, Florida



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**Management Letter as Required by Rules of the Florida Auditor General,
Chapter 10.850, Florida Statutes, *Charter School Audits***

To the Board of Directors Kidz Choice Charter School,
a Charter School and Component Unit of the
School Board of Broward County, Florida

We have audited the basic financial statements of the Kidz Choice Charter School ("School"), a charter school and component unit of the School Board of Broward County, Florida, as of and for the fiscal year ended June 30, 2013, and have issued our report thereon dated September 16, 2013.

We have issued our independent auditor's report on compliance and on internal control over financial reporting based on an audit of the financial statements performed in accordance with *Government Auditing Standards* dated September 16, 2013. Disclosures in that report, if any, should be considered in conjunction with this management letter.

We conducted our audit in accordance with generally accepted auditing standards and *Government Auditing Standards* issued by the Comptroller General of the United States. In addition, our audit was conducted in accordance with provisions of Chapter 10.850, Rules of the Auditor General, which govern the conduct of charter school audits performed in the State of Florida and require certain items be addressed in this letter.

The Rules of the Auditor General (Section 10.854(1)(e)1.), require that we comment as to whether corrective actions have been taken to address significant findings and recommendations made in the preceding annual financial audit report. There were no prior audit findings.

The Rules of the Auditor General (Section 10.854(1)(e)2.), require that we make a statement as to whether or not the School has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific conditions met. In connection with our audit, we determined that the School did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.854(1)(e)6.a. and 10.855(11), Rules of the Auditor General, we applied financial condition assessment procedures. It is management's responsibility to monitor the School's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same.

The Rules of the Auditor General (Section 10.854(1)(e)3.), requires that we address in the management letter any recommendations to improve financial management. In connection with our audit, we did not have any such recommendations.

The Rules of the Auditor General (Section 10.854(1)(e)4.), require that we address noncompliance with provision of contracts or grant agreements, or abuse, that have occurred or are likely to have occurred, that have an effect on the financial statements that is less than material but which warrants the attention of those charged with governance. In connection with our audit, we did not have any such findings.

The Rules of the Auditor General (Section 10.854(1)(e)5.), require we disclose the name or official title of the school or center. The school's official name is Kidz Choice Charter School.

This letter is intended for the information and use of the School and its management, the School Board of Broward County, Florida, the Florida Department of Education, the Florida Auditor General, and other granting agencies and is not intended to be and should not be used by anyone other than these specific parties.

Respectfully submitted,

King & Walker, CPAs

September 16, 2013
Tampa, Florida

KIDZ CHOICE CHARTER SCHOOL

A Charter School and Component Unit of the School Board of Broward County, Florida

MANAGEMENT'S RESPONSE TO AUDIT FINDINGS

Year Ended June 30, 2013

The following is the School's response to the item in the Management Letter dated September 16, 2013, as required by Rule 10.857, Rules of the Auditor General:

No response required.

APPENDIX G

Projected 5-year budget

5 year

Kidz Choice Charter School
Budget Variance
July 1, 2013 - June 30, 2014

| | | | | | FY14 | FY15 | FY16 | FY17 | FY18 |
|--------------------------------------|------|------|-----|-------------------------------------|---------|---------|---------|---------|---------|
| | | | | | 100 | 100 | 100 | 100 | 100 |
| Enrollment | | | | | | | | | |
| 100 | 3300 | 0000 | 000 | FEPP - Broward Cty Sch Dist | 648,275 | 707,138 | 714,210 | 721,352 | 728,565 |
| 100 | 3334 | 0000 | 000 | Florida Teacher's Lead Program | 1,713 | 1,869 | 1,887 | 1,906 | 1,925 |
| 380 | 3397 | 0000 | 000 | Charter School Capital Outlay | 40,955 | 44,231 | 44,231 | 44,231 | 44,231 |
| 100 | 3475 | 0000 | 000 | Field Trip | 3,868 | 4,217 | 4,259 | 4,302 | 4,345 |
| 100 | 3476 | 0000 | 000 | Fundraiser | 5,536 | 6,038 | 6,099 | 6,160 | 6,221 |
| 100 | 3600 | 0000 | 000 | Donations | 850 | 927 | 936 | 946 | 955 |
| 410 | 3451 | 0000 | 000 | School Lunch Revenue | 6,135 | 6,892 | 6,759 | 6,826 | 6,894 |
| Total Revenues | | | | | 707,329 | 771,112 | 778,581 | 788,723 | 793,138 |
| 100 | 4000 | 5100 | 120 | Classroom Teachers | 159,561 | 174,049 | 175,789 | 177,547 | 179,323 |
| 100 | 4000 | 5100 | 140 | Permanent Substitute | 10,391 | 11,335 | 11,448 | 11,563 | 11,678 |
| 100 | 4000 | 5100 | 220 | Social Security | 13,422 | 14,640 | 14,787 | 14,935 | 15,084 |
| 100 | 4000 | 5100 | 230 | Group Insurance | 8,278 | 9,029 | 9,119 | 9,211 | 9,303 |
| 100 | 4000 | 5100 | 240 | Workers Compensation | 1,623 | 1,988 | 2,008 | 2,028 | 2,048 |
| 100 | 4000 | 5100 | 250 | Unemployment Compensation | 4,311 | 4,703 | 4,750 | 4,797 | 4,845 |
| 100 | 4000 | 5100 | 310 | Contracted Services | 3,633 | 3,953 | 4,003 | 4,043 | 4,083 |
| 100 | 4000 | 5100 | 315 | Field Trips | 3,980 | 4,320 | 4,383 | 4,406 | 4,450 |
| 100 | 4000 | 5100 | 390 | Copy and Printing | 1,054 | 1,181 | 1,172 | 1,184 | 1,196 |
| 100 | 4000 | 5100 | 510 | Instructional Materials | 4,876 | 5,219 | 5,272 | 5,426 | 5,480 |
| 100 | 4000 | 5100 | 520 | Textbooks | 1,249 | 1,362 | 1,376 | 1,390 | 1,404 |
| 100 | 4000 | 5100 | 640 | Furniture and Equipment | 5,992 | 6,506 | 6,602 | 6,698 | 6,734 |
| 100 | 4000 | 5100 | 642 | Non Capital Furniture and Equipment | 280 | 305 | 308 | 312 | 315 |
| 100 | 4000 | 5100 | 750 | Substitute Teachers | 14,295 | 15,583 | 15,749 | 15,906 | 16,065 |
| Total Instruction | | | | | 233,134 | 254,303 | 256,846 | 259,414 | 262,009 |
| 100 | 4000 | 5200 | 310 | Contracted Services | 1,365 | 1,489 | 1,504 | 1,519 | 1,534 |
| Total Exceptional Instruction | | | | | 1,365 | 1,489 | 1,504 | 1,519 | 1,534 |
| 100 | 4000 | 6300 | 590 | Testing and Assessment | 549 | 599 | 605 | 611 | 617 |
| Total Curriculum Development | | | | | 549 | 599 | 605 | 611 | 617 |
| 100 | 4000 | 6400 | 310 | Staff Development | 6,500 | 7,090 | 7,161 | 7,233 | 7,305 |
| Total Staff Development | | | | | 6,500 | 7,090 | 7,161 | 7,233 | 7,305 |
| 100 | 4000 | 8500 | 310 | Technology Support & Service | 61 | 67 | 68 | 68 | 69 |
| Total Instruction Related Technology | | | | | 61 | 67 | 68 | 68 | 69 |

| | | | | | FY14 | FY15 | FY16 | FY17 | FY18 |
|-----|------|------|-----|-------------------------------------|----------------|----------------|----------------|----------------|----------------|
| 100 | 4000 | 7100 | 310 | Legal & Audit Expense | 7,200 | 7,854 | 7,932 | 8,012 | 8,092 |
| 100 | 4000 | 7100 | 315 | Contracted Consultants | 8,250 | 8,817 | 8,888 | 8,955 | 7,024 |
| 100 | 4000 | 7100 | 320 | Insurance | 4,596 | 5,014 | 5,064 | 5,115 | 5,166 |
| 100 | 4000 | 7100 | 330 | Travel/Conferences/Workshops | 266 | 290 | 293 | 299 | 299 |
| 100 | 4000 | 7100 | 730 | Dues and Fees | 815 | 871 | 878 | 884 | 891 |
| 100 | 4000 | 7100 | 790 | District Admin Fees | 32,414 | 35,357 | 35,710 | 36,068 | 36,428 |
| 100 | 4000 | 7100 | 795 | Bank Charges | 97 | 106 | 107 | 108 | 109 |
| | | | | Total Board Administration | 51,438 | 56,109 | 56,670 | 57,237 | 57,809 |
| 100 | 4000 | 7300 | 110 | Administrator | 85,956 | 71,844 | 72,864 | 73,391 | 74,124 |
| 100 | 4000 | 7300 | 160 | Administrative Assistants | 100,919 | 110,063 | 111,184 | 112,295 | 113,418 |
| 100 | 4000 | 7300 | 220 | Social Security | 12,766 | 13,925 | 14,064 | 14,205 | 14,347 |
| 100 | 4000 | 7300 | 230 | Group Insurance | 9,021 | 9,840 | 9,939 | 10,038 | 10,139 |
| 100 | 4000 | 7300 | 240 | Workers Compensation | 1,394 | 1,520 | 1,535 | 1,551 | 1,566 |
| 100 | 4000 | 7300 | 250 | Unemployment Compensation | 2,473 | 2,696 | 2,725 | 2,752 | 2,779 |
| 100 | 4000 | 7300 | 310 | Contracted Services | 1,944 | 2,121 | 2,142 | 2,163 | 2,185 |
| 100 | 4000 | 7300 | 330 | Travel/Conferences/Workshops | 89 | 97 | 98 | 99 | 100 |
| 100 | 4000 | 7300 | 370 | Postage | 332 | 362 | 366 | 369 | 373 |
| 100 | 4000 | 7300 | 390 | Advertising | 1,829 | 1,995 | 2,014 | 2,035 | 2,055 |
| 100 | 4000 | 7300 | 510 | Office Expense | 3,777 | 4,120 | 4,182 | 4,203 | 4,245 |
| 100 | 4000 | 7300 | 842 | Non-Capital Furniture and Equipment | 143 | 156 | 157 | 159 | 160 |
| | | | | Total School Administration | 200,642 | 218,861 | 221,049 | 223,260 | 225,493 |
| 100 | 4000 | 7400 | 360 | Facility Lease | 47,834 | 52,178 | 53,700 | 53,227 | 53,759 |
| 360 | 4000 | 7400 | 360 | Facility Lease | 40,955 | 44,674 | 45,120 | 45,572 | 46,027 |
| | | | | Total Facilities Acquisition | 88,789 | 96,852 | 97,820 | 98,798 | 99,786 |
| 100 | 4000 | 7500 | 310 | Contract Controller Service | 18,478 | 20,153 | 20,365 | 20,558 | 20,764 |
| 100 | 4000 | 7500 | 311 | Payroll Service | 3,623 | 3,951 | 3,991 | 4,031 | 4,071 |
| | | | | Total Fiscal Services | 22,098 | 24,105 | 24,348 | 24,589 | 24,835 |
| 410 | 4000 | 7600 | 310 | Contracted Food Service | 6,394 | 6,975 | 7,044 | 7,115 | 7,186 |
| 410 | 4000 | 7600 | 570 | Food | - | - | - | - | - |
| 410 | 4000 | 7600 | 730 | Dues and Fees | - | - | - | - | - |
| | | | | Total Food Service | 6,394 | 6,975 | 7,044 | 7,115 | 7,186 |

| | | | | | FY14 | FY15 | FY16 | FY17 | FY18 |
|-------------------------------|------|------|-----|--------------------------------|---------|---------|---------|---------|---------|
| 100 | 4000 | 7900 | 320 | Insurance - Building | 4,000 | 4,363 | 4,407 | 4,451 | 4,495 |
| 100 | 4000 | 7900 | 351 | Contract Custodial Service | 563 | 614 | 620 | 626 | 632 |
| 100 | 4000 | 7900 | 370 | Communications | 4,292 | 4,681 | 4,728 | 4,775 | 4,823 |
| 100 | 4000 | 7900 | 380 | Water/Sewer/Garbage | 1,761 | 1,821 | 1,940 | 1,960 | 1,979 |
| 100 | 4000 | 7900 | 390 | Other Contracted Bldg Services | 1,469 | 1,602 | 1,618 | 1,634 | 1,651 |
| 100 | 4000 | 7900 | 430 | Electricity | 4,854 | 5,284 | 5,347 | 5,401 | 5,455 |
| 100 | 4000 | 7900 | 510 | Custodial Supplies | 2,814 | 3,070 | 3,100 | 3,131 | 3,163 |
| | | | | Total Plant Operations | 19,762 | 21,545 | 21,761 | 21,978 | 22,198 |
| 100 | 4000 | 8100 | 350 | Repairs & Maintenance | 5,990 | 6,534 | 6,599 | 6,665 | 6,732 |
| | | | | Total Plant Maintenance | 5,990 | 6,534 | 6,599 | 6,665 | 6,732 |
| 100 | 4000 | 9200 | 710 | Debt Service Principal | 5,500 | - | - | - | - |
| 100 | 4000 | 9200 | 720 | Debt Service Interest | 440 | - | - | - | - |
| | | | | Total Debt Service | 5,940 | - | - | - | - |
| Total Expenses | | | | | 645,664 | 694,528 | 701,474 | 708,488 | 715,573 |
| Excess Revenues Over Expenses | | | | | 61,675 | 76,584 | 75,908 | 77,234 | 77,564 |
| Fund Balance, Beginning | | | | | 11,132 | 72,808 | 149,392 | 226,299 | 303,533 |
| Fund Balance, Ending | | | | | 72,808 | 149,392 | 226,299 | 303,533 | 381,098 |

Kidz Choice Charter School
Budget Variance
July 1, 2013 - June 30, 2014

| | Expected | Budget | Change | Jul - Oct YTD | Nov - Jun Projected | Expected |
|---|----------------|----------------|-----------------|------------------|------------------------|----------------|
| 100 3000 0000 000 FEFP - Broward Cty Sch Dist | 648,275 | 629,301 | 18,974 | 186,893 | 481,582 | 648,275 |
| 100 3334 0000 000 Florida Teacher's Lead Program | 1,713 | 1,045 | 668 | 1,713 | - | 1,713 |
| 380 3397 0000 000 Charter School Capital Outlay | 40,955 | 36,785 | 4,170 | 13,907 | 27,048 | 40,955 |
| 100 3475 0000 000 Field Trip | 3,866 | 3,866 | - | - | 3,866 | 3,866 |
| 100 3476 0000 000 Fundraiser | 5,536 | - | 5,536 | 2,857 | 2,678 | 5,536 |
| 100 3800 0000 000 Donations | 850 | - | 850 | 100 | 750 | 850 |
| 410 3451 0000 000 School Lunch Revenue | 6,135 | - | 6,135 | 1,292 | 4,843 | 6,135 |
| Total Revenues | 707,329 | 670,987 | 36,332 | 206,961 | 500,768 | 707,329 |
| 100 4000 5100 120 Classroom Teachers | 159,561 | 174,520 | (14,959) | 40,505 | 119,056 | 159,561 |
| 100 4000 5100 140 Permanent Substitute | 10,391 | - | 10,391 | 10,391 | - | 10,391 |
| 100 4000 5100 220 Social Security | 13,422 | 13,351 | 71 | 4,314 | 9,108 | 13,422 |
| 100 4000 5100 230 Group Insurance | 8,278 | 12,000 | (3,722) | 2,822 | 5,456 | 8,278 |
| 100 4000 5100 240 Workers Compensation | 1,823 | 1,222 | 601 | 471 | 1,352 | 1,823 |
| 100 4000 5100 250 Unemployment Compensation | 4,311 | 2,975 | 1,336 | 893 | 3,418 | 4,311 |
| 100 4000 5100 310 Contracted Services | 3,633 | 5,450 | (1,817) | - | 3,633 | 3,633 |
| 100 4000 5100 315 Field Trips | 3,960 | 3,960 | - | - | 3,960 | 3,960 |
| 100 4000 5100 390 Copy and Printing | 1,064 | 1,596 | (532) | - | 1,064 | 1,064 |
| 100 4000 5100 510 Instructional Materials | 4,876 | 2,491 | 2,385 | 3,904 | 972 | 4,876 |
| 100 4000 5100 520 Textbooks | 1,249 | 11,341 | (10,092) | 1,000 | 249 | 1,249 |
| 100 4000 5100 640 Furniture and Equipment | 5,992 | - | 5,992 | 4,000 | 1,992 | 5,992 |
| 100 4000 5100 642 Non Capital Furniture and Equipment | 280 | 420 | (140) | - | 280 | 280 |
| 100 4000 5100 750 Substitute Teachers | 14,295 | 18,498 | (4,203) | 5,495 | 8,800 | 14,295 |
| Total Instruction | 233,134 | 247,824 | (14,690) | 73,794 | 189,340 | 233,134 |
| 100 4000 5200 310 Contracted Services | 1,365 | 4,541 | (3,176) | 456 | 910 | 1,365 |
| Total Exceptional Instruction | 1,365 | 4,541 | (3,176) | 456 | 910 | 1,365 |
| 100 4000 6300 580 Testing and Assessment | 549 | 824 | (275) | - | 549 | 549 |
| Total Curriculum Development | 549 | 824 | (275) | - | 549 | 549 |
| 100 4000 6400 310 Staff Development | 6,500 | 1,734 | 4,766 | 3,000 | 3,500 | 6,500 |
| Total Staff Development | 6,500 | 1,734 | 4,766 | 3,000 | 3,500 | 6,500 |
| 100 4000 8500 310 Technology Support & Service | 81 | 92 | (31) | - | 81 | 81 |
| Total Instruction Related Technology | 81 | 92 | (31) | - | 81 | 81 |

| | | | | | <u>Expected</u> | <u>Budget</u> | <u>Change</u> | <u>Jul - Oct YTD</u> | <u>Nov - Jun Projected</u> | <u>Expected</u> |
|------------------------------|------|------|-----|-------------------------------------|-----------------|---------------|---------------|--------------------------|--------------------------------|-----------------|
| 100 | 4000 | 7100 | 310 | Legal & Audit Expense | 7,200 | 6,630 | 570 | 6,000 | 1,200 | 7,200 |
| 100 | 4000 | 7100 | 315 | Contracted Consultants | 6,250 | 25,000 | (18,750) | 6,250 | - | 6,250 |
| 100 | 4000 | 7100 | 320 | Insurance | 4,596 | 4,658 | (62) | 3,720 | 876 | 4,596 |
| 100 | 4000 | 7100 | 330 | Travel/Conferences/Workshops | 266 | 39 | 227 | 89 | 178 | 266 |
| 100 | 4000 | 7100 | 730 | Dues and Fees | 615 | 495 | 120 | 205 | 410 | 615 |
| 100 | 4000 | 7100 | 790 | District Admin Fees | 32,414 | 31,465 | 949 | 9,335 | 23,079 | 32,414 |
| 100 | 4000 | 7100 | 795 | Bank Charges | 97 | 324 | (227) | 32 | 65 | 97 |
| Total Board Administration | | | | | 51,438 | 68,611 | (17,173) | 25,631 | 25,808 | 51,438 |
| | | | | | | | | | | |
| 100 | 4000 | 7300 | 110 | Administrator | 65,956 | 80,000 | (14,044) | 27,292 | 38,664 | 65,956 |
| 100 | 4000 | 7300 | 160 | Administrative Assistants | 100,919 | 37,000 | 63,919 | 23,583 | 77,336 | 100,919 |
| 100 | 4000 | 7300 | 220 | Social Security | 12,766 | 8,951 | 3,815 | 3,892 | 8,874 | 12,766 |
| 100 | 4000 | 7300 | 230 | Group Insurance | 9,021 | 6,000 | 3,021 | 3,661 | 5,360 | 9,021 |
| 100 | 4000 | 7300 | 240 | Workers Compensation | 1,394 | 819 | 575 | 425 | 969 | 1,394 |
| 100 | 4000 | 7300 | 250 | Unemployment Compensation | 2,473 | 1,785 | 688 | 771 | 1,702 | 2,473 |
| 100 | 4000 | 7300 | 310 | Contracted Services | 1,944 | 1,983 | (39) | 648 | 1,296 | 1,944 |
| 100 | 4000 | 7300 | 330 | Travel/Conferences/Workshops | 89 | 54 | 35 | 30 | 59 | 89 |
| 100 | 4000 | 7300 | 370 | Postage | 332 | 100 | 232 | 111 | 221 | 332 |
| 100 | 4000 | 7300 | 390 | Advertising | 1,829 | 622 | 1,207 | 610 | 1,219 | 1,829 |
| 100 | 4000 | 7300 | 510 | Office Expense | 3,777 | 3,486 | 291 | 1,259 | 2,518 | 3,777 |
| 100 | 4000 | 7300 | 642 | Non-Capital Furniture and Equipment | 143 | 214 | (71) | - | 143 | 143 |
| Total School Administration | | | | | 200,642 | 141,014 | 59,628 | 62,282 | 138,361 | 200,642 |
| | | | | | | | | | | |
| 100 | 4000 | 7400 | 360 | Facility Lease | 47,834 | 52,004 | (4,170) | 15,688 | 32,145 | 47,834 |
| 360 | 4000 | 7400 | 360 | Facility Lease | 40,955 | 36,785 | 4,170 | 13,907 | 27,048 | 40,955 |
| Total Facilities Acquisition | | | | | 88,789 | 88,789 | 0 | 29,596 | 59,193 | 88,789 |
| | | | | | | | | | | |
| 100 | 4000 | 7500 | 310 | Contract Controller Service | 18,476 | 17,935 | 541 | 6,250 | 12,226 | 18,476 |
| 100 | 4000 | 7500 | 311 | Payroll Service | 3,623 | 3,720 | (98) | 1,208 | 2,415 | 3,623 |
| Total Fiscal Services | | | | | 22,098 | 21,655 | 443 | 7,458 | 14,641 | 22,098 |
| | | | | | | | | | | |
| 410 | 4000 | 7600 | 310 | Contracted Food Service | 6,394 | - | 6,394 | 639 | 5,755 | 6,394 |
| 410 | 4000 | 7600 | 570 | Food | - | 2,700 | (2,700) | - | - | - |
| 410 | 4000 | 7600 | 730 | Dues and Fees | - | 112 | (112) | - | - | - |
| Total Food Service | | | | | 6,394 | 2,812 | 3,582 | 639 | 5,766 | 6,394 |

| | | | | | <u>Expected</u> | <u>Budget</u> | <u>Change</u> | <u>Jul - Oct YTD</u> | <u>Nov - Jan Projected</u> | <u>Expected</u> |
|-------------------------------|------|------|-----|--------------------------------|-----------------|---------------|---------------|--------------------------|--------------------------------|-----------------|
| 100 | 4000 | 7900 | 320 | Insurance - Building | 4,000 | 4,340 | (340) | 2,837 | 1,163 | 4,000 |
| 100 | 4000 | 7900 | 351 | Contract Custodial Service | 563 | 7,603 | (7,041) | 188 | 375 | 563 |
| 100 | 4000 | 7900 | 370 | Communications | 4,292 | 5,406 | (1,114) | 1,431 | 2,861 | 4,292 |
| 100 | 4000 | 7900 | 380 | Water/Sewer/Garbage | 1,761 | 1,275 | 486 | 587 | 1,174 | 1,761 |
| 100 | 4000 | 7900 | 390 | Other Contracted Bldg Services | 1,409 | 995 | 474 | 490 | 979 | 1,409 |
| 100 | 4000 | 7900 | 430 | Electricity | 4,854 | 6,914 | (2,060) | 426 | 4,428 | 4,854 |
| 100 | 4000 | 7900 | 510 | Custodial Supplies | 2,814 | 3,240 | (426) | 936 | 1,876 | 2,814 |
| Total Plant Operations | | | | | 19,782 | 29,773 | (10,021) | 6,898 | 12,856 | 19,782 |
| | | | | | | | | | | |
| 100 | 4000 | 8100 | 350 | Repairs & Maintenance | 5,990 | 8,549 | (2,559) | 1,997 | 3,993 | 5,990 |
| Total Plant Maintenance | | | | | 5,990 | 8,548 | (2,558) | 1,997 | 3,993 | 5,990 |
| | | | | | | | | | | |
| 100 | 4000 | 9200 | 710 | Debt Service Principal | 8,500 | - | 8,500 | 4,300 | 4,200 | 8,500 |
| 100 | 4000 | 9200 | 720 | Debt Service Interest | 440 | - | 440 | - | 440 | 440 |
| Total Debt Service | | | | | 8,940 | - | 8,940 | 4,300 | 4,640 | 8,940 |
| | | | | | | | | | | |
| Total Expenses | | | | | 646,664 | 616,218 | 29,436 | 216,047 | 429,607 | 646,664 |
| | | | | | | | | | | |
| Excess Revenues Over Expenses | | | | | 61,675 | 54,779 | 6,896 | (9,406) | 71,161 | 61,675 |
| | | | | | | | | | | |
| Fund Balance, Beginning | | | | | 11,132 | 11,132 | - | 11,132 | 1,546 | 11,132 |
| | | | | | | | | | | |
| Fund Balance, Ending | | | | | 72,808 | 65,911 | 6,896 | 1,546 | 72,808 | 72,808 |

Kidz Choice Charter School
 Projected Operating Results and Cash Flows
 July 1, 2013 - June 30, 2014

| | Actual | | | | Projected | | | | | | | | Total |
|----------------------------|---------|--------|---------|---------|-----------|---------|---------|---------|---------|---------|---------|---------|---------|
| | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | |
| FEFP Total | 629,301 | 52,442 | 45,100 | 48,771 | 40,380 | 57,698 | 57,698 | 57,698 | 57,698 | 57,698 | 57,698 | 57,698 | 648,275 |
| Misc State Total | 37,830 | - | - | 12,239 | 3,381 | 3,381 | 3,381 | 3,381 | 3,381 | 3,381 | 3,381 | 3,381 | 42,669 |
| Misc Local | 3,866 | - | - | - | - | 1,289 | - | - | - | - | 1,289 | 1,289 | 3,866 |
| Misc Local | - | - | - | - | 2,857 | 357 | 357 | 357 | 357 | 357 | 357 | 179 | 5,536 |
| Misc Local | - | - | - | - | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 50 | 850 |
| Misc Local | - | - | - | 701 | 591 | 646 | 646 | 646 | 646 | 646 | 646 | 323 | 6,135 |
| Misc Local Total | 3,866 | - | - | 701 | 3,548 | 2,392 | 1,103 | 1,103 | 1,103 | 1,103 | 2,392 | 1,840 | 16,386 |
| Grand Total Revenues | 670,997 | 52,442 | 45,100 | 61,710 | 47,309 | 63,470 | 62,182 | 62,182 | 62,182 | 62,182 | 63,470 | 62,919 | 707,329 |
| | | | | | | | | | | | | | |
| Instr Personnel Total | 204,068 | 16,911 | 14,653 | 13,861 | 13,971 | 17,299 | 17,299 | 17,299 | 17,299 | 17,299 | 17,299 | 17,299 | 197,785 |
| Admin Personnel Total | 134,555 | 11,314 | 14,006 | 17,285 | 17,020 | 16,613 | 16,613 | 16,613 | 16,613 | 16,613 | 16,613 | 16,613 | 192,529 |
| District Admin Fees Total | 31,465 | 2,622 | 2,255 | 2,439 | 2,019 | 2,885 | 2,885 | 2,885 | 2,885 | 2,885 | 2,885 | 2,885 | 32,414 |
| Food Svc Total | 2,812 | - | - | - | 639 | 1,279 | 639 | 639 | 639 | 639 | 639 | 639 | 6,394 |
| Insurance Total | 8,998 | 2,158 | 199 | 3,182 | 1,019 | 1,019 | - | - | - | - | - | - | 8,596 |
| Capital Outlay Total | 634 | - | - | - | 4,000 | 1,053 | 553 | 303 | 178 | 115 | 64 | 68 | 6,415 |
| Rent Total | 88,789 | 7,399 | 7,399 | 7,399 | 7,399 | 7,399 | 7,399 | 7,399 | 7,399 | 7,399 | 7,399 | 7,399 | 88,789 |
| Other Occupancy Total | 33,982 | 1,052 | 1,417 | 2,094 | 1,493 | 2,669 | 1,891 | 1,854 | 1,854 | 1,854 | 1,854 | 1,854 | 21,742 |
| Contract Svc Total | 86,993 | 6,110 | 5,000 | 9,728 | 2,972 | 2,835 | 2,835 | 2,835 | 2,835 | 2,835 | 2,835 | 2,835 | 48,991 |
| Other Instr Total | 38,802 | 621 | 719 | 4,308 | 4,753 | 1,922 | 2,936 | 1,463 | 1,386 | 1,348 | 1,328 | 2,839 | 26,055 |
| Other Admin Total | 5,120 | 854 | 513 | 398 | 809 | 584 | 584 | 584 | 584 | 584 | 584 | 584 | 7,005 |
| Debt Service Total | - | 1,300 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 640 | - | - | - | 8,940 |
| Grand Total Expenses | 616,218 | 55,340 | 47,160 | 61,852 | 56,895 | 56,557 | 55,653 | 55,374 | 52,872 | 52,211 | 51,521 | 52,818 | 645,654 |
| Surplus (Deficit) | 54,779 | 2,101 | (2,060) | 58 | (9,586) | 6,913 | 6,528 | 6,808 | 9,310 | 9,971 | 10,861 | 10,655 | 61,675 |
| Change in Noncash Accounts | | 51,013 | 13,835 | (8,764) | 11,803 | (8,957) | (8,927) | (8,927) | (8,927) | (8,302) | (8,302) | (8,302) | 742 |
| Beginning Cash | | 35,866 | 88,981 | 100,756 | 94,050 | 96,068 | 94,024 | 91,625 | 89,506 | 90,089 | 91,758 | 94,117 | 35,866 |
| Ending Cash | | 88,981 | 100,756 | 94,050 | 96,068 | 94,024 | 91,625 | 89,506 | 90,089 | 91,758 | 94,117 | 96,469 | 96,283 |

Kidz Choice Charter School
(5409)
Organizational Performance



Renewal Application 2013

APPENDIX A

Student Enrollment Reports

| | | |
|--|--|-------------------------------|
| SCHOOL YEAR: 2013-2014 #-Student has a health condition | STUDENT DIRECTORY - ACTIVE STUDENTS 5409/1 - KIDZ CHOICE CHARTER SCHOOL | SORT BY: GRADE LEVEL, STUDENT |
|--|--|-------------------------------|

| Report Execution Scope and Characteristics: | |
|---|---|
| Report Parameter | Supplied Value (may be programmatically overridden) |
| School Number: | 5409 |
| School Year (Format CCYY): | 2014 |
| Day or Evening: | DAY |
| SORT (A=Addr,N=Nm,B=DOB,M=MOB,G=Grd,P=Tch/Cat,U=Us): | G-GRADE |
| Student Status (All,Active,W-Withdrawn): | ACTIVE |
| Report Option (All, Magnet, Exceptional, ESOL): | ALL |
| Magnet Code Option (For Magnet Rpt - Blank for All or code): | |
| ESE Metric: | ALL |
| Primary Except Cd Option (For ESE Rpt - Blank or Exceptionality): | |
| LEP Status: | ALL |
| Print Address and Phone on Report: | YES |
| Summer School: | NO |
| Print Birth Date on Report: | YES |
| Birth Date (MMDDYY or MM) Blank for all students: | |
| Team: (Blank for All, Separate mult. with comma's): | |
| Grade Level: | ALL |
| Current/Next Grade: | CURRENT |
| Calendar: | |
| Current/Next Calendar: | CURRENT |
| Current/Next Assignment Code Option (All or Assignment codes): | |
| Sex (All, M, F): | ALL |
| Race (All, W, B, H, A, I, M): | ALL |

| | | | |
|--------------------|-----------------------|-------------|--------------|
| Report ID: SCHS001 | Data Warehouse Report | 06-NOV-2013 | Page: 1 of 6 |
|--------------------|-----------------------|-------------|--------------|

SCHOOL YEAR: 2013-2014
 8-Student has a health condition

STUDENT DIRECTORY - ACTIVE STUDENTS
 5409/1 - KIDZ CHOICE CHARTER SCHOOL

SORT BY: GRADE LEVEL, STUDENT

| NEXT | | | | | | | | | | RES | LEP | LANG | ESL | PRM | FROM | MAGNT | CURR | HMR | CUR | POST |
|---------|------|----|------|-----|------|----------------------|------|--------|-----|------|-----|------|-------|------|------|-----------|-------|-----|-----|------|
| STUDENT | SCHL | GR | TEAM | SEX | RACE | NAME/ ADDRESS, PHONE | STAT | BIRTH | R/W | STAT | CLS | MTRX | EXCPT | LOCH | CODE | USER CODE | ASSGN | TCH | CAL | 2PLN |
| MACC23 | 01 | | | F | B | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC24 | 01 | | | F | B | [REDACTED] | 3 | 200307 | 001 | LY | B2 | | | 2 | | | 01 | 110 | | |
| MACC25 | 01 | | | M | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC26 | 01 | | | M | M | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC27 | 01 | | | M | B | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC28 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC29 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | LY | C1 | | | 2 | | | 01 | 110 | | |
| MACC30 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | LY | C1 | | | 2 | | | 01 | 110 | | |
| MACC31 | 01 | | | M | H | [REDACTED] | 3 | 200307 | 001 | LY | C1 | | | 2 | | | 01 | 110 | | |
| MACC32 | 01 | | | F | B | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC33 | 01 | | | F | B | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC34 | 01 | | | F | B | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC35 | 01 | | | F | B | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC36 | 01 | | | F | B | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC37 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC38 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC39 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC40 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC41 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC42 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC43 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC44 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC45 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC46 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC47 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC48 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC49 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC50 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC51 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC52 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC53 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC54 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC55 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC56 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC57 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC58 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC59 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC60 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC61 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC62 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC63 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC64 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC65 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC66 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC67 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC68 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC69 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC70 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC71 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC72 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC73 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC74 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC75 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC76 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC77 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC78 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC79 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC80 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC81 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC82 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC83 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC84 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC85 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC86 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC87 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC88 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC89 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC90 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC91 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC92 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC93 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC94 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC95 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC96 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC97 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC98 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC99 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |
| MACC100 | 01 | | | F | H | [REDACTED] | 3 | 200307 | 001 | 22 | | | | 2 | | | 01 | 110 | | |

SORT BY: GRADE LEVEL STUDENT

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SCHOOL YEAR: 2013-2014

a-Student has a health condition

STUDENT DIRECTORY - ACTIVE STUDENTS

5409/1 - KIDZ CHOICE CHARTER SCHOOL

SORT BY: GRADE LEVEL, STUDENT

| STUDENT | SCHL | GR | TEAM | SEX | RACE | NAME/ ADDRESS, PHONE | RES STAT | BIRTH | LEP EW | LANG STAT | ESE CLS | PRIM MTRX | FROM EXCPT | MAINT LOCN | CODE | USER CODE | CURR ASSGN | NMR TCH | CUR CAL | POST 2PLN |
|----------|------|----|------|-----|------|----------------------|-------------|------------|-----------|--------------|------------|--------------|---------------|---------------|------|--------------|---------------|------------|------------|--------------|
| 00000000 | 03 | | | M | B | [REDACTED] | 3 | [REDACTED] | 001 | LF | C2 | | 2 | | | | 01 | 100 | | |
| 00000001 | 03 | | | F | B | [REDACTED] | 3 | [REDACTED] | 001 | ZZ | | | 2 | | | | 01 | 100 | | |
| 00000002 | 03 | | | F | W | [REDACTED] | 3 | [REDACTED] | 001 | ZZ | | | 2 | | | | 01 | 100 | | |
| 00000003 | 03 | | | F | H | [REDACTED] | A | [REDACTED] | 001 | LF | C1 | | 2 | | | | 01 | 100 | | |
| 00000004 | 03 | | | M | H | [REDACTED] | 3 | [REDACTED] | 001 | L2 | C2 | | 2 | | | | 01 | 100 | | |
| 00000005 | 03 | | | M | H | [REDACTED] | 3 | [REDACTED] | 001 | ZZ | | | 2 | | | | 01 | 100 | | |
| 00000006 | 03 | | | M | W | [REDACTED] | 3 | [REDACTED] | 001 | ZZ | | | 2 | | | | 01 | 100 | | |
| 00000007 | 03 | | | M | B | [REDACTED] | 3 | [REDACTED] | 001 | ZZ | | | 2 | | | | 01 | 100 | | |
| 00000008 | 03 | | | F | H | [REDACTED] | 3 | [REDACTED] | 001 | L2 | | | 2 | | | | 01 | 102 | | |
| 00000009 | 03 | | | F | B | [REDACTED] | 3 | [REDACTED] | 001 | ZZ | | | 2 | | | | 01 | 100 | | |
| 00000010 | 04 | | | F | B | [REDACTED] | 3 | [REDACTED] | 001 | ZZ | | | 2 | | | | 01 | | | |
| 00000011 | 04 | | | M | W | [REDACTED] | 3 | [REDACTED] | 001 | ZZ | | | 2 | | | | 01 | 117 | | |
| 00000012 | 04 | | | F | B | [REDACTED] | 3 | [REDACTED] | 001 | ZZ | | | 2 | | | | 01 | 117 | | |
| 00000013 | 04 | | | F | B | [REDACTED] | 3 | [REDACTED] | 001 | ZZ | | | 2 | | | | 01 | 100 | | |
| 00000014 | 04 | | | M | B | [REDACTED] | 3 | [REDACTED] | 001 | ZZ | | | 2 | | | | 01 | 117 | | |
| 00000015 | 04 | | | F | B | [REDACTED] | 3 | [REDACTED] | 001 | ZZ | | | 2 | | | | 01 | 117 | | |
| 00000016 | 04 | | | M | H | [REDACTED] | 3 | [REDACTED] | 001 | ZZ | | | 2 | | | | 01 | 117 | | |
| 00000017 | 04 | | | F | H | [REDACTED] | 3 | [REDACTED] | 001 | LF | C2 | | 2 | | | | 01 | 117 | | |
| 00000018 | 04 | | | F | H | [REDACTED] | 3 | [REDACTED] | 001 | ZZ | C2 | | 2 | | | | 01 | 117 | | |
| 00000019 | 04 | | | F | H | [REDACTED] | 3 | [REDACTED] | 001 | ZZ | | | 2 | | | | 01 | 117 | | |

Report ID: SCHS001

Data Warehouse Report

06-NOV-2013

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SCHOOL YEAR: 2013-2014
 #Student has a health condition

STUDENT DIRECTORY - ACTIVE STUDENTS
 5409/1 - KIDZ CHOICE CHARTER SCHOOL

SORT BY: GRADE LEVEL, STUDENT

| NEXT | | | | | | | | | | RES | LEP | LANG | ESE | PRIM | FROM | MAGNT | CURR | HMR | CUR | POST |
|------------|------|----|------|-----|------|----------------------|------|------------|-----|------|-----|------|-------|------|------|-----------|-------|-----|-----|------|
| STUDENT | SCHL | GR | TEAM | SEX | RACE | NAME/ ADDRESS, PHONE | STAT | BIRTH | E/W | STAT | CLS | NTRX | EXCPT | LOCN | CODE | USER CODE | ASSGN | TCH | CAL | 3PLN |
| 0000000000 | 04 | | | F | H | [REDACTED] | 3 | [REDACTED] | E01 | ZZ | C2 | | | | | | 01 | | 117 | |
| 0000000000 | 04 | | | F | H | [REDACTED] | 3 | [REDACTED] | E01 | ZZ | | | | | | | 01 | | 117 | |
| 0000000000 | 04 | | | F | M | [REDACTED] | 3 | [REDACTED] | E01 | ZZ | | | | | | | 01 | | 117 | |
| 0000000000 | 05 | | | M | H | [REDACTED] | 3 | [REDACTED] | E01 | LF | C2 | | | | | | 01 | | 117 | |
| 0000000000 | 05 | | | M | H | [REDACTED] | 3 | [REDACTED] | E01 | ZZ | C2 | | | | | | 01 | | 117 | |
| 0000000000 | 05 | | | F | B | [REDACTED] | 3 | [REDACTED] | E01 | ZZ | | | | | | | 01 | | 117 | |
| 0000000000 | 05 | | | F | H | [REDACTED] | 3 | [REDACTED] | R02 | ZZ | C2 | | | | | | 01 | | 117 | |
| 0000000000 | 05 | | | M | B | [REDACTED] | 3 | [REDACTED] | E01 | ZZ | | | | | | | 01 | | 117 | |
| 0000000000 | 05 | | | M | H | [REDACTED] | 3 | [REDACTED] | E01 | ZZ | | | | | | | 01 | | 117 | |
| 0000000000 | 05 | | | M | B | [REDACTED] | 3 | [REDACTED] | E01 | ZZ | | | | | | | 01 | | 117 | |
| 0000000000 | 05 | | | M | H | [REDACTED] | 3 | [REDACTED] | E01 | L2 | C1 | | | | | | 01 | | 117 | |
| 0000000000 | 05 | | | M | B | [REDACTED] | 3 | [REDACTED] | E01 | ZZ | | | | | | | 01 | | 117 | |
| 0000000000 | 05 | | | M | A | [REDACTED] | 3 | [REDACTED] | E01 | ZZ | | | | | | | 01 | | 117 | |
| 0000000000 | 05 | | | F | B | [REDACTED] | 3 | [REDACTED] | E01 | ZZ | | | | | | | 01 | | 117 | |
| 0000000000 | KG | | | M | H | [REDACTED] | 3 | [REDACTED] | E01 | LY | A2 | | | | | | 01 | | 101 | |
| 0000000000 | KG | | | M | B | [REDACTED] | 3 | [REDACTED] | E01 | ZZ | | | | | | | 01 | | 101 | |
| 0000000000 | KG | | | F | B | [REDACTED] | 3 | [REDACTED] | E01 | ZZ | | | | | | | 01 | | 101 | |
| 0000000000 | KG | | | M | B | [REDACTED] | 3 | [REDACTED] | E01 | ZZ | | | | | | | 01 | | 101 | |
| 0000000000 | KG | | | M | H | [REDACTED] | 3 | [REDACTED] | E01 | LY | B1 | | | | | | 01 | | 101 | |
| 0000000000 | KG | | | F | H | [REDACTED] | 3 | [REDACTED] | E01 | ZZ | | | | | | | 01 | | 110 | |

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SCHOOL YEAR: 2013-2014
 If Student has a health condition

STUDENT DIRECTORY - ACTIVE STUDENTS
 54891 - KIDZ CHOICE CHARTER SCHOOL

SORT BY: GRADE LEVEL, STUDENT

| STUDENT | SCHL | GR | TEAM | SEX | RACE | NAME/ ADDRESS, PHONE | RES STAT | BIRTH | ENW | LEP STAT | LANG CLS | ESL NTRX | FROM EXCPT | FROM LOCN | MAINT CODE | UMR CODE | CURR ASSGN | PRGR TCH | CUR CAL | POST 3PLN |
|------------|------|----|------|-----|------|----------------------|-------------|------------|-----|-------------|-------------|-------------|---------------|--------------|---------------|-------------|---------------|-------------|------------|--------------|
| [REDACTED] | KG | | | M | B | [REDACTED] | 3 | [REDACTED] | 005 | 22 | | | 2 | | | | 01 | 101 | | |
| [REDACTED] | KG | | | F | B | [REDACTED] | 3 | [REDACTED] | 001 | 22 | | | 2 | | | | 01 | 101 | | |
| [REDACTED] | KG | | | M | M | [REDACTED] | 3 | [REDACTED] | 001 | 22 | | | 2 | | | | 01 | 101 | | |
| [REDACTED] | KG | | | F | H | [REDACTED] | 3 | [REDACTED] | 001 | 22 | | | 2 | | | | 01 | 110 | | |
| [REDACTED] | KG | | | M | B | [REDACTED] | 3 | [REDACTED] | 001 | 22 | | | 2 | | | | 01 | 110 | | |
| [REDACTED] | KG | | | M | B | [REDACTED] | 3 | [REDACTED] | 001 | 22 | | | 2 | | | | 01 | 101 | | |
| [REDACTED] | KG | | | F | B | [REDACTED] | 3 | [REDACTED] | 001 | 22 | | | 2 | | | | 01 | 101 | | |
| [REDACTED] | KG | | | M | H | [REDACTED] | 3 | [REDACTED] | 008 | 22 | | | 2 | | | | 01 | 101 | | |
| [REDACTED] | KG | | | F | M | [REDACTED] | 3 | [REDACTED] | 001 | 22 | | | 2 | | | | 01 | | | |
| [REDACTED] | KG | | | M | H | [REDACTED] | 3 | [REDACTED] | 001 | LY | 82 | | 2 | | | | 01 | 101 | | |
| [REDACTED] | KG | | | M | B | [REDACTED] | 3 | [REDACTED] | 001 | 22 | | | 2 | | | | 01 | 101 | | |
| [REDACTED] | KG | | | F | H | [REDACTED] | 3 | [REDACTED] | 001 | 22 | | | 2 | | | | 01 | 101 | | |
| [REDACTED] | KG | | | M | H | [REDACTED] | 3 | [REDACTED] | 001 | LY | 82 | 252 | 2 | | | | 01 | 101 | | |
| [REDACTED] | KG | | | M | H | [REDACTED] | 3 | [REDACTED] | 001 | 22 | | | 2 | | | | 01 | 101 | | |
| [REDACTED] | KG | | | M | B | [REDACTED] | 3 | [REDACTED] | 001 | 22 | | | 2 | | | | 01 | 101 | | |

Student Grand Total = 95

APPENDIX B

Registration Form

Kidz Choice Charter School
9063-69 Taft Street
Pembroke Pines, Florida 33024
Phone: (954) 673-0698 Fax: (954) 450-6482
Website: www.kidzchoicecharter.com

Items Needed for Registration

IF TRANSFERRING FROM A BROWARD COUNTY PUBLIC OR CHARTER SCHOOL

1. School Registration Packet (completed)
2. Copy of most recent report card

IF TRANSFERRING FROM A PRIVATE OR OUT OF COUNTY SCHOOL

1. School Registration form (completed)
2. Records Request (completed)
3. Copy of Birth Certificate
4. Original (Blue) Health Immunization Form 680
5. Original (Gold) Physical Form (within the year)
6. Copy of most recent report card
7. Proof of address (must have two forms: deed, lease, utility bill, etc.)

FOR SCHOOL USE ONLY

1. _____ School Registration Form Completed
2. _____ Record Request Form Completed
3. _____ Emergency Card Completed
4. _____ Authorization for Medication Completed
5. _____ Parent Contract Signed
6. _____ Student Contract Signed
7. _____ Technology Policy Signed
8. _____ Photo and Video Release Signed
9. _____ Home Language Survey Completed
10. _____ Student Disclosure Form Completed
11. _____ Special Education Program Information Completed

NOTES:

Kidz Choice Charter School
9063-69 Taft Street
Pembroke Pines, Florida 33024
Phone: (954) 673-0698 Fax: (954) 450-6482
Website: www.kidzchoicecharter.com

Student Registration Procedures

Please complete the attached forms and return via mail at:
Kidz Choice Charter School; 9063 Taft Street; Pembroke Pines, Florida 33024

Please note that all forms must be completed and returned to the school. No faxes will be accepted.

Step 1: REGISTRATION

Please complete all of the attached student registration forms using ink (please print clearly):

- ☐ **Student Registration Form** (Please complete all blanks front and back)
- ☐ **Student Records Request** (Please sign and date where requested. This form must be completed in order for the school to request records.)
- ☐ **Emergency Information Card** (Please complete all blanks.)
- ☐ **Authorization for Medication** (use only if student is taking medication upon entry to school, not all medication deliveries may be facilitated at school)
- ☐ **Parent Contract** (Please sign and date)
- ☐ **Student Contract** (Parent and student must sign)
- ☐ **Technology Acceptable Use Policy**
- ☐ **Photo and Video Release**
- ☐ **Home Language Survey** (Must be completed by all families)
- ☐ **Student Disclosure Form**
- ☐ **Special Education Program Information** (If your child currently has an IEP or Section 504 Plan, you must meet with the school's ESE Specialist to determine program needs prior to acceptance. In the event the IEP or Section 504 Plan is not disclosed, the student's status in the school may be jeopardized.)

Step 2: IMMUNIZATIONS

Provide an Original Certificate of Immunization - HRS Blue Form 680 containing: Kindergarten - Grade 5:

1. DTP (diphtheria, pertussis, tetanus) - 5 doses
2. Polio - 4 doses. A fifth dose of poliovirus vaccine is required if the fourth dose was administered prior to the fourth birthday.
3. MMR (measles, mumps, rubella) - 2 doses
4. Kindergarten students and all new students are required to have received the **Hepatitis B** (Series of three shots, grade K - 4) **Chicken Pox** (or verification of having previously had Chicken Pox).
5. Pneumococcal Conjugate- required ages 0-24 months.
6. Meningococcal Vaccine is recommended but not required.
7. Proof of a Physical Examination within the 12 months preceding the start date of school (gold form). Physical exams can be obtained free of charge at your local health clinic or possibly upon payment of a fee, from your doctor.
8. The Florida Certificate of Immunization must be completed by your child's medical doctor or the local health clinic, **a chiropractor is not acceptable.**

All new entries must also have TB Clinical Screening, PPD, or Chest X-ray.

Step 3: PROOF OF RESIDENCY AND AGE

Provide a copy of the following to establish legal residency and the student's proof of age.

1. Parents may establish proof of residency by providing a minimum of two forms of residency verification from the following acceptable forms (the parents/guardian name must appear on the items):
 - a. electric bill
 - b. telephone bill
 - c. voter registration card
 - d. rental contract, mortgage contract, or property tax bill
 - e. notarized statement
2. Copy of social security card (not mandatory).
3. Verification of date of birth (copy of birth certificate is acceptable).

Step 4: ACADEMIC RECORDS

Provide a copy of the student's academic information as follows: Kidz Choice Charter School will request the "official" records from your child's previous school. However, these records often do not arrive at our school until weeks after the start of school. This is particularly true if the student is transferring from out of the state, out of county or attending from a private school. Therefore, please provide the following records for your student:

1. Copy of most recent report card.
2. Copy of any standardized testing results including FCAT.
3. Copy of IEP (if the student is ESE)
4. Copy of 504 Plan (if student previously received accommodations resulting from a Section 504 Plan).

Step 5: ADDRESS AND EMERGENCY CONTACT CHANGES

Please note that it is the responsibility of the parent or guardian of record to contact the school immediately upon any change to residential address, home and business telephone numbers and most importantly to any changes in Emergency Contact Information. **Please contact the school registrar to make any changes to the student's contact information.**

Kidz Choice Charter School
Student Registration Form
2013-2014

Student Information

Date ___/___/___ Grade Level _____ Age _____ Male _____ Female _____

Student Legal Name _____
Last First Middle

Social Security # _____ FL Student ID # _____

Address _____ Apt # _____

City _____ Zip Code _____ Home Phone _____

Date of Birth ___/___/___ Birthplace _____ State _____ Country _____

Race: _____ White, Non Hispanic _____ Hispanic
_____ Black, Non Hispanic _____ Asian/Pacific Islander
_____ American Indian _____ Multiracial

Student Lives With: _____ Both Parents _____ Father _____ Mother _____ Other

Marital Status of Parents: _____ Married _____ Divorced _____ Separated _____ Widow(er)

Parent Information

Person Enrolling Student: _____ Parent _____ Guardian (notarized letter) _____ Court Order

Mother's Name _____ Address _____
(If different from above)

Telephone _____ Cell _____ Email _____

Place of Business _____ Occupation _____ Fax _____

Father's Name _____ Address _____
(If different from student)

Telephone _____ Cell _____ Email _____

Place of Business _____ Occupation _____ Fax _____

Legal Guardian _____ Address _____
(If different from above)

Telephone _____ Cell _____ Email _____

Place of Business _____ Occupation _____ Fax _____

Emergency Information Contacts (Other than Parents/Guardians) and Telephone Numbers:

Student may be released to _____ both Parents _____ Mother _____ Father _____ Guardian/other
If we are unable to contact parents or legal guardians it is important that we have another reference
(local relatives, friends). Please list below two persons to whom your child may be released.

In case of an emergency, 911 will be called and student will be taken to the nearest hospital.

In the event I cannot be contacted, I authorize the appropriate school official to take the steps
necessary to seek emergency medical attention.

Parent/Guardian Signature _____

Please list any medications that the student is currently taking: _____

Family Physician: _____ Phone number: _____

Previous School Information

Last school attended _____ Withdrawal date ____/____/____

Was this a private school? _____ yes _____ no

Phone _____ Address _____ City/zip _____

Student previously attended a Broward County School? _____ yes _____ no

If yes, School and Grade _____

Has the student ever been retained? ☐ Yes ☐ No If yes, grade level(s) _____

Has student ever been expelled from school? ☐ Yes ☐ No

Exceptional Student Education ☐ Yes ☐ No If yes, program _____

Other programs or interventions _____

To the best of my knowledge, the above information is correct and complete. In the event of a change of address, phone number, name, etc., I will notify the school immediately.

Parent/Guardian Signature _____ Date ____/____/____

Staff Member Registering Student _____ Date ____/____/____

The Family Educational Rights and Privacy Act (FERPA) was amended by Congress in the No Child Left Behind Act of 2001 (NCLB). The amendment to FERPA included information and rules regarding access to student academic records and the transfer of school disciplinary records.

Section 1002.22(2)(c), Florida Statutes, defines records as official records directly related to students that are created, maintained, and used by public educational institutions. Materials that are considered as part of a student's record include, but are not limited to, verified reports of serious or recurrent behavior patterns. Additionally, as indicated in section 1002.22(3)(d)(1), Florida Statutes, student records may be forwarded to the school to which the student intends to transfer without parental consent.

In addition, section 1006.07(1)(b), Florida Statutes (District school board duties relating to student discipline and school safety), requires each district school board to adopt rules that require each student at initial registration for school enrollment in the district to report any previous school expulsions, arrests resulting in a charge, and juvenile justice actions the student has had. This section also provides authority for the receiving school board to waive or honor the final order of expulsion or dismissal of a student by any in-state or out-of-state public district school board or private school for an act that would have been grounds for expulsion according to the receiving district school board's code of student conduct.

Kid Choice Charter School
9063 Taft Street
Pembroke Pines, Florida 33024
Phone: (954) 673-0698 Fax: (954) 450-6482
Website: www.kidzchoicecharterschool.com

STUDENT RECORDS REQUEST

Date: _____

Last School Attended: _____

Address of School: _____

Phone Number: _____ Fax: _____

Name of Home School: _____

(The public school the student would attend based on the current home address)

PLEASE SEND A TRANSCRIPT OF THE OFFICIAL RECORDS FOR:

| | | | |
|-----------------|---------|-------|----------------------|
| _____ | _____ | _____ | _____ |
| Name of Student | (Grade) | DOB | (Date Last Attended) |

PLEASE INCLUDE: Cumulative Record containing:

- All credits earned
- Test scores
- Health Records {Immunization (HRS Form 680) and Physical
- Brief explanation of grading system
- Current grades at time of withdrawal
- Exceptional Education Records

I hereby give permission for the above named school to release all student records as requested herein to facilitate the enrollment of my child at Kidz Choice Charter School.

Signature of Parent/Guardian _____ Date _____

Thank you in advance for your prompt attention to this request.

Registrar, Kidz Choice Charter School

Kidz Choice Charter School
Authorization for Medication

Date: _____

Student Name: Last, First, Middle

DOB

Grade

Medication Treatment Plan to Be Completed by Physician

Diagnosis: _____

Medication, Dosage, Specific Times and Direction for Administration:

Note: Medication must be supplied in the original prescription container. Ask the pharmacist to divide the prescription in two completely labeled containers, one for home and one for school.

Side Effects /Special Instructions: _____

Note to Physicians: Please complete the treatment plan on the back of this form for students who require any special health procedures during school hours (e.g. inhalers, nebulizer treatments, glucose testing, etc.)

Printed Name of Physician

Physician's Signature

Physician's Phone Number

Physician's Fax Number

PARENTAL PERMISSION

I grant the principal or his/her designee the permission to assist in the administration of each prescribed medication/procedure to be provided during the school day, including when student, _____, is away from school property on official school business.

Signature of Parent

Date

Phone/Cell

Name of Student: _____ Grade: _____

TREATMENT FOR STUDENTS NEEDING HEALTH PROCEDURES DURING SCHOOL HOURS

Treatment Plan: _____

Special Procedures (List special procedures in which students have been trained; e.g. insulin administration, testing glucose, etc.): _____

Please state any emergency precautions/health emergencies that should be anticipated for this student (e.g. allergy triggers, diabetic reactions, etc.) _____

Please list any limitations/precautionary measures that should be considered (e.g. physical education, outdoor activities, transporting, and lifting, special devices/equipment): _____

Please state any emergency precautions/health emergencies that should be anticipated for this student (e.g. allergy triggers, diabetic reactions, etc.) _____

What is the care plan for these identified emergencies? _____

Physician's Signature

Date

Name of Student: _____ Grade: _____

TREATMENT FOR STUDENTS NEEDING HEALTH PROCEDURES DURING SCHOOL HOURS

Treatment Plan: _____

Special Procedures (List special procedures in which students have been trained; e.g. insulin administration, testing glucose, etc.): _____

Please state any emergency precautions/health emergencies that should be anticipated for this student (e.g. allergy triggers, diabetic reactions, etc.) _____

Please list any limitations/precautionary measures that should be considered (e.g. physical education, outdoor activities, transporting, and lifting, special devices/equipment): _____

Please state any emergency precautions/health emergencies that should be anticipated for this student (e.g. allergy triggers, diabetic reactions, etc.) _____

What is the care plan for these identified emergencies?

Physician's Signature

Date

Kidz Choice Charter School

Student Contract 2013-2014

Whereas, I have made a personal decision to enroll as a student at KIDZ CHOICE CHARTER SCHOOL IN order to experience a unique educational opportunity; and

Whereas, I recognize that KIDZ CHOICE CHARTER SCHOOL is a public charter school of choice, not entitlement;

Therefore, as a student at KIDZ CHOICE CHARTER SCHOOL, my commitment is to abide by the following rules and regulations adopted by the Board of Directors:

- A. I understand that my behavior is a direct reflection of both my family and the School. As such, I will strive to honor both by exhibiting exemplary behavior at all times in all places.
- B. I will adhere by the school uniform dress code as outlined in the Parent/Student Handbook
- C. I am responsible to deliver any and all announcements, messages, and reports to and from school.
- D. I am responsible for completing and turning in all class assignments and homework
- E. I am responsible for taking care of all books and materials loaned to me by the school. I will replace anything that is misused or lost.
- F. I will demonstrate proper courtesy to faculty, staff, and other students at all times.
- G. I understand that I am a student with the Broward School System and I will abide by the rules contained in the Broward School District's Code of Student Conduct and the current edition of the school's Parent/Student Handbook.
- H. I will speak courteously to everyone I come in contact with.
- I. I will refrain from fighting and using inappropriate language.
- J. I will refrain from intimidating, harassing, or threatening others.
- K. I will exhibit the principles of good sportsmanship.

I understand that by not fulfilling my contractual obligations to KCCS, this may result in my being suspended or withdrawn and referred to a regular district school or private school of my parent's choice. This policy is approved by KCCS, Board of Directors and the School Board of Broward County. Signature of Student: _____ Date: _____

Signature of Parent/Guardian _____ Date _____

Acknowledged By Principal/Director _____ Date _____

Kidz Choice Charter School

Technology Acceptable Use Policy

2013-2014

**The information systems and Internet access available through the
KIDZ CHOICE CHARTER SCHOOL
are available to support learning, and to enhance instruction.**

Kidz Choice Charter School information systems are operated for the mutual benefit of all users. The use of technology at Kidz Choice Charter School is a privilege, not a right. Users should not do, or attempt to do, anything that might disrupt the operation of the network or equipment and/or interfere with the learning of other students or work of Kidz Choice Charter School employees. Kidz Choice Charter School network is connected to the Internet, a network of networks, which enables people to interact with millions of networks and computers.

The school reserves the right to restrict or terminate any user's access, without prior notice, if the user is suspected to be in violation of the acceptable use policy. The primary goal of any such action shall be to maintain computing availability and security for other users of the systems. Other disciplinary action may be imposed as stated in the Broward County Code of Student Conduct and Kidz Choice Charter School Parent/Student Handbook.

Respect for Property

- Students are prohibited from downloading and installing software on school computers without the express consent of the classroom teacher.
- Do not modify or rearrange keyboards, individual key caps, monitors, printers, or any other peripheral equipment.
- Report equipment problems immediately to the teacher.
- Leave workstations and peripherals in their designated places.

Respect for Others

- Use your assigned workstations as directed by the teacher.
- Log out of workstations after finishing.
- Students may not deliberately attempt to disrupt system performance or otherwise interfere with the work of other users.
- Leave equipment and labs in good condition for the next user or class.

Ethical Conduct for Users

Accounts on Kidz Choice Charter School network are considered private, although absolute security of any data cannot be guaranteed. It is the responsibility of the user to:

- Use only his or her account or password.
- Recognize and honor the intellectual property of others; comply with legal restrictions regarding plagiarism and the use and citation of information resources.
- Respect the privacy of others by not reading, modifying, removing, or otherwise tampering with files owned by other users.

Restrict the use of Kidz Choice Charter School network and resources to the mission and function of the school system.

- Maintain the integrity of the school information system. Deliberate tampering or experimentation is not allowed; this includes the use of Kidz Choice Charter School network and resources to illicitly access, tamper with, or experiment with systems outside Kidz Choice Charter School

Inappropriate Use

- The use of Kidz Choice Charter School computing resources for any purpose other than that which has been expressly authorized by the teacher or adult in charge shall constitute an unacceptable use of technology.
- Do not use offensive, obscene, or harassing language when using any Kidz Choice Charter School network system.
- At no time shall campus technology be used in any manner that violates the privacy of others, jeopardizes the health or safety of students, is obscene or libelous, causes disruption of school activities, plagiarizes the work of others, is a commercial advertisement, or is not approved by the teacher or technology coordinator.
- Users will not change or delete files belonging to others.
- Real-time messaging and online chat may not be installed or used on the school network.
- Users are prohibited from accessing Internet sites that do not promote the instructional mission of Kidz Choice Charter School

DECLARATION OF UNDERSTANDING AND ADHERENCE

I understand that my son or daughter must adhere to the terms of this policy. I understand that access to or Kidz Choice Charter School network is a privilege that is intended for educational purposes. This privilege may be revoked for noncompliance with this acceptable use policy.

Print Parent Name

Parent Signature

Date

Print Student Name

Date

Kidz Choice Charter School
Student Photo Release
2013-2014

I, _____ and my child _____, student at
(Parent/guardian) (Student Name)

Kidz Choice Charter School, do hereby give permission to Kidz Choice Charter School, to use my child's photograph or photographic image in official Kidz Choice Charter School business, including: Kidz Choice Charter School web sites; Kidz Choice Charter School newsletters, etc. I understand that photographic or video images will be used for news organizations and promotional purposes.

I hereby waive any right that I may have to inspect or approve the finished product in which a photographic or video image may be used including the advertising copy or other matter that may be used in connection therewith or the use to which it may be applied.

I hereby release, discharge, and agree to save harmless Kidz Choice Charter School, its officers, employees, attorneys, representatives, and all persons acting under its permission or authority or those for whom acting from any liability by virtue of any blurring, distortion, alteration, optical illusion, or use in composite form whether intentional or otherwise, that may occur or be produced in the taking of said picture or video or in any subsequent processing thereof, as well as any publication thereof, including without limitation any claims for libel or invasion of privacy.

This release contains the entire agreement between the parties and shall be binding upon and inure to benefits of the successors and assigns of the undersigned.

Signed this date ____ / ____ / ____

Student's Signature: _____

Student's Printed Name: _____

Parent's Signature: _____

Kidz Choice Charter School
Student Disclosure
2013-2014

Student's Name: _____ (Please Print) I.D. # _____

Date of Birth _____

Section 232.0205, Florida Statutes (1997), requires that any student seeking admission to a public school in the State of Florida will provide information at the time of initial registration:

1. Has student ever been expelled from any school, in or out of the State of Florida?

☐ YES

☐ NO

If the answer to question one (1) is YES, then list each and every instance for which the student was expelled.

2. Has the student ever been arrested where the arrest resulted in the student being formally charged?

☐ YES

☐ NO

If the answer to question two (2) is "YES", then list each and every arrest which resulted in a formal charge.

3. Has the student ever been involved as a party in a case before the Juvenile Justice System?

☐ YES

☐ NO

If the answer to question three (3) is "YES", then list each action taken by the Juvenile Justice System which involved the student.

Parent/Guardian's Name _____

Address _____

Signature (Parent/Guardian) _____ Date: _____

Kidz Choice Charter School
Special Education Program Information 2013-2014

Student's Name: _____ Student I.D. #: _____

School Previously Attended: _____

Grade Entering: _____ Date of Birth: _____

Please answer the following questions.

A. Has your child received special education services (ESE) through an exceptional student education plan or an Individual Education Plan (IEP)? YES NO

B. IS your child's educational program modified or does he/she receive modifications based on a Section 504 Plan? YES NO

C. Does your child receive speech or language services or is he/she eligible to receive speech or language services? YES NO

D. Are there other items of special interest that you wish to tell us about your child regarding specific programs that he/she has participated in? YES NO

Please Print Name of Parent/Guardian : _____

Signature of Parent/Guardian: _____ Date: _____

(If your child currently has an IEP or Section 504 Plan you must meet with the school's ESE Specialist to determine program needs prior to acceptance. In the event the IEP or Section 504 Plan is not disclosed, the student's status in the school may be jeopardized.)

Home Language Survey
To be completed by parent or guardian

Student Name: _____ Student ID# _____

Date of Birth ____/____/____ Grade ____ Student Language _____

Parent Language _____ Date entered US ____/____/____

1. Is language other than English used in the home? Yes ____ No ____

2. Did the student have a first language other than English? Yes ____ No ____

3. Does the student most frequently speak a language other than English? Yes ____ No ____

If the answer is "YES" to any of these questions, the student must be tested for English proficiency.

School _____

Parent/Guardian Signature _____ Date ____/____/____

ENCUESTA SOBRE EL IDIOMA HABLADO EN EL HOGAR

Debe ser completado por el/la padre/madre o tutor/a

Nombre del Estudiante _____ No. De I. D. _____

Fecha de Nacimiento ____/____/____ Grado ____ Idioma del Estudiante _____

Lengua Paterna _____ Fecha de Entrada a los Estados Unidos: ____/____/____

1. ¿Usan en su casa algún otro idioma que no sea el inglés? Si ____ No ____

2. ¿Tuvo el estudiante una lengua materna distinta al inglés? Si ____ No ____

3. ¿Habla el estudiante frecuentemente otro idioma que no sea el inglés? Si ____ No ____
Si responde "SI" a alguna de estas preguntas, el estudiante debe tomar un examen para saber cual es su conocimiento del inglés.

Escuela _____

Firma del Padre/Madre _____ Fecha ____/____/____

SONDAJ SOU KI LANG TIMOUN NAN PALE

Pou paran oubyen moun ki responsab timoun nan menpi

Non Elev la _____ No. I.D. Elèv La _____

Fèt li ____/____/____ Klas ____ Lang Elèv La _____

Lang paran Yo _____ Dat ou Antre U.S. ____/____/____

1. Eske yo sèvi ak yon lang ki pa Anglè lakay li? Wi ____ Non ____

2. Eske elèv la te genyen yon premye lang anvan Anglè? Wi ____ Non ____

3. Eske elèv la ebitye pale yon lang ki pa Anglè? Wi ____ Non ____

Si repons lan se "WI" pou nenpòt nan kesyon anba yo, elèv la dwe pran yon tès Anglè.

Lekòl _____

Siyati Paran _____ Dat ____/____/____

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
FORMULARIO DE INSCRIPCIÓN DEL ESTUDIANTE

(Student Registration Form)

Solamente los padres (F.S. 1000.21(5)) que inscriben al estudiante (ej., llenan este formulario), u otros identificados a continuación, pueden retirar al estudiante de su escuela actual, a menos que haya documentación de circunstancias atenuantes que indiquen lo contrario. Si la información que aparece a continuación cambia, es la responsabilidad de los padres de avisar a la escuela dentro del período de diez días escolares. Para las preguntas 6 y 7, por favor, lea las instrucciones adjuntas.

1. Estudiante (Nombre legal) _____
 Apellido _____ Nombre _____ 2º Nombre _____

2. Dirección _____ Edif. _____ Apt. _____ Ciudad _____ Código postal _____

3. N° de teléfono del hogar _____ N° de celular _____ Email _____

4. I.D. escolar de la Florida _____ 5. N° de seg. social del estudiante. _____ (F.S. 1008.386 requiere que SBBC solicite esta información para el archivo permanente del estudiante)

6. Origen étnico: ¿El estudiante es de origen hispano, latino o español? Sí _____ No _____

7. Raza: W _____ B _____ A _____ AM/IND _____ HAW/PI _____
 (Blanco) (Negro o americano africano) (Asiático) (Indio americano/nativo de Alaska) (Nativo de Hawái/otra isla del Pacífico)

8. Sexo: Mas. _____ Fem. _____ 9. Grado actual _____ 10. Fecha de nacim. ____/____/____ Verificado con _____

11. Lugar de nacim.: Ciudad _____ Estado o País _____ 12. Fecha de entrada a los EEUU ____/____/____

12. ¿El estudiante ha asistido anteriormente a una:

- escuela pública de Broward? Sí _____ No _____ Si sí, Escuela _____ Condado _____
- escuela pública de la Florida? Sí _____ No _____ Si sí, Escuela _____ Ciudad _____
- escuela fuera de la Florida? Sí _____ No _____ Si sí, Escuela _____ País _____ Marque una: Pública _____ Privada _____ Otra _____

13. ¿El estudiante alguna vez ha:

- sido retenido (repitió un grado)? Sí _____ No _____ Grado(s) _____
- estado en un Programa de Educación en el Hogar? Sí _____ No _____ Si sí, nombre del condado/estado/país _____
 Fechas de asistencia: Desde ____/____/____ Hasta ____/____/____
- en Educación para Estudiantes Excepcionales (ESE)? Sí _____ No _____ Programa _____
- en un Programa Magnet? Sí _____ No _____ Si sí, nombre del Programa Magnet _____
- expulsado de la escuela? Sí _____ No _____ condenado por un delito grave? Sí _____ No _____

14. ¿En el hogar se habla un idioma que no sea el inglés? Sí _____ No _____ Si sí, el idioma que se habla es: _____
 ¿Le gustaría recibir información en ese idioma? Sí _____ No _____

15. ¿El estudiante tiene un primer idioma que no sea el inglés? Sí _____ No _____

16. ¿El estudiante habla más frecuentemente un idioma que no sea el inglés? _____ No _____ Si sí, es idioma que habla es el: _____
 Basándonos en sus respuestas a estas preguntas, su hijo podría ser evaluado para el programa de ESOL.

17. El/la estudiante vive con: Ambos Padres _____ Padre _____ Madre _____ Otro (relación con el estudiante) _____

18. Estado civil de los padres: (opcional) Casados _____ Divorciados _____ Separados _____ Viuda(o) _____ Otro _____

La información anterior es correcta y está completa a mi mejor entender. En el caso de que haya un cambio de nombre, dirección, o de teléfono, yo le informaré al personal escolar dentro de diez (10) días. Entiendo que los estudiantes cuyos padres se determine, después de una investigación apropiada, que han dado información fraudulenta para matricular a un estudiante en la escuela a la que no está asignado se le retirará inmediatamente de la escuela y el padre deberá matricularlo en la escuela apropiada en la zona escolar que le corresponda. Yo he leído la información anterior (que está de acuerdo con la Norma de la Junta Escolar 5.1) y entiendo que si doy información falsa, será reportado a la Oficina del Procurador del Estado.

Firma del padre _____ Fecha: _____

¿Alguien más tiene derecho a sacar al estudiante de esta escuela? Sí _____ No _____

Si sí, escriba los nombres en letra de imprenta aquí _____

FOR SCHOOL USE ONLY:

Enrollment Date ____/____/____ Proof of Residence _____ Review Dates * ____/____/____

☐ Statement of Bonafide Residence Form Provided ☐ Temporary Custody ☐ Reassignment (must enter code)

☐ ELL ELL Codes (Circle One) LY LF LZ ZZ

☐ Health Exam Certificate (for students entering a Florida school for the first time, a health exam must be done within one (1) year prior to the day of registration)

☐ Florida Certificate of Immunization (680) Form Overall Immunization Status _____

☐ Temporary Exemption (if checked, enter expiration date: ____/____/____) ☐ Medical Exemption ☐ Religious Exemption

Registrar: _____ Date: ____/____/____

Copies given to: ☐ Registrar ☐ Guidance ☐ DPC ☐ Other (specify) _____

* Registration information must be reviewed and confirmed for accuracy whenever a student changes schools or moves from elementary to middle school or middle to high school. The date(s) of review should be reflected here.

Form 4709 (Rev. /09)

MEPSD<SP#74/gnm/08/09>

Document translated by Multicultural, ESOL and Program Services Department (08/09)

PS18614

School Name _____

Teacher _____

Current Grade _____

Enrollment Date _____

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
STUDENT REGISTRATION FORM**

Only the parent (F.S. 1000.21(5)) who registers the student (i.e., completes this form), or others identified below, may withdraw the student from his/her current school, unless there is documentation of extenuating circumstances indicating otherwise. If the information below changes, it is the parent's responsibility to notify the school within 10 school days. For questions 6 and 7, please read the attached instructions.

1. Student (Legal Name) _____
Last First Middle

2. Address _____ Bldg. _____ Apt. _____ City _____ Zip Code _____

3. Home Phone _____ Cell Phone _____ Email _____

4. Florida School I.D. _____ 5. Student S.S.N. _____ (F.S. 1008.386 requires SBBC to request this information for the student's permanent record)

6. Ethnicity: Is the student of Hispanic, Latino or Spanish origin? Yes _____ No _____

7. Race: W _____ B _____ A _____ AM/IND _____ HAW/PI _____
(White) (Black or African American) (Asian) (American Indian/Alaskan Native) (Native Hawaiian/other Pacific Islander)

8. Sex: Male _____ Female _____ 9. Current Grade Level _____ 10. Birth Date ____/____/____ Verified with _____

11. Birthplace: City _____ State or Country _____ 12. Date of Entry into U.S. ____/____/____

12. Has the student previously attended a:

- Broward Public School? Yes _____ No _____ If yes, School _____
- Florida Public School? Yes _____ No _____ If yes, School _____ County _____
- Outside of Florida? Yes _____ No _____ If yes, School _____ City _____
Country _____ Check One: Public _____ Private _____ Other _____

13. Has the student ever been:

- Retained (repeated a grade)? Yes _____ No _____ Grade (s) _____
- in a Home Education Program? Yes _____ No _____ If yes, name of county/state/country _____
Dates of attendance: From ____/____/____ To ____/____/____
- in Exceptional Student Education (ESE)? Yes _____ No _____ Program _____
- in a Magnet Program? Yes _____ No _____ If yes, name of Magnet Program _____
- expelled from school? Yes _____ No _____ convicted of a felony? Yes _____ No _____

14. Is a language other than English used in the home? Yes _____ No _____ If yes, language used: _____
Would you like to receive information sent home in this language? Yes _____ No _____

15. Does the student have a first language other than English? Yes _____ No _____

16. Does the student most frequently speak a language other than English? Yes _____ No _____ If yes, language spoken: _____
Based on your answers to these questions, your child may be assessed for the ESOL program.

17. Student lives with: Both Parents _____ Father _____ Mother _____ Other (relationship to student) _____

18. Marital Status of parents: (optional) Married _____ Divorced _____ Separated _____ Widow(er) _____ Other _____

The above information is correct and complete to the best of my knowledge. In the event of a change of name, address, or phone, I will notify school staff within ten (10) days. I understand that students whose parents are found, after appropriate investigation, to have submitted fraudulent information in an effort to enroll a student in a school to which the student is not assigned shall be immediately withdrawn by the school and the parent must enroll the student in the appropriate boundaried school. I have read the above information (according to School Board Policy 5.1) and understand that if I provide false information, I will be reported to the State's Attorney's Office.

Parent Signature _____ Date: _____

Does anyone else have the right to withdraw your student from this school? Yes _____ No _____

If yes, print names here _____

FOR SCHOOL USE ONLY:

| | | | | | |
|---|--|--|--|---|--|
| Enrollment Date ____/____/____ | | Proof of Residence _____ | | Review Dates * ____/____/____ | |
| <input type="checkbox"/> Statement of Bonafide Residence Form Provided | | <input type="checkbox"/> Temporary Custody | | <input type="checkbox"/> Reassignment (must enter code) | |
| <input type="checkbox"/> ELL | | ELL Codes (Circle One) LY LF LZ ZZ | | | |
| <input type="checkbox"/> Health Exam Certificate (for students entering a Florida school for the first time, a health exam must be done within one (1) year prior to the day of registration) | | | | | |
| <input type="checkbox"/> Florida Certificate of Immunization (680) Form Overall Immunization Status _____ | | | | | |
| <input type="checkbox"/> Temporary Exemption (if checked, enter expiration date: ____/____/____) <input type="checkbox"/> Medical Exemption <input type="checkbox"/> Religious Exemption | | | | | |
| Registrar: _____ | | Date: ____/____/____ | | | |

Copies given to: ☐ Registrar ☐ Guidance ☐ DPC ☐ Other (specify) _____

* Registration information must be reviewed and confirmed for accuracy whenever a student changes schools or moves from elementary to middle school or middle to high school. The date(s) of review should be reflected here.

School Name

Teacher

- Current Grade

Enrollment Date

FOR SCHOOL USE ONLY:

Copies given to: ☐ Registrar ☐ Guidance ☐ DPC ☐ Other (specify) _____

PS18614

Kidz Choice Charter School
2014-2015 RE-ENROLLMENT FORM

Name of Student: _____

Student ID# _____ Current Grade Level _____

Please check the appropriate box(s) below:

_____ My child WILL be returning to Kidz Choice Charter School next year.

In addition, the following brothers/sisters will be new to the school and also plan to attend for the 2014-2015 school year. **IMPORTANT** - An application must be completed and returned prior to February 1 in order to guarantee their place, provided there is space available. **A copy of their birth certificate must be attached to the application in order to verify sibling preference.**

Name : _____ Applying for grade (2014-2015)

Name: _____ Applying for grade (2014-2015)

Name: _____ Applying for grade (2014-2015)

_____ My child WILL NOT be attending Kidz Choice Charter School for the 2014-2015 school year.

Please provide your reason for not returning:

Parent Signature _____ Date: _____

**PLEASE RETURN THIS FORM TO THE SCHOOL BY
February 1, 2014
THANK YOU IN ADVANCE FOR YOUR PROMPT RESPONSE**

Kidz Choice Charter School

Registration Process Information provided for Registrar

Once a student is accepted to the charter school, registration materials must be completed and kept in a folder separate from the student's cumulative folder. If a student withdraws from the charter school, only the student's cumulative record should follow the student to another in-district school. The registration information should remain at the school. Original cumulative records may not be sent to private schools or schools out of the district. A copy of the cumulative record contents may be sent at the parent's request.

Step 1: Required Registration Forms:

1. **School Registration Form:** This form contains all personal and family information for the student. This form should be placed at the front of the student file.
2. **Record Request Form Completed:** A copy of this form should be made and placed in a binder, alphabetically by grade level. The original should be sent to the student's previous school to request the cumulative record. When the cumulative record arrives, the copy of the Student Record Request in the binder should be marked as received and folded in half. This copy must remain in the binder. If the cumulative folder information is not provided within a reasonable time period, an additional copy of the Student Record Request should be made, marked second notice and sent to the student's previous school.
3. **Emergency Card:** The Emergency card must be completed by the parent/guardian. The completed cards must be kept in a separate file box that is easily removed from the school in the event of an emergency. The information contained on the Emergency Card is confidential and should be kept in a safe place. Only those persons listed on the Emergency Card may pick up a student from the school. In the event a parent/guardian calls the school for the student to be released to someone other than those listed on the card, some schools state that the parent must provide a written note with their driver's license attached via fax. You may wish to use the same policy. Under no other circumstances should a child be released from school to someone other than those listed on the card.

Authorization for Medication: The Authorization for Medication is valid only for the current school year. A separate form must be on file for each prescription or non-prescription medication. The form must be kept in a confidential notebook with a spreadsheet showing the dates and times the medication was distributed. Medical treatment which consists of medication is the responsibility of the parent and the family physician and should rarely be given by school personnel. The only exception is when it is deemed necessary by the family physician and parent that medication be administered during school hours.

KIDZ CHOICE CHARTER SCHOOL

2013-2014

1. Tentative dates for application period; enrollment deadlines and procedures.

The tentative timetable below will be used for registering and admitting students, including a plan for the admission lottery if the number of applicants exceeds the program capacity.

- Open Enrollment February – March 2014
- Application verification April 2014
- Notification of Lottery April 2014
- Lottery April 2014
- Admission/ waitlist notice sent May 2014
- Registration June 2014 - ongoing

2. Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.

Early Registration - Prior to opening, an open enrollment period will be established. At the end of the enrollment period, parents will be notified of acceptance to KCCS assigned a lottery number in the event that the number of applications exceeds capacity of a program, class, grade level, or building. If capacity is not reached after the established enrollment period, subsequent applications will be accepted on a first-come, first-serve basis until capacity is reached.

In subsequent years, applications will be accepted during a defined open enrollment period as well as on a continuous basis to maintain capacity in each grade level. All applications will be date/time stamped as they are received. The lottery will be system generated. The drawing will continue until every name has been drawn and scheduled for enrollment or placed on a numerical waiting list. All applications received after the open enrollment period will be placed at the bottom of the waiting list for that particular program, class, or grade level in the order in which they are received. Parents will be notified in writing of their child's acceptance no later than twenty-one (21) days past the acceptance period deadline and will have a specific timeline to respond to the Academy in writing of their decision to attend. If an accepted applicant decides not to attend KCCS, the slot will be given to the first person on the waiting list.

3. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

Applications received outside of the enrollment period will be placed on the waitlist in the order in which they are received, after all applicants that participated in the lottery (according to date & time). Once all students are registered and classes have been assigned, class size will determine the need for subsequent marketing efforts. Applications are received on an ongoing basis and maintained on a waiting list. Communication with prospective students is generated as appropriate. Attending students who wish to return to KCCS the following year are able to recommit during a specified window of time. The recommitment window is communicated to families via Student Information System, phone, and paper form. During the recommitment window, families are given the option to either opt in or out of returning to KCCS for the following academic year. Should a parent opt in to returning to KCCS, their child's seat is reserved for the upcoming year. Should a parent opt out of returning to KCCS, their child's seat is marked as an open seat for the upcoming year.

4. Explanation of the purpose of any pre-admission activities for students or parents.

KCCS does not have any pre-admission requirements.

5. Clear policies and procedures for student withdraws and transfers.

Students may withdraw from KCCS at any time and enroll in another public school in accordance with district policy. KCCS will appropriately monitor and report (and invoice only for) those students verified to be in attendance and who have not officially withdrawn.

KIDZ CHOICE CHARTER SCHOOL

ENROLLMENT FOR THE 2014-2015 SCHOOL YEAR

Now is the time to re-enroll your child for the 2014-2015 school year. Returning students will be guaranteed admission upon timely return of the re-enrollment form that will be sent to currently attending students. Please complete the form and return it to the school no later than February 13, 2014. Returning students do not complete a new application.

If you do not receive the letter and enclosed form mailed on January 30, 2014, please contact the school.

Open enrollment for all new students begins February 1 and continues through March 1, 2014. If the forms are not returned promptly the student will be required to reapply and will be subject to the lottery or waitlist.

KIDZ CHOICE CHARTER SCHOOL

2013-2014

1. Tentative dates for application period; enrollment deadlines and procedures.

The tentative timetable below will be used for registering and admitting students, including a plan for the admission lottery if the number of applicants exceeds the program capacity.

- Open Enrollment February – March 2014
- Application verification April 2014
- Notification of Lottery April 2014
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2. Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.

Early Registration - Prior to opening, an open enrollment period will be established. At the end of the enrollment period, parents will be notified of acceptance to KCCS assigned a lottery number in the event that the number of applications exceeds capacity of a program, class, grade level, or building. If capacity is not reached after the established enrollment period, subsequent applications will be accepted on a first-come, first-serve basis until capacity is reached.

In subsequent years, applications will be accepted during a defined open enrollment period as well as on a continuous basis to maintain capacity in each grade level. All applications will be date/time stamped as they are received. The lottery will be system generated. The drawing will continue until every name has been drawn and scheduled for enrollment or placed on a numerical waiting list. All applications received after the open enrollment period will be placed at the bottom of the waiting list for that particular program, class, or grade level in the order in which they are received. Parents will be notified in writing of their child's acceptance no later than twenty-one (21) days past the acceptance period deadline and will have a specific timeline to respond to the Academy in writing of their decision to attend. If an accepted applicant decides not to attend KCCS, the slot will be given to the first person on the waiting list.

3. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

Applications received outside of the enrollment period will be placed on the waitlist in the order in which they are received, after all applicants that participated in the lottery (according to date & time). Once all students are registered and classes have been assigned, class size will determine the need for subsequent marketing efforts. Applications are received on an ongoing basis and maintained on a waiting list. Communication with prospective students is generated as appropriate. Attending students who wish to return to KCCS the following year are able to recommit during a specified window of time. The recommitment window is communicated to families via Student Information System, phone, and paper form. During the recommitment window, families are given the option to either opt in or out of returning to KCCS for the following academic year. Should a parent opt in to returning to KCCS, their child's seat is reserved for the upcoming year. Should a parent opt out of returning to KCCS, their child's seat is marked as an open seat for the upcoming year.

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KCCS does not have any pre-admission requirements.

5. Clear policies and procedures for student withdraws and transfers.

Students may withdraw from KCCS at any time and enroll in another public school in accordance with district policy. KCCS will appropriately monitor and report (and invoice only for) those students verified to be in attendance and who have not officially withdrawn.

APPLICATION PROCESS

Our open enrollment/application period is February 1st through March 1st of each year. Please follow the steps below for accepting the applications of new students.

1. Each student wishing to attend the charter school must complete an application. Siblings must complete a separate application and should include the name of each sibling wishing to attend the school so that the students can be linked for lottery purposes.
2. New students applying during open enrollment, February 1 – March 1 will be eligible for the random lottery, in the grade levels where there are more applicants than seats available. The lottery will be held at the school. Parents may attend, but attendance is not mandatory.
3. Applications will be available in the school's front office and on-line
4. Each application received must be logged on the spreadsheet that will be provided. The required information includes student name, address, phone number, parent information and sibling information, etc. Application information is required for the Annual Charter School Accountability Report to be completed in the fall of each year.
5. Each application must be date-stamped and placed in a binder marked "New Applicants, date: _____" by grade level, alphabetically. This will be helpful when the registration process begins following the lottery.
6. All applications received after March 1st will not be eligible for the lottery and shall be placed on a waiting list following lottery participants. The applications must be date-stamped as well.
7. Those applicants who have remained on the waiting list for the previous school year must complete a new application between February 1 and March 1, of the new academic year. The attached letter and application must be mailed to all waiting list applicants prior to the beginning of the Open Enrollment period to insure that they complete the information in a timely manner.
8. The last document is the information that will be placed on the school's website and will be available at the front desk.

KIDZ CHOICE

FREE PUBLIC CHARTER



REGISTRATION IS OPEN
for 2013-2014 School Year!

KIDZ CHOICE CHARTER OFFERS:

- ❑ Small Class Size
- ❑ Small nurturing school
- ❑ Rigorous curriculum:
Reading, Language Arts,
Math, Science, Social
Studies, Art, discipline,
motivation and more.
- ❑ Strong Parental and
Community Involvement.
- ❑ School Grade "A".
- ❑ Caring, dedicated and
Highly Qualified
experienced teachers.
- ❑ Enrichment Programs :
Dance, Ballet, Hip-Hop.

OPEN ENROLLMENT

Kindergarten thru
Fifth Grade
2013-2014 School Year
NEW STUDENTS REGISTRATION

CLASS SIZE IS LIMITED AND
FILLING UP QUICKLY!

Call now to reserve your place.

954-673-0698 or email

kidzchoicecharter@yahoo.com

www.kidzchoicecharter.com



All parents and community members are WELCOME!!!!

Come and visit our school.

Address: 9063/9069 Taft Street, Pembroke Pines.
Florida 33024

APPENDIX C

Discipline Reporting

PANEL: _____

CO6. DISCIPLINE QUERY

YEAR: 13

SCHL: 5409 KIDZ CHOICE CHARTER SCHOOL

| SY EVENT | DATE | CODE | XC | STDT | S |
|----------|-------|-------|----|-------|-------|
| _____ | _____ | _____ | | _____ | _____ |

PF1=HELP 3=EXIT 5=REFRESH 7=BKWD 8=FWD 12=ESCAPE

Please enter Query values.

TERML: QPADEV

PANEL: _____

A24. DISCIPLINE SUMMARY

STDT: ~~0005021401~~ ~~0005021401~~ ~~DOUGLAS~~

SCHL: 5409 G

| SY | EVENT | DATE | TIME | SCHL | LOCATN | CODE |
|----|-------|-------|-------|-------|--------|-------|
| 14 | _____ | _____ | _____ | _____ | _____ | _____ |

X C

PF1=HELP 3=EXIT 5=REFRESH 7=BKWD 8=FWD 9=NXT PAGE 11=PRINT 12=ESCAP
No records found...Next? TE

Kidz Choice Charter School

Behavior Notification Form

Date: _____

To the Parents of: _____

I am sending this Behavior Notification Form to inform you of your child's following behaviors. Please assist your child in improving these behaviors to help your child experience continued success in my classroom.

- _____ Coming to class without proper materials
- _____ Coming to class late (____ times this quarter)
- _____ Not working as directed/expected in class
- _____ Chewing gum in class
- _____ Not turning in assignments as directed
- _____ Showing improper/disruptive classroom behavior
- _____ Not returning papers sent home for signature
- _____ Other _____

I am requesting your assistance and hope that together we can assist your child in meeting the expectations of the classroom. Continuing these behaviors may result in a written referral to the Principal.

Please sign this and return it to me by tomorrow. If you wish to contact me you can e-mail me at _____ or call the school at 954- 673-0698

Thank you for your cooperation and assistance in this matter.

Sincerely,

Teacher _____

Parent's signature _____

Parent's Comments:



Kidz Choice Charter School

Student Behavior Management Referral

Student: _____ Grade: _____ Date: _____ Time: _____

Pre-referral Interventions: Steps 1 & 2 must be completed by the teacher before a student can be referred to Principal. Serious violations per the County Code of Conduct should be referred immediately.

Step One: Please choose one of the following

Student/Teacher Conference: _____ Date: _____

Detention (with teacher or after school): _____ Date: _____

Other intervention: _____ Date: _____

Step Two: This step must include a conference with Parent(s)/Guardian as well as one other intervention.

Conference with parent(s)/guardian: _____ Date: _____

Intervention: _____ Date: _____

Step Three: Please be specific when describing the infraction that caused this action.

Unacceptable Behavior: _____ Date: _____

Administrative Action/Comments:

Teacher Signature: _____ Student Signature: _____

Administrative Signature: _____ Parent Signature: _____



Appendix - A
Administrative Discipline Matrix
Elementary - 2012/2013

| Reported to State | Incident Code | Incident | Documentation on TERMS C26 panel is required for all violations requiring administrative action. | | | | | | | | | | | | | | | | | | | | | |
|--------------------------|---------------|---|--|--|----------------------------|--------------------------------|-------------------------------|------------------------------|-------------------|--------------------------------------|-----------|--|---|---|--------------------------------|---------------------------------|--|---|---|--|------------------------------|--|--|--|
| | | | Discipline of ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies. | | | | | | | | | | | | | | | | | | | | | |
| | | | LEGEND M = Mandatory action X = Initial punitive action (for 1st offense) A = Additional (progressive) action S = Incident codes reported to the State B= Recommendation for emergency behavior change | | | | | | | | | | | | | | | | | | | | | |
| | | | Prevention/Intervention (K-5 only; 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 1-10 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 | | | | | | | |
| | O1 | 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 | | | | | |
| | O2 | 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 | Inserting a Disturbance | M | A | | | | | | | | | | | X | A | A | | | | | | | |
| S | SF | Passing and / or Producing Counterfeit Money | M | A | | | | | | | | | | | X | A | A | | | | | M | A | |
| | ZH | Falsification/Misrepresentation (Lying, Forgery of signature) | M | A | | | | | | X | A | | | | A | A | | | | | | | | |
| | ZC | Prohibited/Distracting Items - Possession/Use | M | A | M | | X | A | A | | | | | | A | A | | | | | | | | |
| | ZJ | Distribution/Sale of unauthorized Materials (Non-Criminal) | M | A | M | X | A | A | | | | | | | A | A | | | | | | | | |
| S | Z2 | Laser Device - Inappropriate Use | M | A | M | | | | | | | | | | | | X | A | A | B | | M | | |
| S | G1 | Gang Activity | M | M | | | | | | | | | | | | | X | A | A | B | | M | | |
| | XA | Disruption on Campus (Minor) | M | A | | | | | | | | | | | X | A | A | | | | | | | |
| S | D0 | Disruption on Campus (Major) | M | A | | | | | | | | | | | | X | A | A | | | | M | A | |
| S | 66 | Trespassing | M | A | | | | | | | | | | | X | A | A | | | | | M | A | |
| S | F9 | False Fire Alarm/911 Call | M | A | | | | | | | | | | | | | X | A | A | | | M | A | |
| | | | B- A Recommendation for Emergency Behavior Change: This applies when the student commits an offense for which a secondary student would receive a mandatory expulsion under School Board Policy 5006. Since the policy does not contemplate the expulsion of elementary students (except where noted), other disciplinary action may be taken (i.e., administrative placement into the Behavior Change program). | | | | | | | | | | | | | | | | | | | | | |

Appendix - A
Administrative Discipline Matrix
Elementary - 2012/2013

| Reported to State Incident Code | Incident | 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 | | | | | | | | | | | | | | | |
|------------------------------------|--|---|--|---|---|--------------------------------|---------------------------------|--|---|---|--|------------------------------|--|--|----|---|-----|--|--|
| | | | | Verbal Warning (first code violation only) | Loss of Extra Curricular Activities (1-5 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 AFS) | Out-of-School Suspension: 6-10 Days (Offer AFS) | Mandatory Out-of-School Suspension: 10 Days | Recommendation for Emergency Behavior Change | Recommendation for Expulsion | Complete Immediate Notification Form (SII) | Report to local Law Enforcement required | | | | | |
| 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. | | | | | | | | | | | | | | | | | |
| | 24 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 | D9 Drug - Possession of unauthorized substances | M | M | | M | | | | | | | | | | X* | | M A | | |
| S | D9 Drug Possession - 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. | | | | | | | | | | | | | | | | | | |
| | 21 Fight - Minor/Altercation/Confrontation | M | A | | | X | A | A | A | | | A | A | | | | | | |
| S | F1 Fighting | M | M | | | | | | | | | X* | A | A | A | | M A | | |
| | 2A Bullying | M | A | M | | | | | | | | X | A | A | A | | M | | |
| S | H1A Harassment | M | M | M | | | | | | | | X | A | A | A | | M | | |
| | 2T Hazing | M | M | M | | | | | | | | X | A | A | A | | M | | |
| S | 55 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 | | |
| | 2N 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). | | | | | | | | | | | | | | | | | | |

Appendix - A
Administrative Discipline Matrix
Elementary - 2012/2013

| Reported to State | Incident Code | Incident | Documentation on TERMS C26 panel is required for all violations requiring administrative action. | | | | | | | | | | 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 (SIR) | Report to local Law Enforcement required |
|--|---------------|---|--|---|--|---|---|---|---|---|---|--|--|--|----------------------------|--------------------------------|-------------------------------|------------------------------|-------------------|--------------------------------------|-----------|--|--|---|--------------------------------|---------------------------------|--|---|---|--|------------------------------|--|--|
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Property Incidents | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | T5 | Theft - Petty < \$300 | M | A | | M | A | X | A | A | | | | | | | | | | | | | | A | A | | | | | | | M | |
| | T6 | Theft - Grand > \$300 | M | A | | M | A | | | | | | | | | | | | | | | | | | | X | A | | | | | M | A |
| | 80 | Theft - Motor Vehicle | | | | M | | | | | | | | | | | | | | | | | | | | | X | | | | | M | A |
| | V4 | Vandalism/Damage to Property < \$1000 | M | A | | | A | | | | | | | | | | | | | | | | | | | | X | A | | | | M | |
| | 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 | | | | | | | | | |
| | ST | Technology - Illegal use (Computers or Networks) | M | A | | | | | | | | | | | | | | | | | | | | | | | | X | | | | M | A |
| | 13 | Arson | M | M | | | A | | | | | | | | | | | | | | | | | | | | X | A | B | | | M | A |
| | FS | Fire - Starting a fire on campus | M | A | | | | | | | | | | | | | | | | | | | | | | X | A | A | | | | M | A |
| | 36 | Burglary -Unlawful Breaking/Entering into a school facility | M | M | | | A | | | | | | | | | | | | | | | | | | | | X | A | | | | M | A |
| Other Criminal Incidents | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | OS | Other Serious Incident/Delinquent Act | M | M | | | | | | | | | | | | | | | | | | | | | | | X | A | | | | M | A |
| | XX | Delinquent Act/Felony Off-Campus | M | M | | | | | | | | | | | | | | | | | | | | | | | X | | | | | | |
| | WA | Weapons - Class A - Possession | M | M | | M | | | | | | | | | | | | | | | | | | | | | X | | | M | M | M | |
| | WB | Weapons - Class B (Possession) | M | M | | M | | | | | | | | | | | | | | | | | | | | X | A | A | B | | | M | A |
| | R2 | Robbery or Attempted Robbery | M | M | | M | | | | | | | | | | | | | | | | | | | | | X | A | B | | | M | A |
| | R4 | Robbery (Armed) or Attempted Armed Robbery | M | M | | M | | | | | | | | | | | | | | | | | | | | | X | B | | | | M | A |
| | S1 | Sexual Battery/Rape (Actual or Attempted) | M | M | | | | | | | | | | | | | | | | | | | | | | | X | B | | | | M | A |
| | K1 | Kidnapping or Abduction | M | M | | | | | | | | | | | | | | | | | | | | | | | X | B | | | | M | A |
| | 42 | Homicide | M | M | | | | | | | | | | | | | | | | | | | | | | | X | B | | | | M | M |
| | SE | Extortion | M | M | | | | | | | | | | | | | | | | | | | | | | | X | A | B | | | M | A |
| | B3 | Bomb Threat (Placing) | M | M | | | | | | | | | | | | | | | | | | | | | | | X | | | M | M | M | |
| | 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). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Appendix - A
Administrative Discipline Matrix
Elementary - 2012/2013

| Reported to State | Incident Code | Incident | Documentation on TERMS C26 panel is required for all violations requiring administrative action. | | | | | | | | | | | | | | | | | | | | |
|---|---------------|--|--|--|----------------------------|--------------------------------|-------------------------------|------------------------------|-------------------|--------------------------------------|-----------|--|---|---|--------------------------------|---------------------------------|--|---|---|--|------------------------------|--|--|
| | | | Discipline of ESE/504 students with disabilities shall be in accordance with state and federal laws and School Board policies. | | | | | | | | | | | | | | | | | | | | |
| LEGEND | | | | | | | | | | | | | | | | | | | | | | | |
| M = Mandatory action | | | | | | | | | | | | | | | | | | | | | | | |
| X = Initial punitive action (for 1st offense) | | | | | | | | | | | | | | | | | | | | | | | |
| A = Additional (progressive) action | | | | | | | | | | | | | | | | | | | | | | | |
| S = Incident codes reported to the State | | | | | | | | | | | | | | | | | | | | | | | |
| B= Recommendation for emergency behavior change | | | | | | | | | | | | | | | | | | | | | | | |
| | | | Parent/Teacher Intervention (PE-Entry parent conference)/Consequences (Record on TERMS C26 Panel) - Minimum of Two | Collaborative Problem Solving Team (RtI) | Threat Assessment Protocol | Confiliation (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 |
| Bus Behavior Incidents | | | | | | | | | | | | | | | | | | | | | | | |
| | 27 | 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 | 1 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 | | | | | | | | | | | | | | | | | | | | |
| | 28 | 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 | | | | | | | | | | | | | | | | | | | | |
| | 29 | 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 | | | | | | | | | | | | | | | | | | | | |

Kidz Choice Charter School

Behavior Notification Form

Date: _____

To the Parents of: _____

I am sending this Behavior Notification Form to inform you of your child's following behaviors. Please assist your child in improving these behaviors to help your child experience continued success in my classroom.

- _____ Coming to class without proper materials
- _____ Coming to class late (____ times this quarter)
- _____ Not working as directed/expected in class
- _____ Chewing gum in class
- _____ Not turning in assignments as directed
- _____ Showing improper/disruptive classroom behavior
- _____ Not returning papers sent home for signature
- _____ Other _____

I am requesting your assistance and hope that together we can assist your child in meeting the expectations of the classroom. Continuing these behaviors may result in a written referral to the Principal.

Please sign this and return it to me by tomorrow. If you wish to contact me you can e-mail me at _____ or call the school at 954-673-0698

Thank you for your cooperation and assistance in this matter.

Sincerely,

Teacher _____

Parent's signature _____

Parent's Comments:



APPENDIX E

Health, Safety and Fire Reports



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

600 Southeast Third Avenue, Eleventh Floor, Ft. Lauderdale, FL 33301 Telephone: 754-321-1900

ASTON A. HENRY, JR., SUPERVISOR
RISK MANAGEMENT DEPARTMENT

www.browardschools.com

SCHOOL BOARD

Chair LAURIE RICH LEVINSON
Vice Chair PATRICIA GOOD

ROBIN BARTLEMAN
ABBY M. FREEDMAN
DONNA P. KORN
KATHERINE M. LEACH
ANN MURRAY
DR. ROSALIND OSGOOD
NORA RUPERT

ROBERT W. RUNCIE
Superintendent of Schools

June 24, 2013

KIDZ CHOICE CHARTER 5409

Lilly Swanson

9063 Taft St

Pembroke Pines, FL 33024

SUBJECT: CERTIFICATE OF INSURANCE - APPROVAL

Dear Lilly Swanson:

The Risk Management Department is pleased to inform you we are in receipt of your Certificate of Insurance, and the certificate meets the insurance specifications set forth in the Charter School Agreement.

Please be advised, your organization is responsible for maintaining such coverage during the term of this agreement.

If you have access, you may send your certificate through CertificatesNow by referencing the a9b57-qfbm-es. You may also send Certificates of Insurance to 1-866-897-0423, or upload your Certificate of Insurance directly at

<https://www.trackcertsnow.com/en/faxUpload/faxUpload.jsp>.

If you have any questions or require additional information, please contact Sue Barber at 1-754-321-1916 or susan.barber@browardschools.com.

Sincerely,

Aston A. Henry, Jr., Supervisor
Risk Management Department

ACORD CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
06/20/2013

PRODUCER
ACH INSURANCE & FINANCIAL SERVICES
777 E. ALTAMONTE DR
ALTAMONTE SPRINGS, FL 32701

800-215-7112

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.

INSURED
KIDZ CHOICE CHARTER SCHOOL # 5409
9063 TAFT ST
PEMBROOKE PINES, FL 33024-4650

INSURERS AFFORDING COVERAGE

NAIC #

INSURER A: PHILADELPHIA
INSURER B: PHILADELPHIA
INSURER C: HARTFORD
INSURER D: LLOYDS
INSURER E:

COVERAGES

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

| INSR ADD'L LTS. INSRD | TYPE OF INSURANCE | POLICY NUMBER | POLICY EFFECTIVE DATE (MM/DD/YY) | POLICY EXPIRATION DATE (MM/DD/YY) | LIMITS |
|--------------------------|--|--------------------------------------|---|---|---|
| A | GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> SEXUAL ABUSE AND <input checked="" type="checkbox"/> MOLESTATION GEN'L AGGREGATE LIMIT APPLIES PER <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC | PHPK752265 | 07/19/12-13 | 07/19/13-14 | EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (EA occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS + COMPOP AGG \$ 2,000,000 |
| A | AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS | PHPK752265 | 07/19/12-13 | 07/19/13-14 | COMBINED SINGLE LIMIT (EA accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ |
| | GARAGE LIABILITY <input type="checkbox"/> ANY AUTO | | | | AUTO ONLY + EA ACCIDENT \$ OTHER THAN EA ACC \$ AUTO ONLY AGG \$ |
| A | EXCESS/UMBRELLA LIABILITY <input type="checkbox"/> OCCUR <input checked="" type="checkbox"/> CLAIMS MADE <input type="checkbox"/> DEDUCTIBLE <input checked="" type="checkbox"/> RETENTION \$ 10,000 | PHUB354087 | 07/19/12-13 | 07/19/13-14 | EACH OCCURRENCE \$ AGGREGATE \$ 3,000,000 \$ \$ |
| C | WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? If yes, describe under SPECIAL PROVISIONS below | BSAD091107 | 09/07/12 | 09/07/13 | <input checked="" type="checkbox"/> WC STATUTORY LIMITS E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE + EA EMPLOYEE \$ 1,000,000 E.L. DISEASE + POLICY LIMIT \$ 1,000,000 |
| B D A | OTHER <input type="checkbox"/> D & O PROFESSIONAL LIABILITY <input type="checkbox"/> PROPERTY <input type="checkbox"/> CRIME | PHSD752266 BUR14303 PHPK752266 | 07/19/12-13 07/19/12-13 07/19/12-13 | 07/19/13-14 07/19/13-14 07/19/13-14 | 1,000,000 LIMIT DED 1,000 5100,000 DED \$1,000,000 WIND ST 1,000,000 LIMIT DED 10,000 |

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES / EXCLUSIONS ADDED BY ENDORSEMENT / SPECIAL PROVISIONS

A - ALL POLICIES ARE PRIMARY TO ALL OTHER VALID AND COLLECTIBLE COVERAGE MAINTAINED BY THE INSRD

(SCHOOL BOARD OF BROWARD COUNTY) PUBLIC SCHOOL SPONSOR ITS MEMBERS OFFICERS EMPLOYEES AND AGENTS ARE UNITED AS

ADDITIONAL INSURED FORM 0000000000

CERTIFICATE HOLDER

THE SCHOOL BOARD OF BROWARD COUNTY
FLORIDA
600 SOUTHEAST THIRD AVE ELEVENTH FLOOR
FT. LAUDERDALE FL 33301

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES.

AUTHORIZED REPRESENTATIVE
Charles L. Hall

BROWARD COUNTY LOCAL BUSINESS TAX RECEIPT

115 S. Andrews Ave., Rm. A-100, Ft. Lauderdale, FL 33301-1895 – 954-831-4000

VALID OCTOBER 1, 2013 THROUGH SEPTEMBER 30, 2014**DBA:**
Business Name: KIDZ CHOICE CHARTER SCHOOL**Receipt #:** 349-2054
Business Type: OTHERS (CHARTER SCHOOL)**Owner Name:** L SWANSON / M PEREZ
Business Location: 9063 TAFT ST
PEMBROKE PINES**Business Opened:** 10/26/2007
State/County/Cert/Reg:
Exemption Code:**Business Phone:**

Rooms

Seats

Employees

Machines

Professionals

| For Vending Business Only | | | | | | |
|---------------------------|--------------|---------|---------------|-------------|-----------------|------------|
| Number of Machines: | | | Vending Type: | | | |
| Tax Amount | Transfer Fee | NSF Fee | Penalty | Prior Years | Collection Cost | Total Paid |
| 45.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 45.00 |

THIS RECEIPT MUST BE POSTED CONSPICUOUSLY IN YOUR PLACE OF BUSINESS**THIS BECOMES A TAX RECEIPT****WHEN VALIDATED**

This tax is levied for the privilege of doing business within Broward County and is non-regulatory in nature. You must meet all County and/or Municipality planning and zoning requirements. This Business Tax Receipt must be transferred when the business is sold, business name has changed or you have moved the business location. This receipt does not indicate that the business is legal or that it is in compliance with State or local laws and regulations.

Mailing Address:L SWANSON / M PEREZ
9063 TAFT ST
PEMBROKE PINES, FL 33024**Receipt #** WWW-12-00092410
Paid 08/09/2013 45.00**2013 - 2014**

277



STATE OF FLORIDA
DEPARTMENT OF HEALTH
ANNUAL FOOD SANITATION CERTIFICATE

South EH: (954) 467-4700 X 4211

September 2014

Food Hygiene - School (9 months or less) - Limited Service

Audit Control #: 06-BID-2324812 **Permit Number** 06-48-02390

Issued To: Kidz Choice (Choice, Kidz)
9063 Taft Street
Pembroke Pines, FL 33024

Permit Expires on 9/30/2014 12:00:0

Mailed To: Swanson, Lily
2110 NW 106 Avenue
Pembroke Pines, FL 33026

Not Availalbe

County : Broward
Amount pa \$110.00
Date paid 09/17/2013
Issue date 10/1/2013 12:00:0

Progm: 48
ORIGINAL - CUSTOMER

South EH
(Non-Transferable) **DISPLAY CERTIFICATE IN A CONSPICUOUS PLACE**

Florida Department of Health - Broward County
780 SW 24 Street
Fort Lauderdale, FL 33315

FOOD SERVICE

STATE OF FLORIDA
DEPARTMENT OF HEALTH
COUNTY HEALTH DEPARTMENT
FOOD SERVICE
INSPECTION REPORT

Geocoded 26.023203/-80.266492

PURPOSE:

- ☒ ROUTINE ☐ REINSPECTION
☐ CONSTRUCT ☐ CHANGE OF OWNER
☐ COMPLAINT ☐ CONSULTATION
☐ CAS SURVEY ☐ EPIDEMIOLOGY (use other)
☐ OTHER

TYPE: School (9 months or less)



NAME Kidz Choice
 ADDRESS 9063 Taft Street CITY Pembroke Pines
 OWNER Swanson, Lily ZIP 33024
 PERSON IN CHARGE Swanson, Lily PHONE (954) 414-5767
 EMAIL CHARTER5409@BROWARDSCHOOLS.COM

RESULTS:

- ☒ Satisfactory
☐ Incomplete
☐ Unsatisfactory
☐ OUT OF BUSINESS
 Correct Violations by
☐ Next Inspection
☐ 8:00 AM on

| BEGIN TIME | END TIME | DATE ASSESSED | POSITION # | EXISTING FACILITIES - PERMIT NUMBER |
|------------|----------|---------------|------------|-------------------------------------|
| 10:30 | 11:00 | 09/19/2013 | 54900 | 06-48-02390 |

RE-INSPECTION DATE

Items marked below violate the requirements of Chapter 64E-11 of the Florida Administrative Code and must be corrected. Continued operation of this facility without making these corrections is a violation of Chapter 64E-11, Florida Administrative Code and Chapters 381 and 386, Florida Statutes. Violations must be corrected by the date and time indicated in the Results section above or an administrative fine or other legal action will be initiated.

FOOD SUPPLIES

- ☐ 1 Sources etc

FOOD PROTECTION

- ☐ 2 Stored temperature
☐ 3 No further cooking/rapid cooling
☐ 4 Thawing
☐ 5 Raw fruits
☐ 6 Pork cooking
☐ 7 Poultry cooking
☐ 8 Other animal cooking
☐ 9 Least contact/reheating
☐ 10 Food container
☐ 11 Buffet requirements
☐ 12 Self-service condiments
☐ 13 Resealable of food

- ☐ 14 Sneeze guards
☐ 15 Transportation of food
☐ 16 Poisonous/toxic materials

PERSONNEL

- ☐ 17 Exclusion of personnel
☐ 18 Cleanliness
☐ 19 Tobacco use
☐ 20 Handwashing
☐ 21 Handling of dishware

EQUIPMENT/UTENSILS

- ☐ 22 Refrigeration facilities/Therm
☐ 23 Sinks
☐ 24 Ice storage/counter-protector
☐ 25 Ventilation/Storage/Sufficient equip
☐ 26 Dishwashing facilities

- ☐ 27 Design and fabrication
☐ 28 Installation and location
☐ 29 Cleanliness of equipment
☐ 30 Methods of washing

SANITARY FACILITIES
AND CONTROLS

- ☐ 31 Water supply
☐ 32 Ice
☐ 33 Sewage
☐ 34 Plumbing
☐ 35 Toilet facilities
☐ 36 Handwashing facilities
☐ 37 Garbage disposal
☐ 38 Vermin control

OTHER FACILITIES
AND OPERATIONS

- ☐ 39 Other facilities and operations
 TEMPORARY FOOD
 SERVICE EVENTS
☐ 40 Temporary food service events
 VENDING MACHINES
☐ 41 Vending machines
 MANAGER CERTIFICATION
☐ 42 Manager certification
 CERTIFICATES AND FEES
☐ 43 Certificates and fees
 INSPECTION/ENFORCEMENT
☐ 44 Inspection/Enforcement

COMMENTS AND INSTRUCTIONS

FOOD IS DELIVERED BY CATERER - THE KID GOURMET, INC.
 FOOD DELIVERED AT 10:00 AM.
 MEALS ARE PREPACKAGED FOR 12 STUDENTS.
 NO MILK OR JUICES KIDS BRING THEIR OWN DRINKS AND WATER IS AVAILABLE.

INSPECTION CONDUCTED BY: Theodore Harrison
 INSPECTION COND SIGNATURE: AB Harrison
 COPY OF REPORT RECEIVED BY: Maria Perez

PHONE: 954-467-4700 x 4219
 FAX #: _____
 DATE: 9/19/2013

KIDZ CHOICE CHARTER SCHOOL
9063 & 9069 TAFT ST
PEMBROKE PINES FL 33024

CITY OF PEMBROKE PINES
10100 PINES BOULEVARD, PEMBROKE PINES, FL 33026

LOCAL BUSINESS TAX RECEIPT

ACCOUNT-NO: 20070237/01
RECEIPT-NO: 132139

RECEIPT-YEAR: OCTOBER 1, 2013 thru SEPTEMBER 30, 2014

BUS-NAME : KIDZ CHOICE CHARTER SCHOOL
BUS-ADDR : 9063 & 9069 TAFT ST
PEMBROKE PINES FL 33024

NOTICE

In the event the business to which this receipt was issued changes hands, the receipt will become null and void. An application for a new receipt must be made.

BUS-DESCR : ELEMENTARY CHARTER SCHOOL

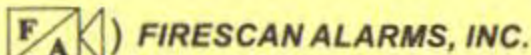
RECEIPT-TYPE: REGULAR LICENSE

| BUSINESS-CLASSIFICATION | INV/UNITS | EFFECTIVE | PERMIT-NUMBER/COMMENTS | RCT-TYPE |
|-----------------------------|-----------|------------|------------------------|----------|
| SCH SCHOOL - PRIVATE | 0 | 10/01/2013 | | P/Pines |
| SIGN EXTERNAL BUSINESS SIGN | 1 | 10/01/2013 | | P/Pines |

CITY OF PEMBROKE PINES
2013-2014
SIGN PERMIT

0973

280



15034 S.W. 19 Street
Miramar, Florida 33027
Tel: (786) 712-9723 / Fax: (954) 438-4936
firescanalarms@hotmail.com
Alarm Contractor Certified
EF20000560

| | |
|-------------|----------------------------------|
| Job Phone: | Contact: <i>William</i> |
| Job Name: | <i>K12 Choir (Porter School)</i> |
| Address: | <i>9063 7th St.</i> |
| Control No: | <i>3311</i> |
| Bill to: | Worked order by: |
| | Order taken by: |
| | Date of order: |
| | P.O. # |
| Phone # | Today's date: |

| QTY. | Material - Model # / Description | Cost Each | Extended |
|------|----------------------------------|-----------|----------|
| | | | 1 |
| | | | 8 |
| | | | 2 |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Complaint (Work Ordered)

Worked Performed:

Annual Inspection test and certification of Fire Alarm System. System operates correctly. Central Alarm Control received all signals. Panel is clear.

| TECH | HOURS | RATE | AMOUNT | Material Total |
|---------------------------------|----------------------------|----------------------|-----------|----------------|
| <i>Davis</i> | <i>1</i> | | | Tax % |
| <i>Subs</i> | <i>1</i> | | | Labor Total |
| | | | | Sub Total |
| | | | | |
| Accepted by: <i>[Signature]</i> | Print: <i>Lily Swanson</i> | Date: <i>7/25/13</i> | Total Due | |



CITY OF PEMBROKE PINES FIRE- RESCUE



Occupancy Inspection Form

ISO Class One Department

Business Name: KIDZ CHOICE CHARTER SCHOOL

City: PEMBROKE PINES

Business Address: 9063 TAFT STREET

Zip: 33024

Business Owner: LILY SWANSON

Phone: 954-251-2419

Fire Inspector: 181 Bennett, Lee S.

Inspection Date: 10/08/13

Re-inspection Date:

Inspection Type: Annual Inspection

Square Footage: 3577

Fixed Property Use: Elementary school, including kindergarten

PPFD Account#: D1245

Violations/Status

Passed Inspection/Violations Corrected

Inspectors Comments

PASSED the 2013 annual fire and life safety inspection

City of Pembroke Pines Fire Prevention Bureau
10100 Pines Boulevard, Building B, 2nd Floor
Pembroke Pines, FL 33026
Phone: 954-435-8531

APPENDIX F

Fire and Health Inspections

PUBLIC PRIVATE SCHOOL

Userid: MullinsJL

Geocoded 26.023203/-80.266492

STATE OF FLORIDA
DEPARTMENT OF HEALTH
COUNTY HEALTH DEPARTMENT
PUBLIC PRIVATE SCHOOL
INSPECTION REPORT

- PURPOSE: ☐ REINSPECTION
☒ ROUTINE ☐ CHANGE OF OWNER
☐ CONSTRUCT ☐ CONSULTATION
☐ COMPLAINT ☐ EPIDEMIOLOGY
☐ QA SURVEY ☐ PREOPENING
☐ OTHER

TYPE: Charter School

| CENSUS | FEMALES | MALES |
|--------|---------|-------|
| 92 | 43 | 49 |

RESULTS:

NAME Kidz ChoiceADDRESS 9063 Taft Street CITY Pembroke PinesOWNER Swanson, Lily ZIP 33024PERSON IN CHARGE Swanson, Lily PHONE (954) 414-5767E-MAIL KIDZCHOICECHARTER@YAHOO.COM

- ☒ Satisfactory
☐ Incomplete
☐ Unsatisfactory
☐ OUT OF BUSINESS

Correct Violations by

- ☒ Next inspection
☐ 8:00 AM on

| BEGIN TIME | END TIME | DATE ASSESSED | POSITION # | EXISTING FACILITIES - PERMIT NUMBER |
|------------|----------|---------------|------------|-------------------------------------|
| 13:40 | 14:07 | 12/03/2013 | 6158 | 06-51-04675 |

RE-INSPECTION DATE

As per section 120.695 of the Florida Statutes (FS), this form will serve as a "Notice of Non-Compliance" for any violations noted. Items marked below violate the requirements of Chapters 64E-13 and 64E-11 of the Florida Administrative Code (FAC) and must be corrected within the time period indicated in the "Results" section above. Continued operation of this facility without making these corrections is a violation of Chapter 64E-13 and 64E-11, FAC, and Chapter 381, FS. Failure to correct violations may result in an administrative fine or other legal action being initiated or continued.

SCHOOL SANITATION

- ☐ 1. School Site
☐ 2. Playground Equipment
☐ 3. Athletic Equipment

- ☐ 8. Natural Ventilation
☐ 9. Mechanical Ventilation

SANITARY FACILITIES

- ☐ 10. Provided/Accessible
☐ 11. Cleanliness & Repair
☐ 12. Toilet Facilities
☐ 13. Separation of Sexes
☐ 14. Fixture Ratio

- ☐ 15. Handwash Facilities

- ☐ 16. Showers/Fixtures

- ☐ 17. Shower Water Temp

WATER SUPPLY

- ☐ 18. Installed/Operated/Maintained
☐ 19. Drinking Fountains
☐ 20. Approved Source

LIQUID/SOLID WASTE

- ☐ 21. Sewage Disposal

- ☐ 22. Solid Waste

VECTOR/VERMIN CONTROL

- ☐ 23. Infestation/Control
☐ 24. Brush/Trash
☐ 25. Water Collection/Drainage

SAFETY

- ☐ 26. First Aid Kit

FOOD

- ☐ 27. Food Insp. Rpt.

OTHER

- ☐ 28
☐ 29

COMMENTS AND INSTRUCTIONS

Violation #5 CLEAN DUST BUILDUP ON SOME OF THE AIR VENTS

Code Reference FAC, Maintenance & Repair 64E-13.004(3)(b)(c). Buildings shall be kept clean and in good repair, free from hazardous conditions, such as loose or broken floor tiles and boards; loose moldings; loose hanging fixtures, pipes, and electric wires; and broken plaster. Furnishings and equipment shall be kept clean and in good repair, free of missing parts and hazards such as sharp edges, splinters, and protruding or rusty nails.

INSPECTION CONDUCTED BY: Jennifer MullinsPHONE (954) 467-4700 ex. 4213INSPECTION COND SIGNATURE J MullinsFAX #: (954) 467-4204COPY OF REPORT RECEIVED BY: Ly ShumanDATE 12/3/2013

STATE OF FLORIDA
DEPARTMENT OF HEALTH
COUNTY PUBLIC HEALTH UNIT
Public/Private School



Name: Kidz Choice

Date: 12/03/2013

Identification No: 06-51-04675

Comments and Instructions (Continued from Page 1):

Copy of Report
Received By

Inspector Jennifer Mullins

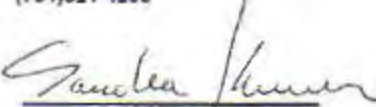
Page 2

Comprehensive Safety Inspection State Requirements for Educational Facilities

Initial Inspection: 10/28/2013

Safety Department
4200A N.W. 10th Avenue
Oakland Park, FL 33309
(754)321-4200

Fiscal Year: 2013 - 2014
Broward County School District - Charter
Loc. No. 5409 Kidz Choice Charter School
9063 Taft Street
954.251.9542
Pembroke Pines, FL 33024


Sandra Kanner 117455
Municipal Firesafety Inspector

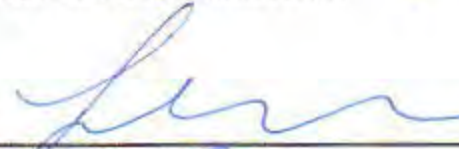
☐ Fire Safety ☒ Casualty ☒ Sanitation

Fire Safety Inspection to be provided by Local Fire Department

| Cas/Sani | Sub No. | Para. | Pri | Location Bldg No. | Room No. | Type Def M-O-C | Est Cost | Deficiency Description and Corrective Action Required | # of Times Cited | Schedule for Correction Not Later Than | Current Year Status | Work Order # |
|----------|---------|-------|-----|-------------------|----------|----------------|----------|--|------------------|--|---------------------|--------------|
| 10-b5-a | | | C | 1 | 0 | M | | install railings min 24" on windows, Nd.chairrails 1-1/2", 24"-36"aff all gls.drs. | 1 | 1/26/2014 | C | |
| 15a42 | | | B | 1 | 4 | M | | repair exhaust fan, toilet room | | 11/27/2013 | | |
| 10-b5-a | | | C | 1 | 9063/69 | M | | install railings min 24" on windows, Chair rail on storefronts 1-1/2", 24"-36" a.f.f | 3 | 1/26/2014 | C | |
| 12132 | | | B | 1 | 9699 | M | | Fill in washouts around sidewalks, between sidewalk and artificial turf at gate | | 11/27/2013 | | |
| 02134 | | | B | 1 | 9699 | M | | provide fill, at artificial turf joints and reduce turf joint width- tripping hazard | | 11/27/2013 | | |
| 010201 | | | B | 1 | Corridor | O | | Strap TV's to mobile cart. | | 11/27/2013 | | |
| 02-13-7 | | | B | 1 | Playgrd | M | N/A | Playground: Repair/Replace Equipment, Charter School shall not use nonconf.plygrd. V: per admin. belongs to daycare next door | 1 | 11/27/2013 | V | |
| 02-1-10 | | | B | 1 | Playgrd | O | N/A | Playground: Need proper clearance for equip, 6' clearances required for all plygrd.equip. V: per admin. belongs to daycare next door | 1 | 11/27/2013 | V | |
| 02-1-6 | | | B | 1 | Playgrd. | M | N/A | Playground: Add sand to 12" depth, Add mulch to 9" depth around all play equip. V: per admin. belongs to daycare next door | 1 | 11/27/2013 | V | |
| 02-13-7 | | | B | 1 | Playgrd. | M | N/A | Playground: Repair/Replace Equipment, Provide locked gate to prevent entry to plygrd. V: per admin. belongs to daycare next door | 1 | 11/27/2013 | V | |
| 20-20-20 | | | A | 1 | Shed | O | | Secure exterior gates of school campus, Keep shed in playgrd.locked at all times. | 1 | 10/29/2013 | C | |
| S5(9)(c) | | | B | 1 | Toilets | o | | Install impervious material, floor base in toilet rooms-turn up floor tile 4" up wall | | 11/27/2013 | | |
| S5(9)(c) | | | B | 1 | Toilets | o | | Install impervious material, to 4' above finish floor, all walls | | 11/27/2013 | | |


Total Safety/Sanitation Deficiencies..... 13

Signature of Facility Administrator


Lily Swanson

Print Name Facility Administrator

Title


Director

Date

10/31/13

Signature of Facility Administrator attesting to review of Initial Safety Inspection report acknowledging awareness of corrected and newly discovered deficiencies.

Signature of the respective School District's Inspector signifies compliance with Section 1013.12(5)(a), F.S Safety/Sanitation Inspection of Charter Schools.

286

FIRE CODE DEFICIENCIES FOUND

Initial Inspection: 10/28/2013

Safety Department
4200A N.W. 10th Avenue
Oakland Park, FL 33309
(754)321-4200

Sandra Kanner 117455
Municipal Firesafety Inspector

**School Board of Broward County
Comprehensive Safety Inspection**

Fiscal Year: 2013 - 2014
Broward County School District - Charter
9063 Taft Street
Pembroke Pines, FL 33024
Kidz Choice Charter School 5409

Pembroke Pines Fire Rescue
10100 Pines Blvd.
Pembroke Pines, FL 33025
Phone: (954)435-6531 Fax: (954)435-6581

| R69A.58 | | Location | | Type | Est | Deficiency Description and Corrective Action Required | # of Times Cited | Schedule for Correction Not Later Than | Current Year Status | Work Order # |
|------------------|-----|-------------|---------------|--------------|-----|--|------------------------|--|---------------------------|--------------|
| Sub No. Para. | Pri | Bldg No. | Room No. | Def M-O-C | | | | | | |
| * 850320 | E | 1 | 00 | M | | Remove Paint From Fire Door and/or frame Label | | 11/27/2013 | | |
| * 08c 5 | E | 1 | 00 | O | | remove door stops | | 11/27/2013 | | |
| * 13a2a6 | B | 1 | 00 | O | | remove improperly stored chemicals, clorox cleaner and clorox wipes in classrooms and play area | | 11/27/2013 | | |
| * 16c | C | 1 | 1 | M | | Install battery lighting, by fire alarm panel | | 11/27/2013 | | |
| * 09d 8 | F | 1 | 1 | O | | remove carpet pieces<fire spread floor, or provide fire rating | | 11/27/2013 | | |
| * cs0106 | B | 1 | 10 | O | | Occupancy exceeds 20 sq ft/student ratio | | 11/27/2013 | | |
| * 16f109 | B | 1 | 10 | O | | remove extension cords, Classroom projector/computer cords trip hazard | | 11/27/2013 | | |
| * 16f109 | B | 1 | 12 | O | | remove extension cords | | 11/27/2013 | | |
| * 09d 8 | F | 1 | 14 | O | | remove carpet pieces<fire spread floor, or provide fire rating | | 11/27/2013 | | |
| * 10a61 | B | 1 | 3 | M | | Install Door Closure | | 11/27/2013 | | |
| * 16f109 | B | 1 | 3 | O | | remove extension cords, adapter | | 11/27/2013 | | |
| * 08c 2 | B | 1 | 4 | O | | remove lock/latch from exit door, toilet room- provide hardware that can be unlocked from the outside without a special tool | | 11/27/2013 | | |
| * T L E | F | 1 | 8 | O | | Install Fish Number | | 11/27/2013 | | |
| * 16-a -2 | C | 1 | Cism. | M | | repair electric exit sign, Not operable in emerg. mode rear north cism.exit. | 1 | 11/27/2013 | C | |
| * 08a 04 | B | 1 | Corridor | M | | repair threshold dropoff >1/2" AFF, exterior rear door | | 2/25/2014 | | |
| * cs-01-05 | B | 1 | Corridor | M | | Repair/Secure Electrical Panel Box, Lock elec. panel adj.to north exit. | 1 | 11/27/2013 | C | |
| * 830202 | B | 1 | Corridor s | O | | Remove Storage From Area, corridors cannot be used for storage | | 11/27/2013 | | |
| * 09c10 | B | 1 | Office | M | | replace exit hardware, provide hardware that cannot be locked from the inside | | 11/27/2013 | | |

Safety Department
4200A N.W. 10th Avenue
Oakland Park, FL 33309
(754)321-4200

FIRE CODE VIOLATIONS FOUND

**School Board of Broward County
Comprehensive Safety Inspection**

Fiscal Year: 2013 - 2014

Broward County School District - Charter

9063 Taft Street

Pembroke Pines, FL 33024

Kidz Choice Charter School 5409

Initial Inspection: 10/28/2013

Pembroke Pines Fire Rescue

10100 Pines Blvd.

Pembroke Pines, FL 33025

Phone: (954)435-6531 Fax: (954)435-6581

| R69A.58 | | Location | | Type Def | Est | Deficiency Description and Corrective Action Required | # of Times Cited | Schedule for Correction Not Later Than | Current Year Status | Work Order # |
|------------|-------|-------------|-------------|-------------|------|--|------------------------|--|---------------------------|--------------|
| Sub No. | Para. | Bldg No. | Room No. | M-O-C | Cost | | | | | |

Total Fire Safety Deficiencies (*)..... 18 (Includes 0 Serious Life Safety Deficiencies**)

For N, PK, KG-12 and Florida School for the Deaf and Blind ONLY:

Ten Fire Exit Drills during the School Year ☐ YES ☐ NO (NFPA 101)

This report was processed on 11/1/2013 and will be forward to the local Fire Department for their review.

Section 1013.12(5)(b), F.S., Fire Safety Inspections of Charter Schools: One firesafety inspection of each charter school that is not located in facilities owned or leased by the board or a public college must be conducted each fiscal year by the county, municipality, or independent special fire control district in which the charter school is located using standards adopted by the State Fire Marshal.

Fire Code Deficiencies Corrections

The following deficiencies have been corrected awaiting the follow up inspection review.

- Paint from Fire Door has been removed
- Door Stops have been removed
- Chemicals (Clorox wipes) have been taken out of the classrooms
- New battery in emergency light has been installed
- Carpets have been removed
- One student exceeding room capacity has been moved to another class.
- Extension cord from projector has been removed
- Door closure in kindergarten has been reinstalled
- Extension cord/adaptor has been removed from kindergarten class
- Hardware (not in use) has been removed from 2 bathrooms
- Threshold on rear door has been fixed
- All storage has been removed from corridors
- Replaced hardware from office door
- Installed new exhaust fan in 1 bathroom
- TV strap has been fasten
- Impervious (tiles) have been installed in all bathrooms

Additional notes

- Fish Numbers are posted in each classroom and bathrooms
- Playground issues do not pertain to the charter school. Adjacent playground to Kidz Choice Charter belongs to preschool next door. Our students do not use preschool playground.



CITY OF PEMBROKE PINES FIRE- RESCUE



Occupancy Inspection Form

ISO Class One Department

Business Name: KIDZ CHOICE CHARTER SCHOOL
Business Address: 9063 TAFT STREET
Business Owner: LILY SWANSON

City: PEMBROKE PINES
Zip: 33024
Phone: 954-251-2419

Fire Inspector: 181 Bennett, Lee S. Inspection Date: 10/08/13 Re-inspection Date:

Inspection Type: Annual inspection
Fixed Property Use: Elementary school, including kindergarten

Square Footage: 3577
PPFD Account#: D1245

Violations/Status

Passed Inspection/Violations Corrected

Inspectors Comments

PASSED the 2013 annual fire and life safety inspection

City of Pembroke Pines Fire Prevention Bureau
10100 Pines Boulevard, Building B, 2nd Floor
Pembroke Pines, FL 33026
Phone: 954-435-6531

2896

APPENDIX H

Evacuation Plans

Kidz Choice Charter School Facilities



Safety and Emergency Plans

Weather

Florida is prone to very erratic and sometimes severe weather patterns. Tornado watches as well as warnings are common, stemming from severe thunderstorms. Hurricanes are easier to predict than tornadoes but can change course quickly, creating the need to close school prior to the designated time.

_____ If severe weather is predicted prior to the start of school, the school will follow the policies provided by the local school district. Parents are urged to watch local television stations for instructions concerning school closings.

_____ In the event of severe weather during the school day, students will be moved to interior portions of the building away from windows.

_____ If it appears that the weather is threatening for a long period of time, a phone tree will be implemented.

Tornado:
Watch –

_____ The staff will be advised of the watch and notified of where to proceed in the event the watch turns into a warning. All outside PE classes must proceed inside the building.

Warning-

_____ In the event of a tornado warning, the staff will be notified of a CODE YELLOW. They will then proceed to the designated areas of the building. No students will be permitted to leave the classroom or designated area for any reason. All computer systems will be turned off and unplugged until the "All Clear" is given.

Discipline

Please refer to P.A.R.R.

Prepared
Attitude
Respect
Responsibility

Dismissal

Teachers may never dismiss a student during school hours. Identification verification is required before a student will be released. A student will only be released through the school office. The person picking them up must sign student out. The sign-out book is in the main office. We strongly discourage parents from picking their child up during the school day. Please be aware of any strangers on campus and call security immediately.

Doorways Must Remain Clear

There must be a minimum of three (3) feet clearance at the doorways to satisfy fire codes. Please keep this in mind when you are arranging the furniture in your classroom. Please do periodic safety spot checks of your room. Report any safety hazards either in your classroom or anywhere in the school to the office. Teachers are expected to stand by their doors during class changes.

Drop-off and Pick-up Procedures

Copy included in Handbook

Email and Phone calls

All teachers are expected to return emails and phone calls by 5:00 p.m. the next day. A phone log has been included in this Handbook for your use.

Emergency Evacuation

The school administration has established specific procedures in order to:
Protecting life and property
Provide responsible leadership during emergencies
Restore educational activities, as soon as possible

Only the Principal will make the decision to evacuate the building.

Procedures

All persons should adhere to the following procedures during an emergency.

Reporting Emergencies

To report a fire or other emergency condition, call the administrative office. Do not call the front office during an emergency except to report smoke in your immediate area or request assistance in evacuating a handicapped person(s). The fire alarm should only be pulled in an extreme situation. Students are not permitted to pull the alarm.

Please note: Although there are fire extinguishers located throughout the school, only trained personnel will handle this equipment.

No one else is neither designated nor expected to fight a fire.

Evacuating the Building

When a fire alarm sounds:

- Close, but do not lock, all doors.

- Leave your classroom lights on.
- Take your grade book with you.
- Evacuate the classroom (teachers lead and the last student should be instructed to close the door).
- As students leave the building, they must be quiet, in a single file line.
- Check the nearest student restroom and evacuate any student(s) in the restroom.
- Proceed to the designated assembly area.
- Account for all students
- Designated administrative staff will check each corridor/building to ensure that everyone has evacuated the building and is accounted for.
- Do not detain emergency or administrative personnel in the halls.
- Maps detailing exit routes for evacuation are posted in each classroom and in other conspicuous locations. Everyone should familiarize themselves with the location of the nearest emergency exits.
- Students in the lunchroom will exit the building and proceed to the designated area for their teacher (for their next period classroom teacher immediately following lunch where roll will be taken- middle and high school). Teachers eating lunch at that time will immediately proceed to the cafeteria to help escort students to the appropriate area.

Exit Doors

Lighted "EXIT" signs indicate emergency exits.

Outside the Building

Upon evacuation of the building, everyone must:

- Move to the assigned assembly area
- Account for all students, staff and faculty
- Display red or green paper sign indicating all students are or are not accounted for
- Keep roadways clear for building access
- Allow access to emergency personnel
- Remain at your designated area until the "All Clear" has been sounded
- Post your evacuation route beside inside and outside doors.
- Take your class attendance/grade book with you as you exit the building. This is a legal document and it must be protected. Roll must be taken to account for all students under your supervision.
- State Law requires fire drills at least once each quarter. Fire drill routes MUST be posted in every room. Each Teacher will receive an evacuation map, during pre-planning. This map should be discussed with all students at least once each quarter and posted in an easy to see location.

Bomb Threat

Upon receipt of a bomb threat or other threatening situation requiring evacuation of the school building, the administration will issue an evacuation signal. The signal will be the fire alarm signal. All students and staff members will follow the same procedures for evacuation during a fire drill.

Tornado/Hurricane

A tornado/hurricane warning will be announced verbally over the intercom system or by a message carrier. All students and teachers are to report to their assigned location. If there is imminent danger, the teacher should instruct the students to lie face down, draw their knees up under their body and cover the back of their heads with their hands or a book. The students should take protective cover under a desk and away from windows or glass if at all possible.

Security Codes

The code meanings should not be shared with students or parents. Please become familiar with the following security codes:

Code Red

This is a general emergency. It means there are events taking place in the school that requires a lock down. All classroom doors should be locked and the students are to remain quiet so informational announcements can be heard. Students in the hallway will report to the main office or to an administrator. No information about the incident will be announced. The nature of the incident will be relayed to the administration. Teachers will be notified as needed.

Code Blue

This code should be used when there is a medical emergency anywhere on campus. When the announcement is made, the location of the emergency should be given. All available administrators and office staff will respond.

Code Orange

This code should be used when there is an intruder on the school premises. A **Code Red Lockdown** will follow.

Code Yellow

This code will be used in the event that important information must be relayed to the faculty regarding inclement weather. For example:
"Teachers, due to inclement weather..."

A designated administrator will check each area of the building to ensure everyone has evacuated and is accounted for.

Do not stop or detain emergency or administrative personnel.

Maps detailing primary and secondary exit routes are located in each classroom and in other conspicuous locations. Please familiarize yourself with the location of the nearest emergency exit.

Students in the lunchroom will exit the building and proceed to the designated assembly area. Lunchroom personnel will escort students out of the building. The classroom teacher will immediately report to his/her area to account for all students.

Exit Doors:

Lighted "Exit" signs indicate emergency exits.

Outside the Building:

Upon evacuation of the building, everyone must:

- ❑ Move to the assigned assembly area
- ❑ Account for all student, staff and faculty
- ❑ Keep roadways clear for building access
- ❑ Allow access for emergency personnel
- ❑ Remain away from the building until the "All Clear" has been sounded.

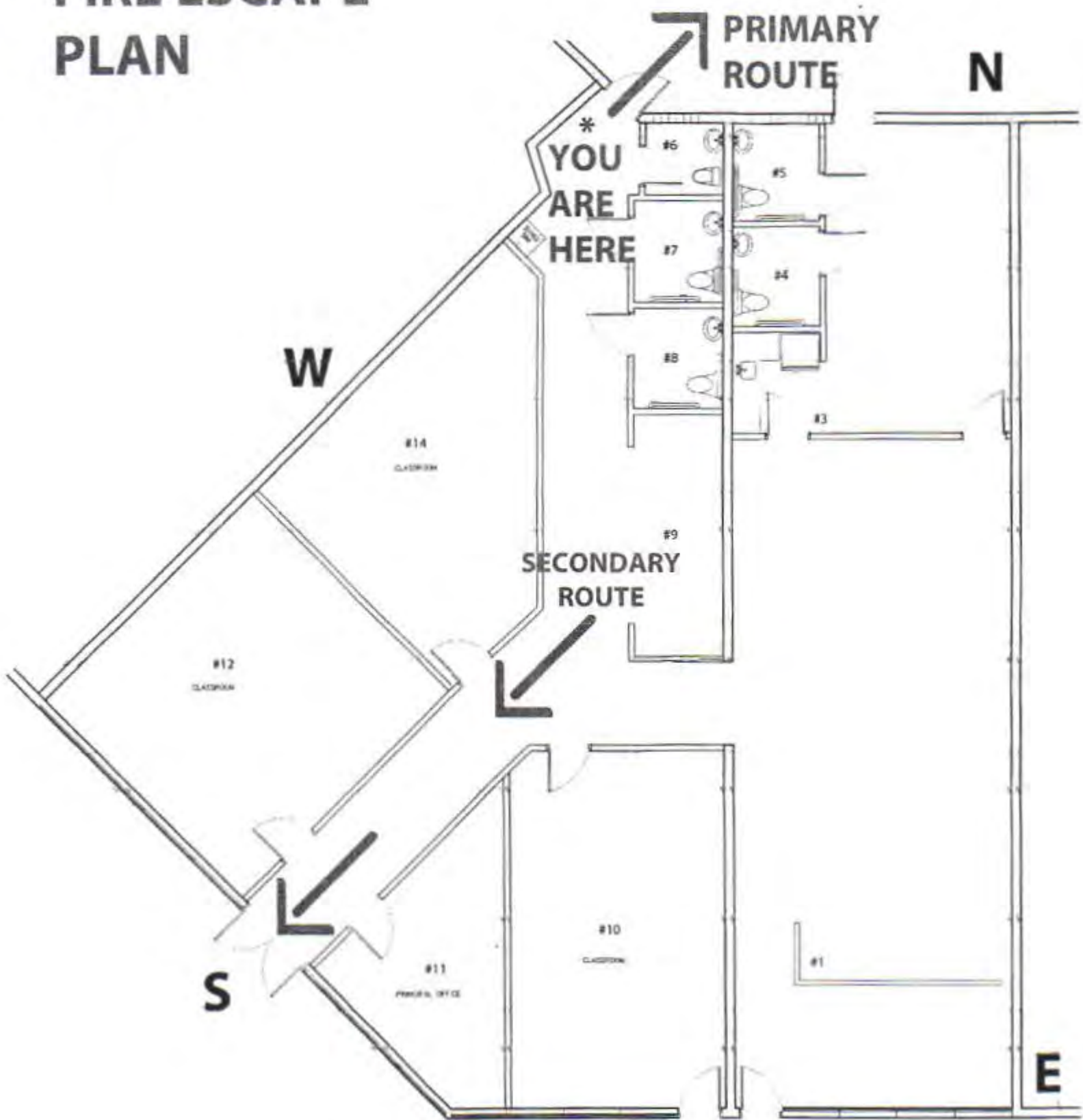
Evacuation Drills:

The school will conduct drills in accordance with the county policy of ten per year.

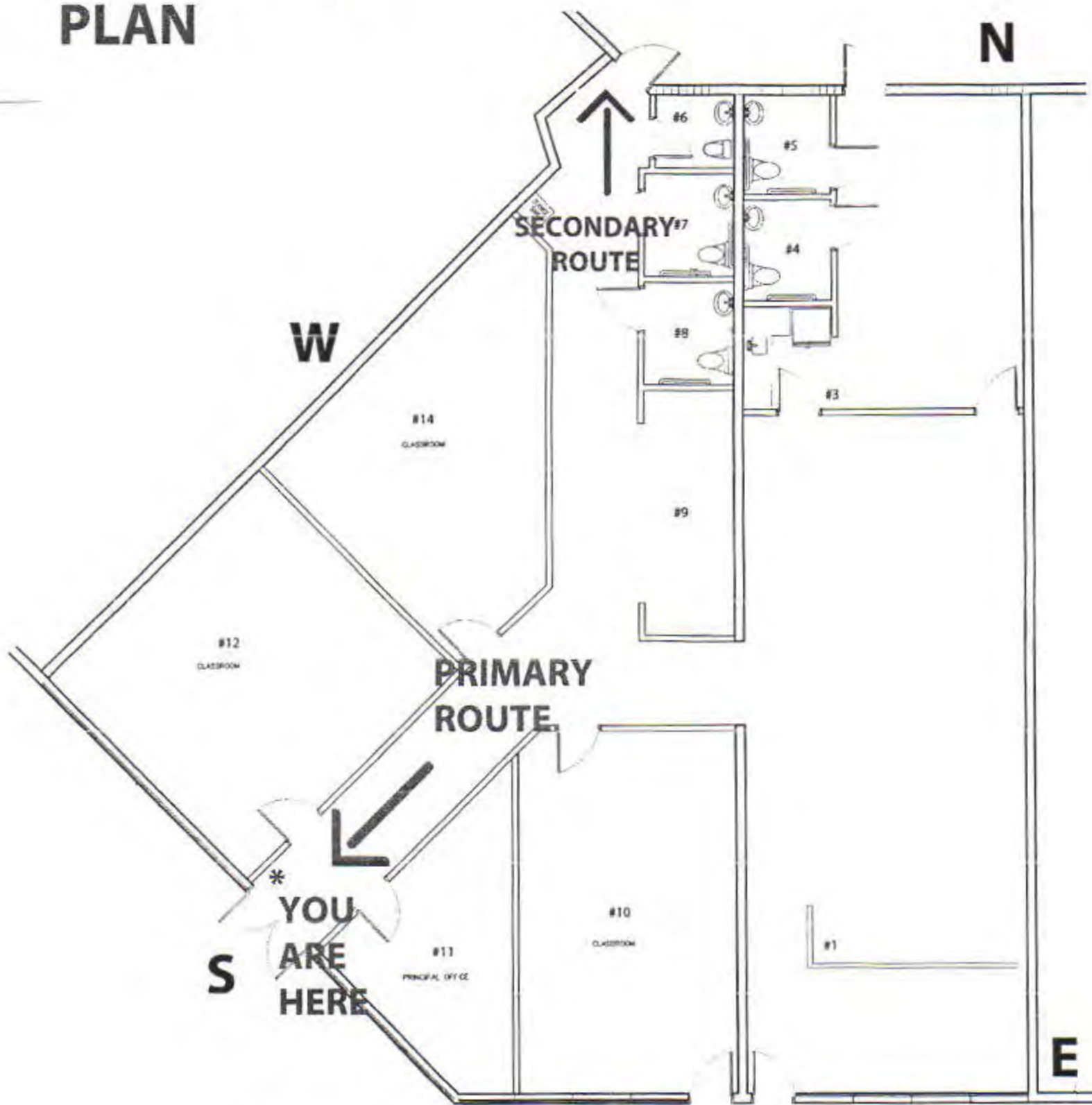
These drills will help to insure the safety of all in the event of an actual emergency. Everyone's prompt response to alarms and compliance with these procedures will minimize:

- ❑ Danger to students, staff and faculty
- ❑ Damage to property
- ❑ Disruption of the educational process

FIRE ESCAPE PLAN



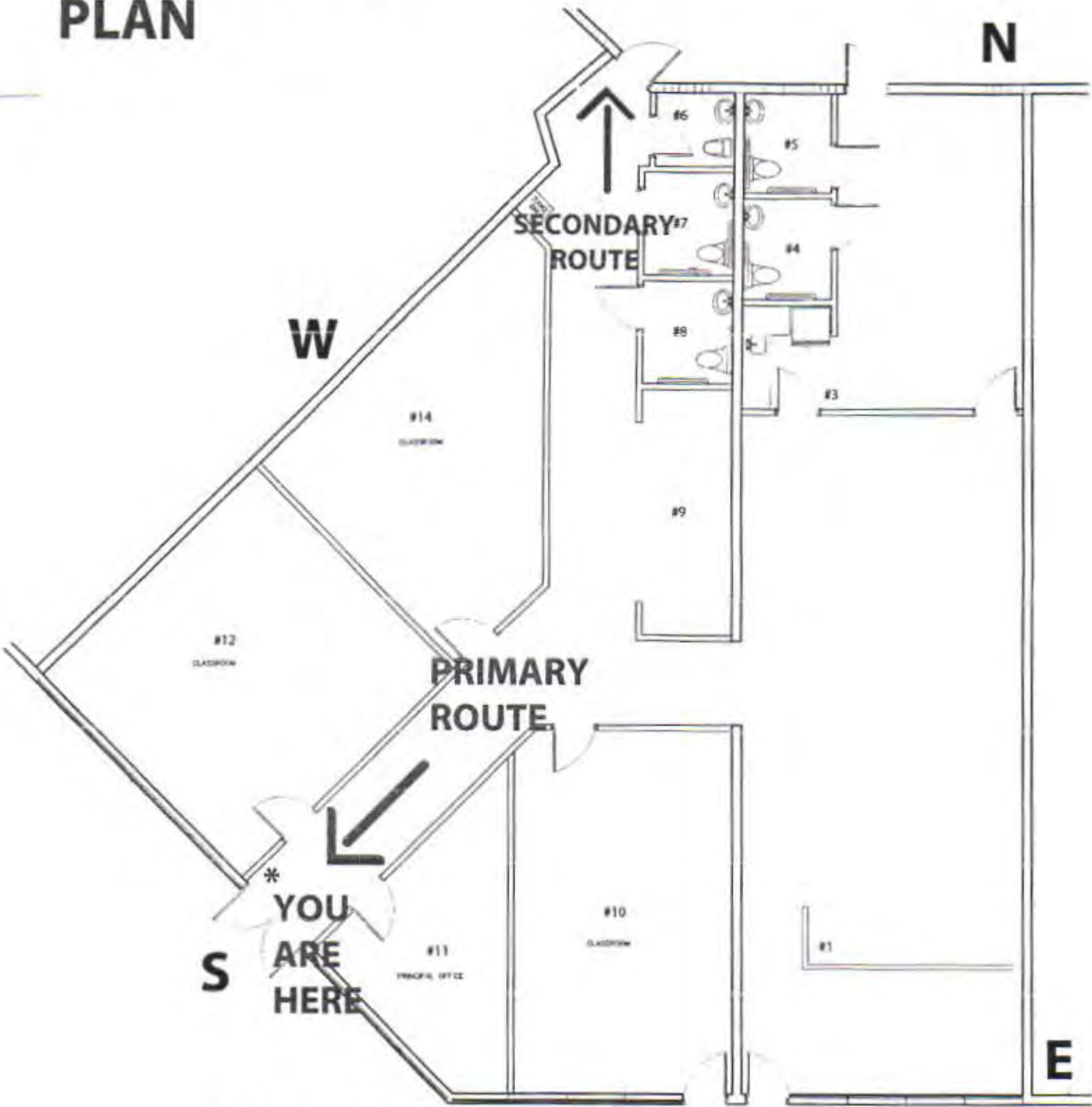
FIRE ESCAPE PLAN



MAXIMUM CAPACITY 130

298

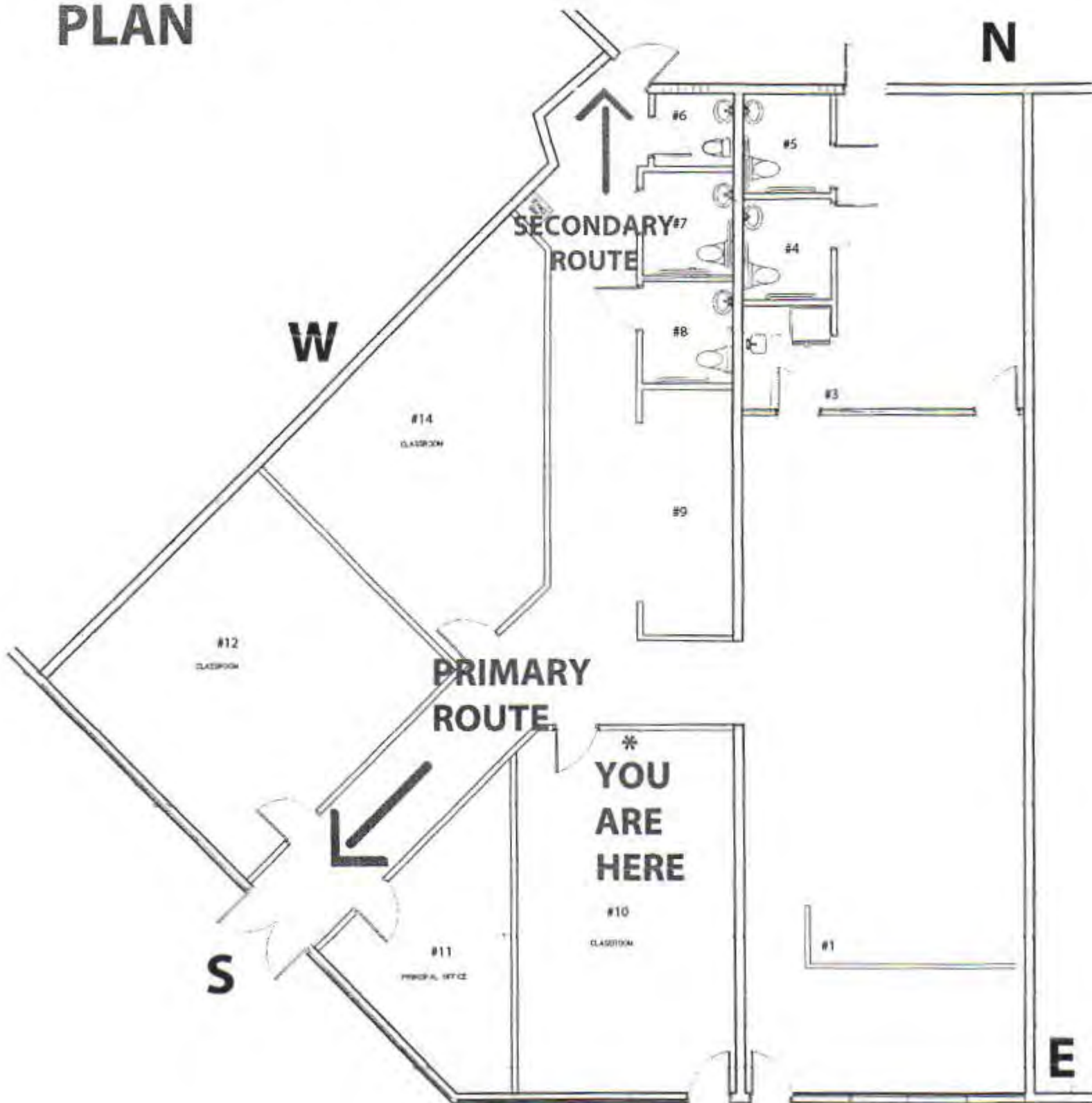
FIRE ESCAPE PLAN



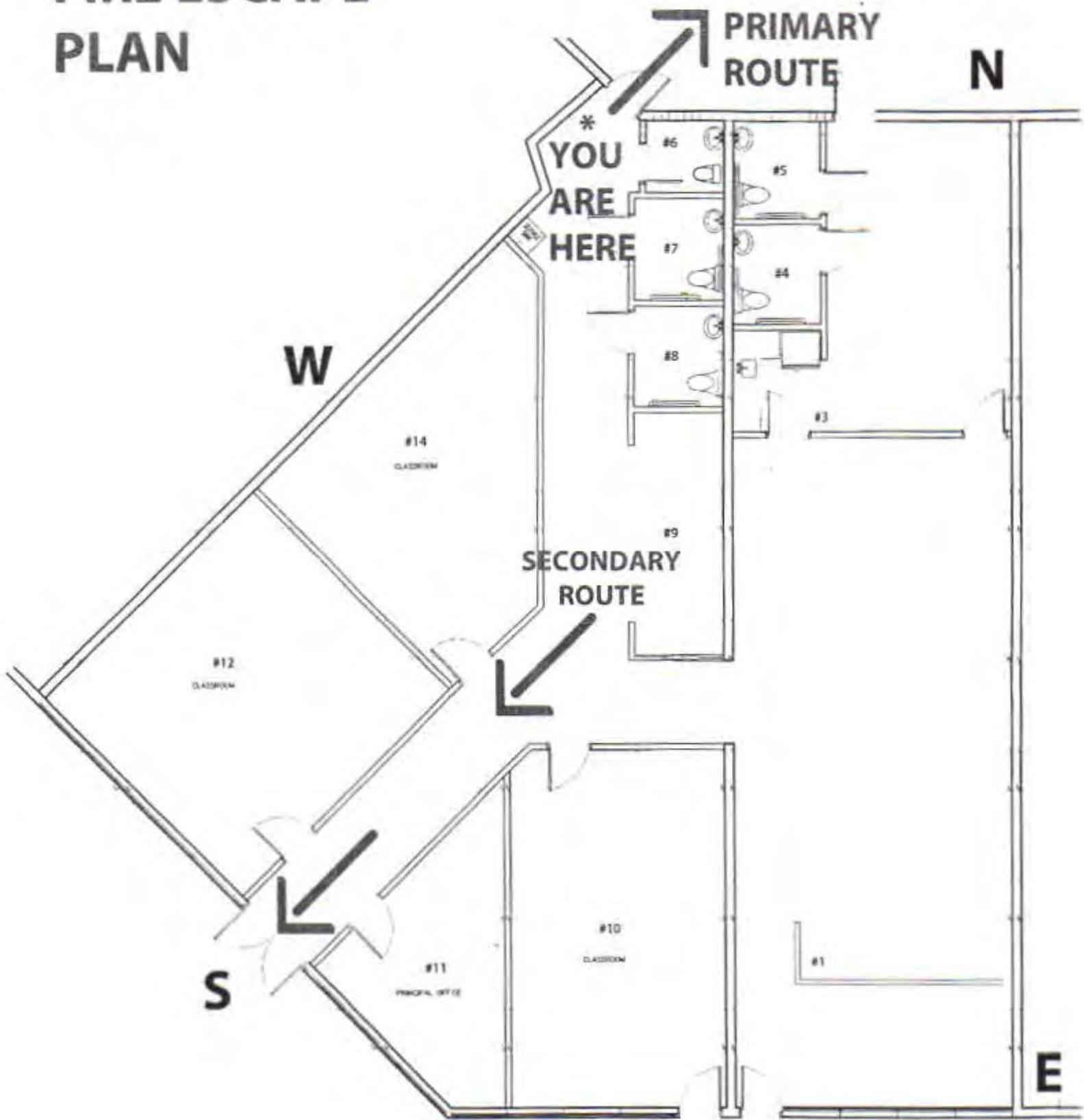
MAXIMUM CAPACITY 130

299

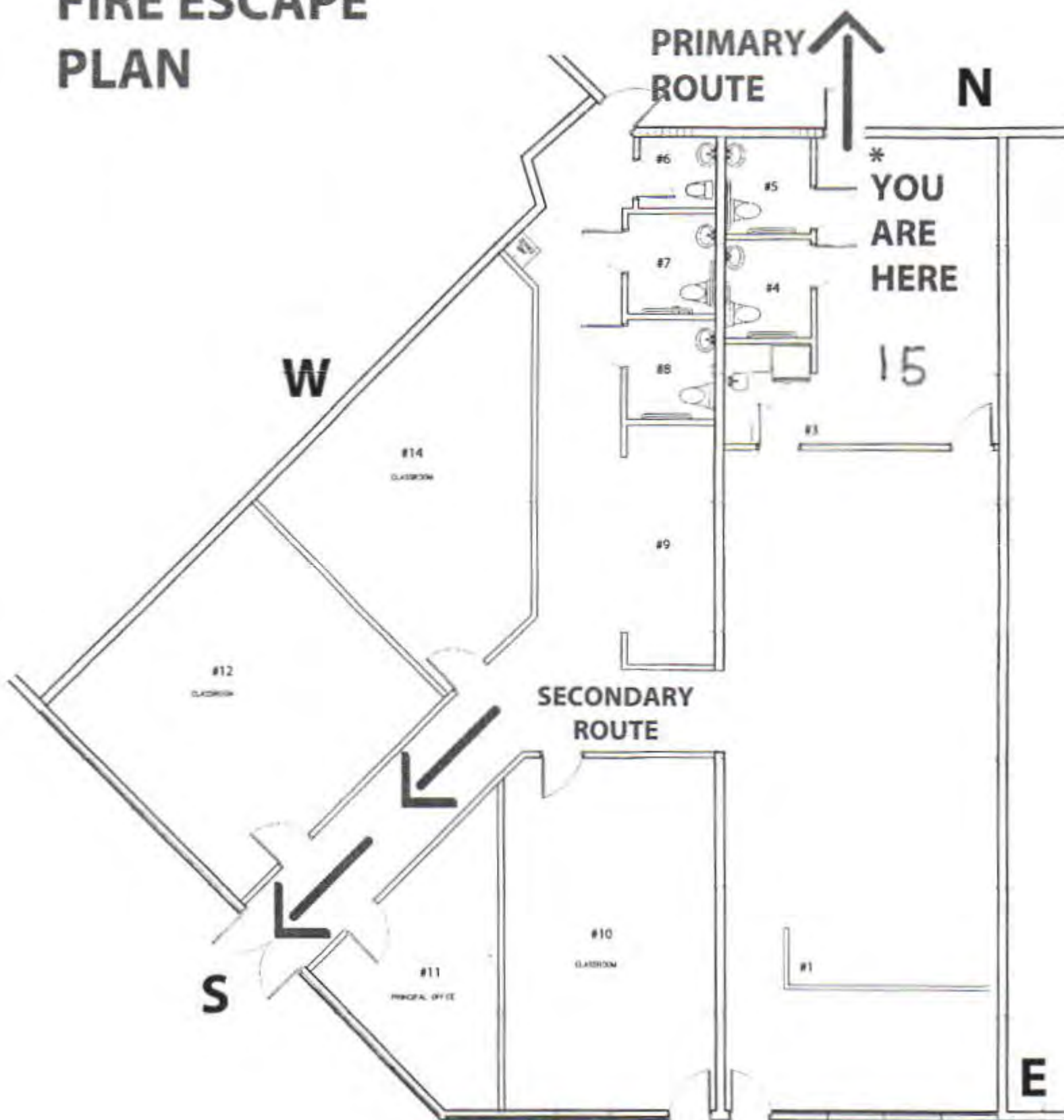
FIRE ESCAPE PLAN



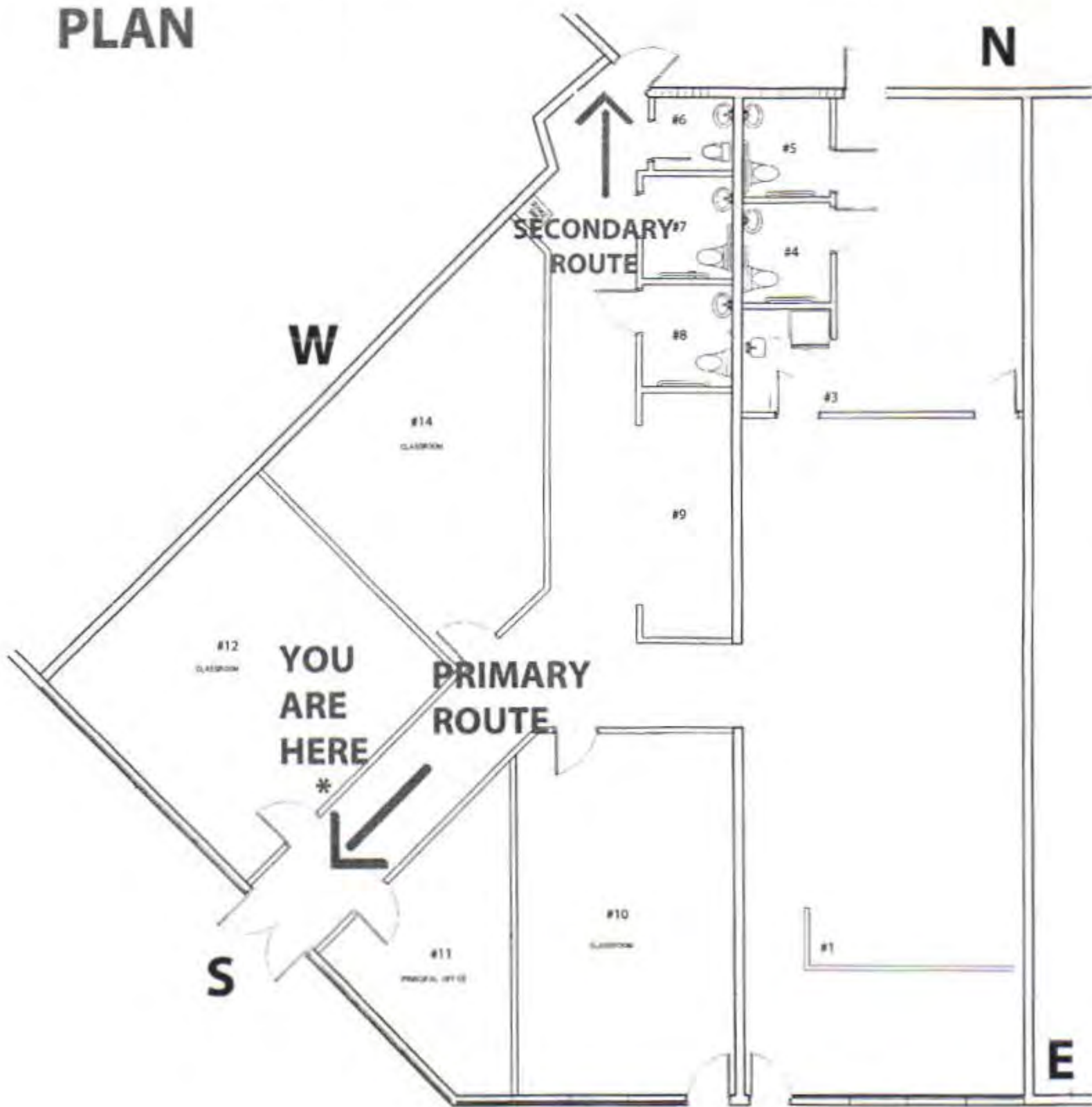
FIRE ESCAPE PLAN



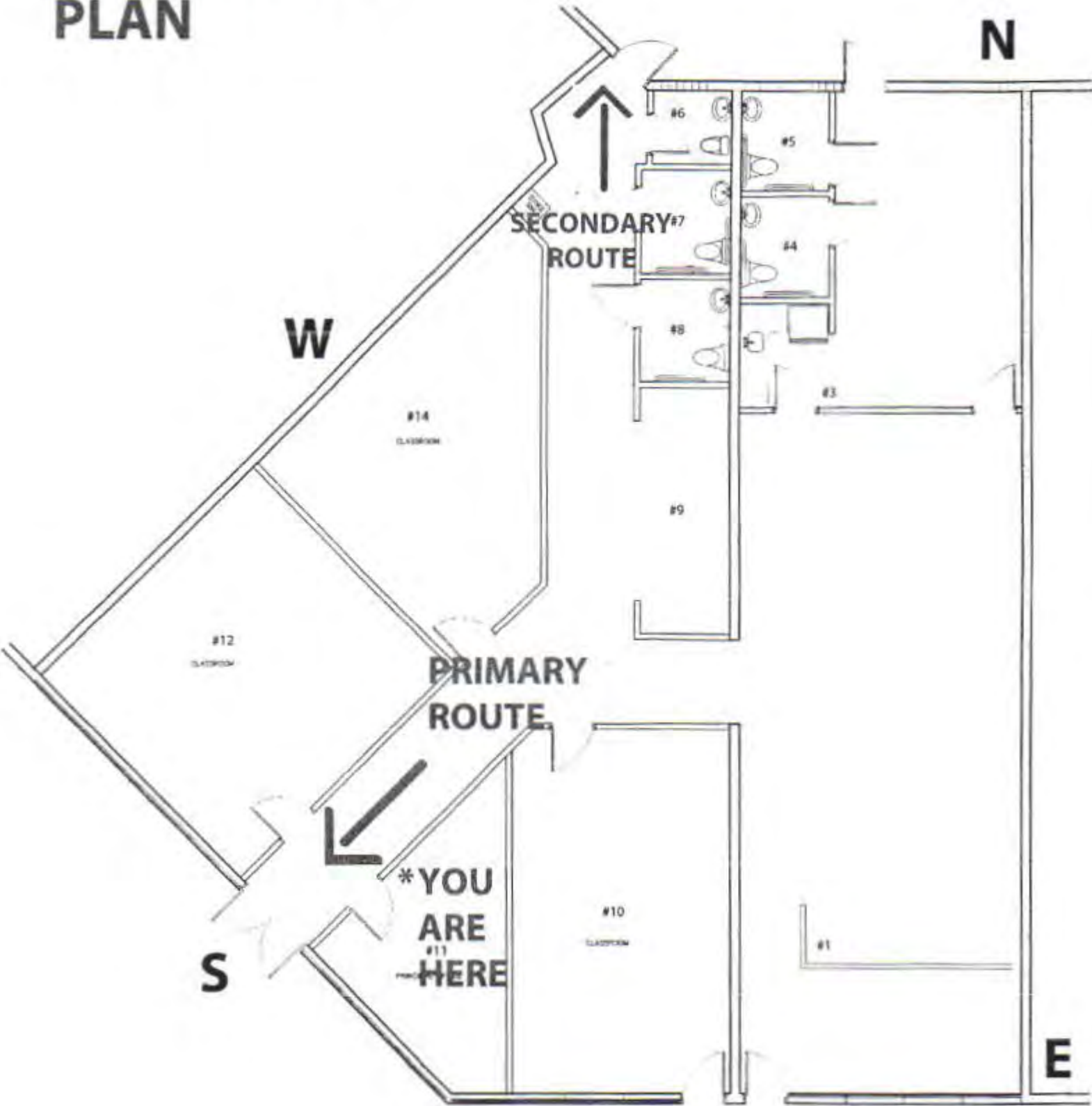
FIRE ESCAPE PLAN



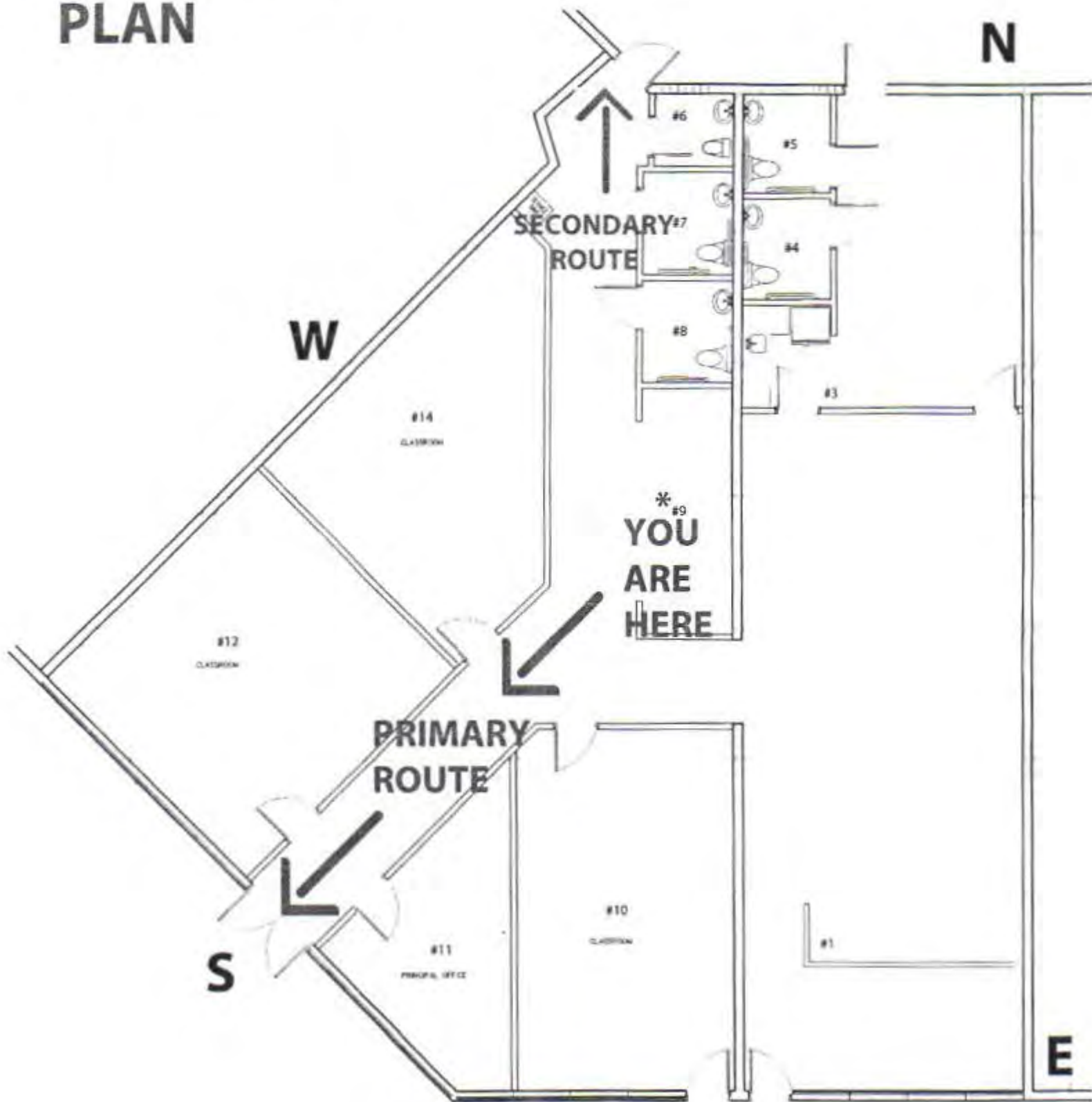
FIRE ESCAPE PLAN



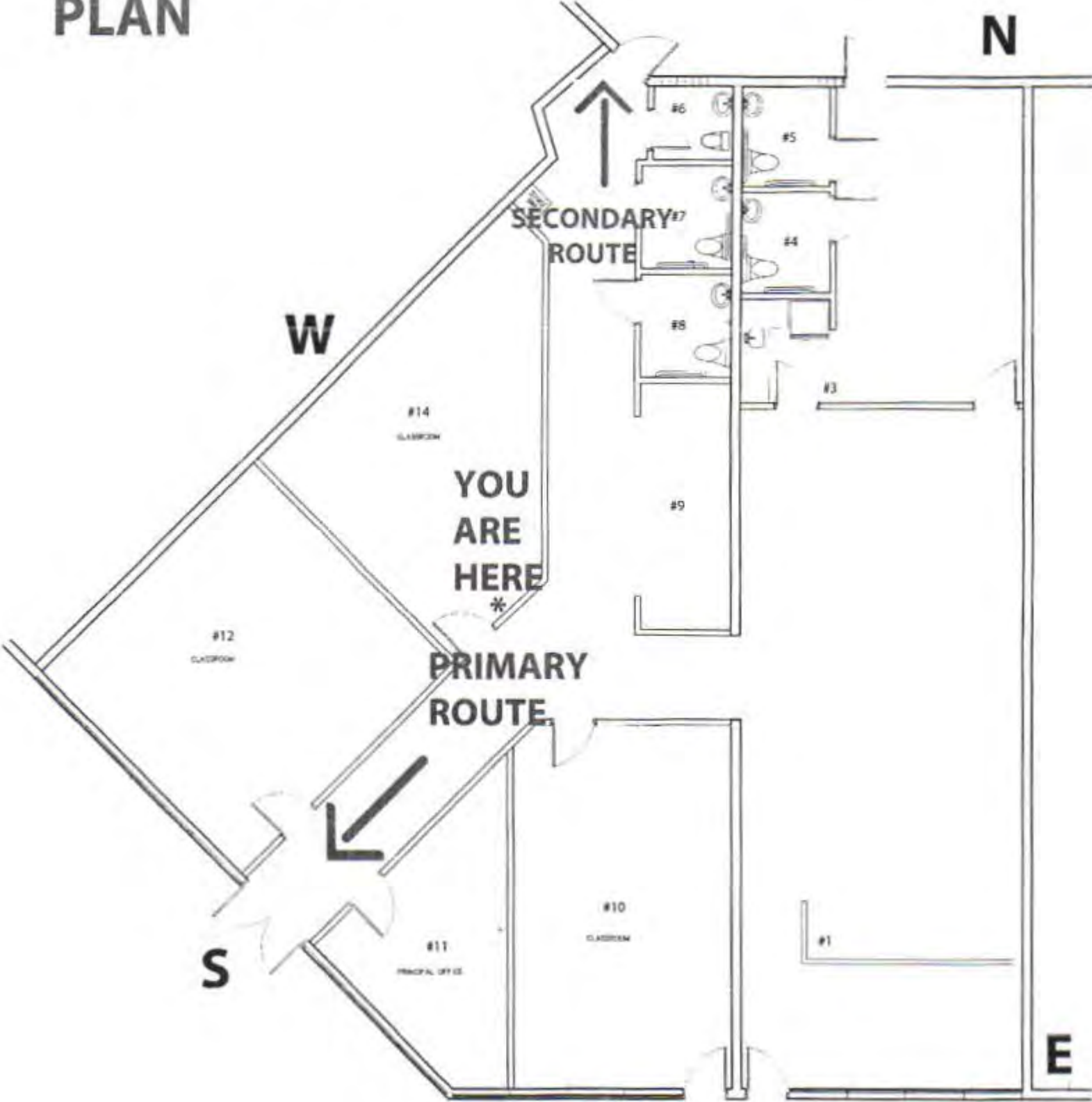
FIRE ESCAPE PLAN



FIRE ESCAPE PLAN



FIRE ESCAPE PLAN



Evacuation directions in case of fire or while on a fire drill

When the alarm goes off children in classes #1 and #2, and their teachers exit through the front door of the building.

When the alarm goes off children in rooms #3, 4, 5 and their teacher, exit through the back door of the building and proceed to the playground.

Teachers must take students' grades and attendance book to take roll and account for all students.

The administrator will check the bathrooms and other areas to make sure all children and adults are out of the building. He/she must take the Emergency Information Card box and a red and a green card.

If a **red card** is shown, children are not to return to the building. Red card = child(ren) missing.

If a **green card** is shown, children are allowed back in the building. Green card = All clear

Evacuation directions in case of fire or while on a fire drill

When the alarm goes off students in rooms #10, #12, 14, and their teachers exit through the front double doors of the building.

When the alarm goes off students in Rooms # 7, 8, 9, exit through the back door of the building and proceed to the playground.

Teachers must take students' grades and attendance book to take roll and account for all students.

The administrator will check the bathrooms and other areas to make sure all children and adults are out of the building. He/she must take the Emergency Information Card box and a red and a green card.

If a **red card** is shown, children are not to return to the building. Red card = child(ren) missing.

If a **green card** is shown, children are allowed back in the building. Green card = All clear

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APPENDIX J

Certificates of Governing board training

Kathleen W. Schoenberg, P.A.
Charter School Governance Training

Certificate of Participation

is hereby granted to:

Mariangel Caicoya

Kidz Choice Charter School

for successful completion of the FL 4-Hour Training
approved by the Florida Department of Education

Date of Completion: May 20, 2012

Kathleen W. Schoenberg, Esq.

Kathleen W. Schoenberg, P.A.
Charter School Governance Training

Certificate of Participation

is hereby granted to:

Jorge Lopez

Kidz Choice Charter School

for successful completion of the FL 4-Hour Training
approved by the Florida Department of Education

Date of Completion: May 21, 2012

Kathleen W. Schoenberg, Esq.

Kathleen W. Schoenberg, P.A.
Charter School Governance Training

Certificate of Participation

is hereby granted to:

Ana Montesinos

Kidz Choice Charter School

for successful completion of the FL 4-Hour Training
approved by the Florida Department of Education

Date of Completion: June 24, 2012

Kathleen W. Schoenberg, Esq.

APPENDIX K

KIDZ CHOICE CHARTER SCHOOL WEBPAGE

Menu: [Welcome](#) - [Admissions](#) - [Hours & Calendar](#) - [Mission & Goals](#) - [Organization](#) - [Parents & Teachers](#)

Kidz Choice Charter School

9063/9069 Taft Street, Pembroke Pines, FL 33024

Phone: (954) 251-2419, (954) 673-0698; Fax (954) 450-6482

Email: kidzchoicecharter@yahoo.com



Welcome to Kidz Choice Charter School!

Important links:

- HOT OFF THE PRESSES! **KIDZ NEWZ** - READ ALL ABOUT IT!
- 2013-14 Code of Conduct - [English](#), [Spanish](#), [Creole](#), [Portuguese](#)
- 2013-14 Broward County Public School Calendar: [Image](#), [PDF](#)
- [Uniform information](#)
- School supply lists: [Kinder.](#), [1st](#), [2nd](#), [3rd](#), [4th](#), [5th](#) grades
- [Working Together for School Success](#)
- Kidz Choice Charter School was recently featured on Community Focus Online. Read About [Kidz Choice Charter School](#)
- Like us on [Facebook](#)
- 2013-14 Kidz Choice Charter School [School Improvement Plan \(SIP\)](#)

Kidz Choice Charter School offers:

- Tuition free public school in a private school setting
- Caring certified teachers
- Small student-teacher ratio
- Nurturing structured environment
- Strong and close partnerships with our school families
- State of the art computers
- Firm academic foundation with rich, integrated curriculum including:
 - Math
 - Science
 - Social Studies
 - Reading/Writing
 - Art
 - Technology

Kidz Choice students will develop:

- Confidence
- Self-esteem



Menu: [Welcome](#) - [Admissions](#) - [Hours & Calendar](#) - [Mission & Goals](#) - [Organization](#) - [Parents & Teachers](#)

Kidz Choice Charter School

9063/9069 Taft Street, Pembroke Pines, FL 33024

Phone: (954) 251-2419, (954) 673-0698; Fax (954) 450-6482

Email: kidzchoicecharter@yahoo.com



Admissions

Children must be 5 years old before September 1 for Kindergarten.

Click on the link below to download a Preliminary Admission Application:



Fill out the student application and send it to 9069 Taft Street, Pembroke Pines, FL 33024. Submission of an application does not guarantee admission. Please visit our school and pick up the comprehensive admissions packet.

*** You must have free Adobe Reader to download the student application. If you do not have Adobe Reader, click on the link below:



Kidz Choice Charter School does not discriminate against race, sex, religion, color, ethnicity, or national origin. We recognize that, in all our diversity, we are one human family and accept a shared responsibility for contributing towards a better world.



Menu: [Welcome](#) - [Admissions](#) - [Hours & Calendar](#) - [Mission & Goals](#) - [Organization](#) - [Parents & Teachers](#)

Kidz Choice Charter School

9063/9069 Taft Street, Pembroke Pines, FL 33024

Phone: (954) 251-2419, (954) 673-0698; Fax (954) 450-6482

Email: kidzchoicecharter@yahoo.com



Hours & Calendar

Hours of Operation

| | |
|-------------------------|-------------------|
| Before School | 7:00 am - 8:00 am |
| Drop off Time | 7:45 am |
| School Hours | 8:00 am - 2:00 pm |
| After School Activities | 2:00 pm - 6:00 pm |

Calendar

[2013-2014 School Calendar](#)

Testing Calendar

[2013-2014 Testing Calendar](#)



Menu: [Welcome](#) - [Admissions](#) - [Hours & Calendar](#) - [Mission & Goals](#) - [Organization](#) - [Parents & Teachers](#)

Kidz Choice Charter School

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Mission & Goals

Mission

Our mission is to foster pride in academic achievements while developing students' artistic abilities. We will demonstrate and promote the essential role of the arts in enabling every student to succeed in school. Kidz Choice is founded on the belief that all differences are to be respected, and that those that do not interfere with the rights of others and the learning environment will be accommodated.

Goals

Our goals are to develop students' self-esteem, sense of order, concentration, personal pride and independence and to provide them with many positive learning experiences to ensure their successful future education.

Kidz Choice Charter School strives to improve student achievement by implementing best practices, innovative systemic initiatives and differentiated instruction to meet the needs of the whole child.



Menu: [Welcome](#) - [Admissions](#) - [Hours & Calendar](#) - [Mission & Goals](#) - [Organization](#) - [Parents & Teachers](#)

Kidz Choice Charter School

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Organization

School Grades

Open Registration

Calendar Year

School Year

Report Card

Parent Conference

Parent Volunteer Hours

Uniforms

Parent Teacher Organization (PTO)

Contact Registrar

Kindergarten - fifth grade (K-5)

February 15 – April 30

School Board of Broward County

180 Instructional Days

Every Quarter (4 per year)

Minimum of two (2) per year

20 Hours per year, per family

Mandatory

Contribution per family, book donation

Lily Swanson



Parent Teacher Organization

Meeting Schedule

2013-2014

Every 2nd Wednesday of each month
at 6:15 PM

Kidz Choice Charter School

Governing Board Meeting Dates

2013-2014

Wednesday, Jul 8, 6:00 PM

Wednesday, Oct 30, 6:00 PM

Wednesday, Jan 29, 6:00 PM

Wednesday, Apr 30, 6:00 PM

Menu: [Welcome](#) - [Admissions](#) - [Hours & Calendar](#) - [Mission & Goals](#) - [Organization](#) - [Parents & Teachers](#)

Kidz Choice Charter School

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Email: kidzchoicecharter@yahoo.com



Parents & Teachers

Parents

We have an open door policy and will strive to achieve and maintain successful communication between parents and staff.

We believe that creating strong and active close partnerships with families will build a positive atmosphere where students can feel happy and proud of all their accomplishments.

Kidz Choice Charter School Parents or family members will contribute by volunteering 20 hours per year, per family.

Teachers

Our teachers are highly qualified and certified individuals who provide support, praise, understanding and sound, stimulating curriculum to our students, in a safe and nurturing environment.

Our teachers encourage creativity and individuality, inviting children to explore and discover by incorporating activities that make learning fun. Principles of responsibility, honesty, and respect for others are encouraged.



Admin Panel

Edit Page

Build Audience

Notifications 1

See All

Messages



Carlitos Luque commented on your photo: "ms.hernandez?"
last Tuesday

N
W
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Get More Likes

See Likes

Insights

See All

Page Tips

Create an ad to get more people to like your Page.



Kidz Choice Charter School

34 like this.
Education
Sponsored

Promote Page

Reach: People Who Saw Your Posts

0

0% from previous week

Check out the new Page Insights



B
T
g
P



Kidz Choice Charter School

34 likes

Update Page Info

324

APPENDIX L

STAFFING REPORTS

11/01/2013
23.14.56
REPORT 763291

FLORIDA DEPARTMENT OF EDUCATION
HIGHLY QUALIFIED TEACHER STATUS
SURVEY 2, 1314

PAGE 1

DISTRICT 06 SCHOOL 5409 KIDZ CHOICE CHARTER SCHOOL

- - - - HIGHLY QUALIFIED STATUS - - - -

| SSN | NAME | COURSE | SECT | BEG PER | END PER | COURSE NAME | Y | E | A | B | C | D | E | G | H |
|-----------|-----------|-----------|-------|------------|------------|----------------------|---|---|---|---|---|---|---|---|---|
| 198624788 | PALONIS | D 5010044 | R301 | 01 | 01 | LANG ARTS GRADE 3 | 1 | | | | | | | | |
| | | 5010044 | R301B | 02 | 02 | LANG ARTS GRADE 3 | 1 | | | | | | | | |
| | | 5010044 | R301C | 03 | 03 | LANG ARTS GRADE 3 | 1 | | | | | | | | |
| | | 5010045 | R401 | 06 | 06 | LANG ARTS GRADE 4 | 1 | | | | | | | | |
| | | 5010045 | R401B | 07 | 07 | LANG ARTS GRADE 4 | 1 | | | | | | | | |
| | | 5010045 | R401C | 08 | 08 | LANG ARTS GRADE 4 | 1 | | | | | | | | |
| | | 5010045 | R402 | 01 | 01 | LANG ARTS GRADE 4 | 1 | | | | | | | | |
| | | 5010045 | R402B | 02 | 02 | LANG ARTS GRADE 4 | 1 | | | | | | | | |
| | | 5010045 | R402C | 03 | 03 | LANG ARTS GRADE 4 | 1 | | | | | | | | |
| | | 5010046 | R501 | 06 | 06 | LANG ARTS GRADE 5 | 1 | | | | | | | | |
| | | 5010046 | R501B | 07 | 07 | LANG ARTS GRADE 5 | 1 | | | | | | | | |
| | | 5010046 | R501C | 08 | 08 | LANG ARTS GRADE 5 | 1 | | | | | | | | |
| | | 5021050 | O301 | 04 | 04 | SOC STUDIES 3 | | 1 | | | | | | | |
| | | 5021050 | O301B | 05 | 05 | SOC STUDIES 3 | | 1 | | | | | | | |
| | | 5021060 | O401 | 09 | 09 | SOC STUDIES 4 | | 1 | | | | | | | |
| | | 5021060 | O401B | 10 | 10 | SOC STUDIES 4 | | 1 | | | | | | | |
| | | 5021060 | O402 | 04 | 04 | SOC STUDIES 4 | | 1 | | | | | | | |
| | | 5021060 | O402B | 05 | 05 | SOC STUDIES 4 | | 1 | | | | | | | |
| | | 5021070 | O501 | 09 | 09 | SOC STUDIES 5 | | 1 | | | | | | | |
| | | 5021070 | O501B | 10 | 10 | SOC STUDIES 5 | | 1 | | | | | | | |
| 263907281 | ROSENBERG | J 5010041 | OK01 | 01 | 04 | LANG ARTS GRADE K | 1 | | | | | | | | |
| | | 5012020 | OK01 | 05 | 06 | MATH GRADE K | 1 | | | | | | | | |
| | | 5015020 | MX01 | 10 | 10 | PHYSICAL EDUCATION K | | 1 | | | | | | | |
| | | 5020010 | OK01 | 07 | 08 | SCIENCE GRADE K | 1 | | | | | | | | |
| | | 5021020 | OK01 | 09 | 09 | SOC STUDIES K | | 1 | | | | | | | |
| 592331325 | ABARCO | A 5012050 | O301 | 06 | 06 | MATH GRADE THREE | 1 | | | | | | | | |
| | | 5012050 | O301B | 09 | 09 | MATH GRADE THREE | 1 | | | | | | | | |
| | | 5012060 | O401 | 01 | 01 | MATH GRADE FOUR | 1 | | | | | | | | |
| | | 5012060 | O401B | 02 | 02 | MATH GRADE FOUR | 1 | | | | | | | | |
| | | 5012060 | O402 | 09 | 09 | MATH GRADE FOUR | 1 | | | | | | | | |
| | | 5012060 | O402B | 06 | 06 | MATH GRADE FOUR | 1 | | | | | | | | |
| | | 5012070 | O501 | 01 | 01 | MATH GRADE FIVE | 1 | | | | | | | | |
| | | 5012070 | O501A | 02 | 02 | MATH GRADE FIVE | 1 | | | | | | | | |
| | | 5015050 | M301 | 10 | 10 | PHYSICAL EDUCATION 3 | | 1 | | | | | | | |
| | | 5015060 | M401 | 05 | 05 | PHYSICAL EDUCATION 4 | | 1 | | | | | | | |
| | | 5015060 | M402 | 10 | 10 | PHYSICAL EDUCATION 4 | | 1 | | | | | | | |
| | | 5015070 | M501 | 05 | 05 | PHYSICAL EDUCATION 5 | | 1 | | | | | | | |
| | | 5020040 | O301 | 07 | 07 | SCIENCE GRADE THREE | 1 | | | | | | | | |
| | | 5020040 | O301B | 08 | 08 | SCIENCE GRADE THREE | 1 | | | | | | | | |
| | | 5020050 | O401 | 03 | 03 | SCIENCE GRADE FOUR | 1 | | | | | | | | |

| | | | | | | | |
|-----------|------|-----------|-------|----|----|--------------------|---|
| | | 5020050 | 0401B | 04 | 04 | SCIENCE GRADE FOUR | 1 |
| | | 5020050 | 0402 | 07 | 07 | SCIENCE GRADE FOUR | 1 |
| | | 5020050 | 0402B | 08 | 08 | SCIENCE GRADE FOUR | 1 |
| | | 5020060 | 0501 | 03 | 03 | SCIENCE GRADE FIVE | 1 |
| | | 5020060 | 0501A | 04 | 04 | SCIENCE GRADE FIVE | 1 |
| 594021951 | MELO | Y 5010041 | 0K02 | 01 | 04 | LANG ARTS GRADE K | 1 |

11/01/2013
23.14.36
REPORT F63291

FLORIDA DEPARTMENT OF EDUCATION
HIGHLY QUALIFIED TEACHER STATUS
SURVEY 2, 1314

PAGE 2

DISTRICT 06 SCHOOL 5409 KIDZ CHOICE CHARTER SCHOOL

| - - - - HIGHLY QUALIFIED STATUS - - - - | | | | | | | | | | | | | | | | | | |
|---|------|-----------|-------|-----------|------|----------------------|----|-------------------|---|---|---|---|---|---|---|--|--|--|
| SEN | NAME | COURSE | SECT | BEG | END | COURSE NAME | Y | Z | A | B | C | D | E | G | H | | | |
| 594021951 | MELO | Y 5010042 | 0101 | 01 | 04 | LANG ARTS GRADE 1 | 1 | | | | | | | | | | | |
| | | 5010043 | 0202 | 01 | 04 | LANG ARTS GRADE 2 | 1 | | | | | | | | | | | |
| | | 5012020 | 0K02 | 05 | 06 | MATH GRADE K | 1 | | | | | | | | | | | |
| | | 5012030 | 0101 | 05 | 06 | MATH GRADE ONE | 1 | | | | | | | | | | | |
| | | 5012040 | 0202 | 05 | 06 | MATH GRADE TWO | 1 | | | | | | | | | | | |
| | | 5015020 | MR02 | 10 | 10 | PHYSICAL EDUCATION K | | 1 | | | | | | | | | | |
| | | 5015030 | M101 | 10 | 10 | PHYSICAL EDUCATION 1 | | 1 | | | | | | | | | | |
| | | 5015040 | M202 | 10 | 10 | PHYSICAL EDUCATION 2 | | 1 | | | | | | | | | | |
| | | 5020010 | 0K02 | 07 | 08 | SCIENCE GRADE K | 1 | | | | | | | | | | | |
| | | 5020020 | 0101 | 07 | 08 | SCIENCE GRADE ONE | 1 | | | | | | | | | | | |
| | | 5020030 | 0202 | 07 | 08 | SCIENCE GRADE TWO | 1 | | | | | | | | | | | |
| | | 5021020 | 0K02 | 09 | 09 | SOC STUDIES K | | 1 | | | | | | | | | | |
| | | 5021030 | 0101 | 09 | 09 | SOC STUDIES 1 | | 1 | | | | | | | | | | |
| | | 5021040 | 0202 | 09 | 09 | SOC STUDIES 2 | | 1 | | | | | | | | | | |
| | | 594621295 | REYNO | D 5010043 | 0201 | 01 | 04 | LANG ARTS GRADE 2 | 1 | | | | | | | | | |
| | | | | 5010044 | 0302 | 01 | 01 | LANG ARTS GRADE 3 | 1 | | | | | | | | | |
| 5012040 | 0201 | | | 05 | 06 | MATH GRADE TWO | 1 | | | | | | | | | | | |
| 5012050 | 0302 | | | 05 | 06 | MATH GRADE THREE | 1 | | | | | | | | | | | |
| 5015040 | M201 | | | 10 | 10 | PHYSICAL EDUCATION 2 | | 1 | | | | | | | | | | |
| 5015050 | M302 | | | 10 | 10 | PHYSICAL EDUCATION 3 | | 1 | | | | | | | | | | |
| 5020030 | 0201 | | | 07 | 08 | SCIENCE GRADE TWO | 1 | | | | | | | | | | | |
| 5020040 | 0302 | | | 07 | 08 | SCIENCE GRADE THREE | 1 | | | | | | | | | | | |
| 5021040 | 0201 | | | 09 | 09 | SOC STUDIES 2 | | 1 | | | | | | | | | | |
| 5021050 | 0302 | | | 09 | 09 | SOC STUDIES 3 | | 1 | | | | | | | | | | |
| | | | | | 46 | 24 | | | | | | | | | | | | |

APPENDIX M

CERTIFICATION SELF-AUDITS

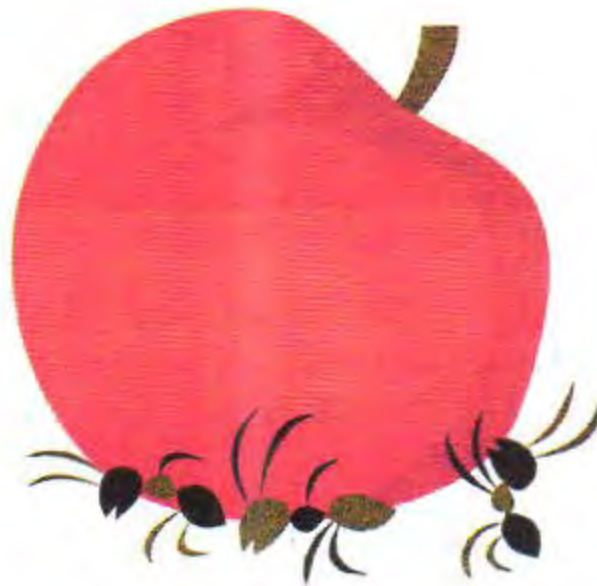
| | |
|-------------------------------|----------------------------|
| Charter School Location #: | 5409 |
| Charter School Location Name: | Kidz Choice Charter School |
| Date audit completed: | 1-Aug-13 |
| Person completing audit: | Lily Swanson |

[illegible]

APPENDIX N

Employee Handbook

Kidz Choice Charter School



Faculty Handbook 2013-2014

**9063 Taft Street
Pembroke Pines, FL 33024**

Important Information at a Glance

School Hours: 8:00 a.m. – 2:00 p.m.

Before School Care: 7:00 – 8:00 a.m.

After School Care 2:00 – 6:00 p.m.

Front Office Phone Number: (954) 251-2419 or (954) 673-0698

Front Office Fax Number: (954) 450-6482



Kidz Choice Charter School

Computer Usage Policy

SECTION ONE.

PURPOSE

A. To remain competitive, better serve our students and provide our employees with the best tools to do their jobs, *Kidz Choice Charter School* makes available to our workforce access to one or more forms of electronic media and services, including computers, e-mail, telephones, voicemail, fax machines, external electronic bulletin boards, wire services, online services, intranet, Internet and the World Wide Web.

B. *Kidz Choice Charter School* encourages the use of these media and associated services because they can make communication more efficient and effective and because they are valuable sources of information. However, all employees and everyone connected with the organization should remember that electronic media and services provided by the school are school property and their purpose is to facilitate and support school business. All computer users have the responsibility to use these resources in a professional, ethical, and lawful manner.

C. To ensure that all employees are responsible, the following guidelines have been established for using e-mail and the Internet. No policy can lay down rules to cover every possible situation. Instead, it is designed to express *Kidz Choice Charter School* philosophy and set forth general principles when using electronic media and services.

SECTION TWO.

PROHIBITED COMMUNICATIONS

Electronic media cannot be used for knowingly transmitting, retrieving, or storing any communication that is:

1. Discriminatory or harassing;
2. Derogatory to any individual or group;
3. Obscene, sexually explicit or pornographic;
4. Defamatory or threatening;
5. In violation of any license governing the use of software; or
6. Engaged in for any purpose that is illegal or contrary to *Kidz Choice Charter School* policy or business interests.



SECTION THREE

PERSONAL USE

The computers, electronic media and services provided by *Kidz Choice Charter School* are primarily for school use to assist employees in the performance of their jobs. Limited, occasional, or incidental use of electronic media (sending or receiving) for personal, non-business purposes is understandable and acceptable, and all such use should be done in a manner that does not negatively affect the systems' use for their school purposes. However, employees are expected to demonstrate a sense of responsibility and not abuse this privilege.

SECTION FOUR

ACCESS TO EMPLOYEE COMMUNICATIONS

A. *Kidz Choice Charter School* reserves the right, at its discretion, to review any employee's electronic files and messages to the extent necessary to ensure electronic media and services are being used in compliance with the law, this policy and other company policies.

C. Employees should not assume electronic communications are completely private. Accordingly, if they have sensitive information to transmit, they should use other means.

SECTION FIVE

SOFTWARE

To prevent computer viruses from being transmitted through the company's computer system, unauthorized downloading of any unauthorized software is strictly prohibited. Only software registered through *Kidz Choice Charter School* may be downloaded. Employees should contact the system administrator if they have any questions. In some cases, employees may receive permission from the administrative or management team to download educational software for the purpose of instruction or enrichment activities in the classroom.

SECTION SIX

SECURITY/APPROPRIATE USE

A. Employees must respect the confidentiality of other individuals' electronic communications. Except in cases in which explicit authorization has been granted by school administration or management, employees are prohibited from engaging in, or attempting to engage in:

1. Monitoring or intercepting the files or electronic communications of other employees or third parties;
2. Hacking or obtaining access to systems or accounts they are not authorized to use;
3. Using other people's log-ins or passwords; and



4. Breaching, testing, or monitoring computer or network security measures.

B. No e-mail or other electronic communications can be sent that attempt to hide the identity of the sender or represent the sender as someone else.

C. Electronic media and services should not be used in a manner that is likely to cause network congestion or significantly hamper the ability of other people to access and use the system.

D. Anyone obtaining electronic access to other companies' or individuals' materials must respect all copyrights and cannot copy, retrieve, modify or forward copyrighted materials except as permitted by the copyright owner.

SECTION SEVEN

PARTICIPATION IN ONLINE FORUMS

A. Employees should remember that any messages or information sent on company-provided facilities to one or more individuals via an electronic network—for example, Internet mailing lists, bulletin boards, and online services—are statements identifiable and attributable to *Kidz Choice Charter School*.

B. *Kidz Choice Charter School* recognizes that participation in some forums might be important to the performance of an employee's job. For instance, an employee might find the answer to a technical problem by consulting members of a news group devoted to the technical area.

SECTION EIGHT

VIOLATIONS

Any employee who abuses the privilege of their access to e-mail or the Internet in violation of this policy will be subject to corrective action, including possible termination of employment, legal action, and criminal liability.

SECTION NINE

EMPLOYEE AGREEMENT ON USE OF E-MAIL AND THE INTERNET

I have read, understand, and agree to comply with the foregoing policies, rules, and conditions governing the use of the School's computer and telecommunications equipment and services. I understand that I have no expectation of privacy when I use any of the telecommunication equipment or services. I am aware that violations of this guideline on appropriate use of the e-mail and Internet systems may subject me to disciplinary action, including termination from employment, legal action and criminal liability. I further understand that my use of the e-mail and Internet may reflect on the image of *Kidz Choice Charter School*, to our customers, competitors and suppliers and that I have responsibility to maintain a positive representation of the school. Furthermore, I understand that this policy can be amended at any time.



SECTION NINE

EMPLOYEE AGREEMENT ON USE OF E-MAIL AND THE INTERNET

I have read, understand, and agree to comply with the foregoing policies, rules, and conditions governing the use of the School's computer and telecommunications equipment and services. I understand that I have no expectation of privacy when I use any of the telecommunication equipment or services. I am aware that violations of this guideline on appropriate use of the e-mail and Internet systems may subject me to disciplinary action, including termination from employment, legal action and criminal liability. I further understand that my use of the e-mail and Internet may reflect on the image of *The Kidz Choice Charter School, Inc.* to our customers, competitors and suppliers and that I have responsibility to maintain a positive representation of the school. Furthermore, I understand that this policy can be amended at any time.

Dated: _____

Printed Name of Employee

Signature of Employee

Copy for Employee File.



Kidz Choice Charter School

Standardized Professional Practices for Teachers

For the purpose of standardizing certain practices that must be followed, a list of basic criteria has been compiled. These items will be a part of the staff evaluation process for faculty members of The Kidz Choice Charter School. Please read the following practices carefully, sign one copy where indicated and provide it to the Principal.

Thank you.

- ☐ All faculty members will conduct themselves in a professional manner at all times when on campus.
- ☐ All faculty members must enter the main office and sign in on the sign-in logbook upon arrival each morning.
- ☐ Faculty members are expected to check their mailboxes each morning after signing in. Please be sure to get accustomed to this routine as many times important information must get to you for distribution to the students.
- ☐ All faculty members will arrive and be in the classroom on time.
- ☐ All faculty members are to use their planning time for exactly that purpose.
- ☐ All faculty members will be prepared to teach each and every day.
- ☐ All faculty members are required to submit weekly lesson plans reflecting State Standards and ESOL Standards, ESE accommodations, goals and objectives.
- ☐ All faculty members are required to submit a syllabus for each subject taught.
- ☐ All faculty members must make themselves available for after school help sessions one day of the week (other than Club day) for thirty minutes after the final bell.
- ☐ All faculty members must vary their instructional methodology and testing/assessments of student performance.
- ☐ All faculty members will communicate with the student's parent/guardian by 5:00 p.m. the day following the initial call by the parent.
- ☐ All faculty members must report to their assigned duty stations on time.
- ☐ All faculty members must keep a hard copy of their grade book/plan book, including attendance, to be submitted at the end of the school year.
- ☐ All faculty members must meet any and all deadlines for reports, report cards, interim reports, etc. as set forth by administration.
- ☐ All faculty members must put requests for field trips, guest speakers, fundraising activities, etc. in writing to administration per guidelines in the teacher handbook.
- ☐ All faculty members must participate in the extracurricular aspects of the school by moderating a club, service organization, or specialized class.
- ☐ All faculty members are prohibited from showing "PG" or "R" rated movies unless written permission is obtained from the school principal and the student's parent/guardian. The principal must approve any movie shown by a teacher in the classroom.
- ☐ All faculty members will attempt to notify the Administrative Assistant, in the evening prior to taking a sick day and should follow the substitute procedure guidelines provided in this Handbook.
- ☐ Each teacher should have posted in his or her classroom
 - a. Daily schedule



- b. Fire drill map
- c. Class rules
- d. Consequences for not following the rules (P.A.R.R.)
- ☐ Teachers are expected to remain on campus during working hours, except for lunch. All teachers must sign-out before leaving the campus for any reason during the school day.
- ☐ All telephone calls should be brief and related to school business. Cell phones may not be used in the classroom with students present.
- ☐ During the course of the year, all teachers will be expected to attend a few evening events, i.e. Open Houses and Orientation. Although we have scheduled work hours, as dedicated professionals, you're aware that teaching is not a 9-5 job. We appreciate all of your efforts!
- ☐ Copies of all correspondence concerning the entire class or grade level must be submitted to the Principal before sending it home.
- ☐ Please keep your classrooms neat, orderly and attractive.
- ☐ Classroom bulletin boards should reflect the student's work and must be changed regularly.
- ☐ Faculty members are expected to adhere to all rules set forth by the school. We must work together as a team to become successful!

I have read the Standardized Professional Practices for Teachers and understand that I must comply with the above-stated directives.

Employee's Signature

Date

Employee's Name (please print)

Please sign and return this copy



Absence Procedures for Teachers

In the event of an absence from school, either planned or an emergency, all faculty members are required to follow these procedures:

Planned Absence:

- Absentee Report Forms are located in the front office. Please complete the form, including the substitute's name and phone number, and return to Principal's office for approval. Once approved/denied the form will be returned to you. Forms will only be considered for approval if a substitute has been secured.
- If approved, please notify the administrative assistant of the date you will be absent.
- It is the responsibility of the faculty member to secure his or her own substitute from the Substitute List provided. This list will be periodically updated throughout the year and can be located in the front office.
- Please provide the administrative assistant with a copy of your approved Absentee Form, including your lesson plan(s), your schedule, instructional materials and class attendance rosters.
- **Please note:** All teachers must provide the front office with a copy of an emergency lesson plan, for the duration of one week, at the beginning of the school year. Please update your lesson plan at the beginning of each quarter.

Emergency Absence:

- Contact and secure a substitute from the substitute list.
- After you have secured a substitute, please call the administrative assistant, no later than 9:00 p.m. on the evening before your absence. Please provide the administrative assistant with the name and telephone number of the substitute.
- In the event you are unable to reach the administrative assistant, please call the school and leave a message no later than 7:00 a.m. on the morning of your absence. Please include the name and telephone number of your substitute, including any special instructions for your classes.
- Please call the school by 2:00 p.m., the day of your emergency absence, and confirm your return for the following day or inform us of your need for further substitution. Upon your return to school, please complete an Absentee Report Form and return the form to the administrative assistant.

If you have not secured a substitute, you are expected to be in school.

Accidents

Students

Students who are injured at school should be sent or escorted to the office. The trained staff member in charge or the Principal will contact the parents. All student accidents must be reported to the Principal or Administrative Assistant and a Student Accident Report must be completed. Teachers and staff should carefully monitor all student activities to ensure student safety.

Staff

Staff members who have an accident on school grounds or while participating in/sponsoring a school activity must immediately report the accident to the Principal or Administrative Assistant and complete a Workmen's Compensation Form. Please take precautions to ensure your safety and to avoid injury.



After-school Tutoring

Core Subjects and FCAT Prep -

Teachers are asked to provide assistance to students in their classrooms after school. Students may attend FCAT Prep and after school Core Subject tutorials held Monday through Thursday. Additional information will follow

Please escort students who remain in your care after school to the appropriate pick-up area or to the After Care program.

Announcements

Morning announcements will be made during homeroom each day. This will be our main source of daily communication to faculty and students. Please be sure your students are able to hear all the announcements. All other announcements will be placed in your box.

Attendance Procedures for Students

Students are considered tardy if they come to school after school has begun, 8:00 a.m. Students must check-in with the front office before proceeding to class. The student will be provided with an "Admit to Class" pass. Parents are required to notify the school when a student is absent. This way we can correctly mark the student as an "excused" or "unexcused" absence. The front office will contact parents of students with three unexcused absences. An official letter will be sent home when applicable. Please be sure to notify the front office, if you have knowledge of any situations you may be aware of that might require intervention by the Principal.

Please become familiar with the following instructions. (Please keep these procedures accessible to a substitute in the event of your absence.)

The following is the attendance procedure:

- Class/homeroom roster
- Please take attendance daily.
- List the names of students who are absent and place the card in the "Attendance" envelope. The envelope should display the teacher's name and room number.
- If there are no students absent, send the "100%" card, in the envelope, to the front office
- Place "100%" card in the envelope marked Attendance. The envelope should display the teacher's name and room number.
- When students arrive and class begins (or during homeroom period) attendance should be taken using the attendance system listed above.
- Please keep an accurate attendance record in your grade book. Follow the district guidelines for attendance recording.
- Once the absentee calls have been recorded and all tardies have been processed, the final absentee list will be available to all teachers.
- After you have reviewed the absentee list for the day, be sure to notify the front office if you notice a discrepancy, i.e., if a student shown on the absentee list was actually in your class. This way we can verify if an error has been made in recording the attendance.
- Attendance must be turned into the front office no later than 8:15 a.m.

Before and After School Duties

- Teachers are required to perform a before or after school duty. In the event of an absence, please make sure your duty is covered.



- Please discuss extenuating circumstances, that you feel will excuse you from a duty, with the Principal prior to the start of the school year.
- Absence from a duty must be approved beforehand by the Principal in order to provide adequate substitution.
- Safety is always a priority. It is important that duties are covered at all times in order to insure the safety of staff and students. Failure to serve an assigned duty, at any time, without prior approval may result in a letter of reprimand placed in employee's personnel file.
- Please complete duty form distributed during pre-planning week and return to Principal during pre-planning week. Assignments will be communicated before the first day of school. Failure to return the form in a timely manner will result in a duty being assigned for you.
- Please keep in mind that the intention behind the performance of a duty is to insure the safety and well being of our students during their entrance and exit from our school. We ask that you perform your duty with the utmost attention.

Duty Guidelines

The following are some suggestions that we feel may assist you in carrying out your assigned duty. Please note that if you ever have difficulties in serving a duty, please inform administration immediately.

General Overview

Though duties are probably not the most exciting time of your day, it is a necessary component for a school to run efficiently and without incidents. Supervision assists our student population in feeling supported, as the environment is a safe and structured one.

General Guidelines

- Please be on time to your duty and stay throughout the duration of your scheduled duty.
- Please utilize the disciplinary tools available, detention slips, referral forms, etc., while on your duty to assist you with enforcement of rules
- Please report serious disciplinary concerns to the administration.
- Please stay focused on the students, during your duty. Socializing with other faculty members or students can be distracting. While distracted, subtle and/or serious problems could be occurring.
- Please treat students with respect. Smile. Let them know we are glad they are here.

Inside Building Duty

- Keep students moving.
- Do not allow the students to congregate in large groups as this can lead to an escalation of events.
- Reinforce to students the importance of being on time to class.
- Be aware of bullying behavior.
- When the school day ends, please make sure all students are leaving the building, in a timely manner.
- After students leave the building, they are not allowed to re-enter. Parents must register in the office and must have a visitor's pass to walk in the halls.
- Please direct parents to the front office if they are not wearing a visitor's badge.



When the school day ends, please make sure all students are leaving the building in a timely manner.

Outside Building Duty

- Please make every effort to ensure the safe passage of students entering or exiting the building.
- If you witness a student leaving the campus without authorization, please determine the student's name and report the incident to the administration.
- Please do not allow students to ride their bikes or utilize skateboards while on school grounds. Students should also not throw footballs and the like. Warn them first and then issue a detention.
- Please observe traffic patterns in the parking lot. Do not be afraid to inform a driver of inappropriate driving patterns so that we may ensure the safety of all students.

Afternoon Duty

- Please attempt to get students to exit the building in a polite, effective manner. Look for congregating behavior that is not inclusive of sports or club activity.
- Please monitor students for escalating behaviors. Typically, this is the time of day when students vent frustrations, anger, etc. which may lead to confrontations with students and/or authority figures.
- As you become more familiar with our student population, watch for individuals who may not belong on our campus. Report those who trespass to the administration.
- Parents must register in the office and must have a visitor's pass to walk in the halls. Kindly direct parents to the front office, if they have not followed this procedure.

Lunch Duty

- It is extremely important to be on time.
- Monitor student behavior in the cafeteria. Make sure students stay in the same seat throughout the lunch period and remain seated after getting their lunches. Also, monitor the lunch lines for inappropriate behavior. If you witness small infractions remind students of the rules. More severe infractions may require detentions to be administered or referrals to the office. Walk around the cafeteria and make sure students are throwing away their debris.
- Please be aware of bullying behavior in the lunchroom. No hitting, saving places or throwing of food should be tolerated.
- Near the end of this period, it is essential that all students quiet down in order to be dismissed in an orderly fashion. After the group has thrown away their lunch debris, dismiss them by table. If the table is not clean, do not dismiss the table and move on to the next table.
- If you wish, bring your lunch and eat with the students. Building rapport with the students is a great way to gain their respect.
- The cleaning of tables by students should be on a voluntary basis. In the event this activity is being assigned as a disciplinary measure, alternatives should be in place in the event a child chooses not to participate. Any student who assists with lunch clean-up should be provided protective gloves.



Calendar

The front office will maintain a master calendar of all school related events. A copy for the school year has been included in the Handbook. Please become familiar with this calendar and use it for your planning purposes. Requests for special activities require prior approval from the Principal. This should include, but not limited to, guest speakers in your classroom, use of the school facility and field trips. Once approved, these activities will be added to the master calendar. Please allow two weeks for approval.

Cell Phones

Use of personal cell phones during class time is strictly prohibited. Please limit cell phone usage to your planning and lunch times. Students are prohibited from using cell phones during the school day. If caught, the phone should be confiscated and brought to the main office.

Certification

It is the responsibility of each teacher to maintain appropriate Florida teaching certification. We will be happy to provide assistance.

Child Abuse

According to Florida Law, you are obligated to report any case that you might suspect is child abuse. You are protected under the law against a lawsuit from parents for reporting a case.

If you suspect a possible case of child abuse, you should immediately report to the Principal. The case may then be reported to Children and Family Services (1-800-96ABUSE).

Remember:

- Document all that you do.
- Document what the student tells you.
- A copy of this documentation should be turned in to the Principal.

Physical Indicators of Abuse

- Unexplained bruises and welts:
 - on face, lips, mouth
 - on torso, back, buttocks, thighs
 - in various stages of healing
 - clustered, forming regular patterns reflecting shapes of articles used to inflict (electric cord, belt buckle, etc) on several different surface areas
 - regularly appear after absence, weekend or vacation
- Unexplained burns:
 - cigar, cigarette burns, especially on soles, palms, back or buttocks
 - immersion burns (sock-like, glove-like doughnut shaped on buttocks) patterned like electric burner, iron, etc.
 - rope burns on arms, legs, neck or torso
- Unexplained fractures:
 - to skull, nose, facial structure in various stages of healing multiple or spiral fractures
- Unexplained lacerations or abrasions:
 - to mouth, lips, gums, eyes



Class Syllabus

Teachers are requested to provide students with a class syllabus.

Classroom Parties

Classroom parties must be approved by the Principal and must be linked to the curriculum. Home made goods are not permitted. Food and snacks for the classroom must be prepackaged or purchased from the store bakery.

Classroom Supervision

Teachers should never leave the classroom unattended. Call the office to request someone to cover your room in the event of a personal emergency.

Clubs and Organizations

All faculty members are required to sponsor a club or organization. Clubs and organizations will be available to students on Monday, Tuesday and Thursday of each week. Teachers will have an opportunity to sign up to be a sponsor during pre-planning week. Clubs and organizations shall begin the first week of October.

Code of Conduct

Students must follow both the district code of conduct and our school addendum. A copy of the County Code of Student Conduct is included in the Handbook. Please familiarize yourself with the contents of both.

Copy Machine and Laminator

Please remember to comply with copyright restrictions. Entire books may NOT be copied.

Detention Guidelines

- Students will serve detentions Monday through Thursday after school in the cafeteria unless otherwise noted.
- Teachers will use the three-part form entitled "Disciplinary Notice" when writing the detention. Before writing any detentions please acquaint yourself with the County Code of Conduct as well as the school Parent and Student Handbook to make sure the infraction warrants the consequence.
- When filling out the disciplinary notice, please make sure that you explain the infraction in specific terms. For example: "Even after repeated warnings by teacher, Tim continued to disrupt the class by making animal-like noises." Please make sure you have dated the form and legibly signed your name.
- Give the white copy of the form to the student informing him of the date and time of the detention. Make sure the date of the detention is 24 hours from the time of issuance to give students ample time to arrange their schedule to accommodate the detention. The yellow copy is given to the administrative assistant and the pink copy is placed in the teacher's box responsible for detention.
- If the student attended the detention you issued, you will receive the pink copy back in your teacher mailbox. If the student did not attend the detention, the pink copy will be forwarded to the Principal for further action.
- It is extremely important that you include the student's parents in the process. Keeping the parent informed of their child's behavior can be extremely important to the process.



Detention Policy Steps

Step One:

Disciplinary Notice filled out by teacher with specific information re: infraction. The teacher should sign date the form. Please include the time detention is to be served.

Step Two:

Please give the white copy to student, the yellow copy to administrative assistant, and place the pink copy in the box of teacher in charge of detention.

Step Three:

Pink copy will be returned to your mailbox if student shows to detention. If student does not show they will be referred to the respective Dean of Discipline.

Discipline

Please refer to P.A.R.R.

Prepared

Attitude

Respect

Responsibility

Dismissal

Teachers may never dismiss a student during school hours. Identification verification is required before a student will be released. A student will only be released through the school office. The person picking them up must sign student out. The sign-out book is in the main office. We strongly discourage parents from picking their child up during the school day. Please be aware of any strangers on campus and call security immediately.

Doorways Must Remain Clear

There must be a minimum of three (3) feet clearance at the doorways to satisfy fire codes. Please keep this in mind when you are arranging the furniture in your classroom. Please do periodic safety spot checks of your room. Report any safety hazards either in your classroom or anywhere in the school to the office. Teachers are expected to stand by their doors during class changes.

Drop-off and Pick-up Procedures

Copy included in Handbook

Email and Phone calls

All teachers are expected to return emails and phone calls by 5:00 p.m. the next day. A phone log has been included in this Handbook for your use.

Emergency Evacuation

The school administration has established specific procedures in order to:

- Protecting life and property
- Provide responsible leadership during emergencies
- Restore educational activities, as soon as possible

Only the Principal will make the decision to evacuate the building.



Procedures

All persons should adhere to the following procedures during an emergency.

Reporting Emergencies

To report a fire or other emergency condition, call the administrative office. Do not call the front office during an emergency except to report smoke in your immediate area or request assistance in evacuating a handicapped person(s). The fire alarm should only be pulled in an extreme situation. Students are not permitted to pull the alarm.

Please note: Although there are fire extinguishers located throughout the school, only trained personnel will handle this equipment.

No one else is neither designated nor expected to fight a fire.

Evacuating the Building

When a fire alarm sounds:

- Close, but do not lock, all doors.
- Leave your classroom lights on.
- Take your grade book with you.
- Evacuate the classroom (teachers lead and the last student should be instructed to close the door).
- As students leave the building, they must be quiet, in a single file line.
- Check the nearest student restroom and evacuate any student(s) in the restroom.
- Proceed to the designated assembly area.
- Account for all students
- Designated administrative staff will check each corridor/building to ensure that everyone has evacuated the building and is accounted for.
- Do not detain emergency or administrative personnel in the halls.
- Maps detailing exit routes for evacuation are posted in each classroom and in other conspicuous locations. Everyone should familiarize themselves with the location of the nearest emergency exits.
- Students in the lunchroom will exit the building and proceed to the designated area for their teacher (for their next period classroom teacher immediately following lunch where roll will be taken- middle and high school). Teachers eating lunch at that time will immediately proceed to the cafeteria to help escort students to the appropriate area.

Exit Doors

Lighted "EXIT" signs indicate emergency exits.

Outside the Building

Upon evacuation of the building, everyone must:

- Move to the assigned assembly area
- Account for all students, staff and faculty
- Display red or green paper sign indicating all students are or are not accounted for
- Keep roadways clear for building access
- Allow access to emergency personnel
- Remain at your designated area until the "All Clear" has been sounded
- Post your evacuation route beside inside and outside doors.



- Take your class attendance/grade book with you as you exit the building. This is a legal document and it must be protected. Roll must be taken to account for all students under your supervision.
- State Law requires fire drills at least once each quarter. Fire drill routes MUST be posted in every room. Each Teacher will receive an evacuation map, during pre-planning. This map should be discussed with all students at least once each quarter and posted in an easy to see location.

Bomb Threat

Upon receipt of a bomb threat or other threatening situation requiring evacuation of the school building, the administration will issue an evacuation signal. The signal will be the fire alarm signal. All students and staff members will follow the same procedures for evacuation during a fire drill.

Tornado/Hurricane

A tornado/hurricane warning will be announced verbally over the intercom system or by a message carrier. All students and teachers are to report to their assigned location. If there is imminent danger, the teacher should instruct the students to lie face down, draw their knees up under their body and cover the back of their heads with their hands or a book. The students should take protective cover under a desk and away from windows or glass if at all possible.

General Principles

- Emergency drills are held to insure the safety of all persons when an emergency might occur.
- Emergency drills are to prepare all students and personnel to respond "automatically" if danger should occur.
- The program of emergency drills must provide for all probable emergencies.

ESE

ESE Students must be identified in your grade book. ESE Accommodations must be listed in your lesson plans. Refer to material included in Handbook

ESOL

ESOL Strategies must be shown in lesson plans. All ESOL students must be identified in your grade book. Refer to material included in Handbook

Evaluations

All teachers will receive a mid-year and end-of-year review. Informal and formal classroom observations may be done, by the Principal, throughout the year. New teachers will be evaluated within the first 45 days of the start of school. A copy of the formal evaluation form is included in this Handbook.

Field Trips

- When preparing for a field trip, please adhere to the following guidelines:
- Request forms are located in the front office.
- A minimum of two months notice is required from approval date to actual trip date. This will allow for the necessary deposits, balances and overall coordination of the trip. Money will not be collected 24 hours prior to the trip.
- Return completed forms to the Principal. The Principal will give final approval. You will receive a copy of the completed Field Trip Request Form with approval or denial. The



Parental Field Trip Permission Form must be completed and attached to your request for Principal's approval prior to distribution to students.

- Verbal requests and/or verbal approvals will not be considered.
- The faculty member who has made the request and received approval must coordinate field trips. Transportation must be coordinated through the faculty member. If using, school transportation (yellow school buses) please complete a Transportation Request Form located in the front office. If using another form of transportation, i.e., coach bus, the faculty member must coordinate the details and provide a Purchase Order to the Principal. Buses cannot be scheduled if funds are not available.
- Approved field trips must follow all money collection procedures, as designated by the Department of Education. Minimum deposits must be sufficient to cover the cost of transportation.
- Only the coordinating faculty member and a maximum of two other faculty members from that grade may chaperone on the field trip. The coordinating faculty member must be present on the field trip. A minimum of one chaperone for every six students is required for elementary school and one per ten for middle.
- If additional chaperones are required, they must be parents. The coordinating faculty member shall be responsible for locating the adequate number of chaperones. Chaperones must show proof of fingerprinting and have a volunteer form on file in the front office. End of year class trips requiring additional faculty chaperones should be noted on Field Trip Request Form.
- The coordinating teacher must provide a field trip roster before departure.

Only under certain circumstance will field trips be approved prior to the administration of the FCAT.

Front Office

The office is a place of business. Visitors get their first impression of our school from what they hear and see in the office. Please avoid conversation in the main office or lobby about students and other school business. Personal and parent phone calls should not be placed in the front office.

Grade Books

Your grade book is a legal document, admissible in a court of law. All teachers are required to keep their grade books current and collect enough information to quantify a student's grades. Please record at least two grades per subject per week for each student during the grading period. The Principal will check your grade book periodically, when lesson plan books are reviewed. A school-wide grade book program and policy will be distributed during pre-planning. Designations should be made for ESOL and ESE students.

All entries into the grade book must be in pen with the date and title of the assignment. The grade book must be divided by quarter – 1st qtr. 2nd qtr. 3rd qtr. 4th qtr.

All pre- and post-test scores must be included.



Grade Scale

| | | |
|-------------|----|-------------------------------------|
| Grades K -2 | | |
| | 1 | Has mastered skill (Independently) |
| | 2 | Is learning skill (with assistance) |
| | 3 | Area of Concern |
| | X | Not evaluated |
| | NA | Not applicable |

Guidelines for Fundraising Events

Any activity that involves the collection of money from a student(s) is considered a fundraiser. A few examples are (but not limited to): the collection of dues for Club memberships, the collection of money for students to participate in a Field Trip, Yearbook, and the sale of any item (t-shirts, ice cream, candy, and pizza).

According to Florida Statute: Food items, candy and sodas may not be sold during the school day. Food and beverage items available during the school day will only be provided by the school food service program.

The rules & regulations concerning the collection of monies have been established by the Florida Department of Education. Before the fundraising activity begins, please adhere to the following guidelines:

Procedures for Request for Fundraising Activity

- The "fundraising" request forms are located in the front office.
- Fill out the form completely. Return the completed form to the Principal.
- The Principal will review the request for availability, and provide approval/denial. The Principal will notify the teacher.
- Verbal approvals will not be considered.
- Please allow a minimum of one month prior to the start of the fundraising activity.

Collection of funds

Cash or money orders are the acceptable form of payment. Checks may be accepted, but in the event a check is returned for insufficient funds, a cash payment will be required, including a \$25.00 bank fee.

The sponsor for the fundraising activity must record the collection of money on the Fundraising Collection form. The appropriate student's name should be placed on the form along with payment type and money order number, if applicable. The faculty member must make a copy of all checks and money orders. The completed Fundraising Collection form, including funds, should be turned in to the Business Manager by the end of each day in an envelope marked with the name of the fundraising activity. The money collected will be counted, in the presence of the sponsor and receipt will be provided.

All funds collected will be deposited into the internal funds account. To access funds, an internal funds check request form must be completed by the faculty member and submitted to the Principal for approval.



A faculty member may not advance a payment for a student. If a student does not make a required payment, please inform the Principal.

Guest Speakers

Teachers must obtain approval form the Principal for guest speakers to visit in their classrooms. Requests should be made in writing and provided to Principal at least two weeks prior to requested date.

Homework Policy

A school-wide homework policy has been established. Homework should be an extension of the activities begun in school by the students under the guidance of their teachers and continued at home. Working together, the home and school can guide students as they discover knowledge and achieve independence. Growth and development is a gradual process that varies with each individual. Therefore, the amount of time each student may require to complete homework will vary from one project to another and will increase as students move through the grades. As a general rule, you may expect homework to be assigned Monday through Friday as follows:

Kindergarten: 30 minutes of reading and conversation daily

Grade 1: *30 minutes of reading and 10 minutes additional homework.

Grade 2: *30 minutes of reading and 10 minutes additional homework.

*These times include focused independent reading of self-selected or teacher-selected material and long term projects.

Assignments vary during the week and some assignments will require more time than others. The range of times indicated above takes into consideration the variety of learning styles in each classroom. For those children who work more slowly, it is our recommendation that they spend no more than 45 minutes of focused work on assignments. After 45 minutes, the parent/guardian should sign the assignment and place a notation on the homework paper indicating to the teacher that the assignment presented some difficulty to the child.

If the child is unable to do an assignment because he/she does not know how, parents should review the directions to make sure that they are understood and provide assistance with the directions as needed. If the child continues to have difficulty because he/she does not understand the concept, the parent should attach a note to the assignment for the teacher. Although homework is intended to reinforce known skills, it also serves as a measure of how well the student understands the concept(s) previously taught. It may be that several students are having trouble with a new concept and more time must be allocated to teaching this concept in the classroom. If a child is consistently having a difficult time finishing homework assignments in the allocated time, then parents should notify your child's teacher. Homework may need to be modified for certain students. Teachers should be very willing to modify assignments if they are made aware of the problem. A simple note on the child's homework paper is sufficient.

Students should be reminded that their time must be planned for completing long-term assignments. The result of procrastination on a long-term assignment is that students become frustrated and often stressed when faced with an immediate deadline for a significant project. It is imperative that students learn the concept of time management and parents can help students budget their time accordingly.



Homework is expected to meet certain standards. On occasion a child may be asked to redo a poorly done assignment or one that does not meet the standard. Parents should check with the child's teacher for the standards for that class. Homework will be graded by the teacher. Parents/Guardians should support students by:

- providing the appropriate time for the completion of homework
- providing a quiet work space and tools for the student to complete assignments clarifying directions as needed
- encouraging independent work
- not doing the work but making sure that the child does the work.

Interim Progress Reports

Interim Progress Reports will be sent home in accordance with the district schedule. These reports will indicate the student's progress in each class, including comments about the student's progress.

Installation of Software

If you have software that you would like to install on your classroom computers or laptop, you must submit the request in writing to the Principal. You may not install any software yourself. "Software Pirating" is prohibited. Software that is installed on a school computer must be purchased for the school and must be licensed to the school.

Leaving Campus During the School Day

If you leave the school campus during your planning period or for lunch, you must sign out in the front office and upon your return you must sign in. **It is preferred that teachers not leave the campus during the school day.**

Lesson Plans

Teachers must maintain up-to-date lesson plan books. Daily lesson plans must be prepared at least one week in advance.

Plan books will be checked periodically.

Please follow checklist below:

- Procedures are clearly outlined
- Instructional strategies are clear and varied
- Materials and resources are listed
- Evaluation and assessment
- Homework assignments are identified
- Instructional time is adequate
- ESOL accommodations and strategies are listed
- ESE accommodations and strategies listed
- All plans must note ESOL strategies if you have an ESOL student in your class. A copy of the State Standards is included in this Handbook for your reference.

Plan books should also contain the following:

- Daily schedule of classes, procedures and duties
- Seating chart or grouping list for various activities.
- Accurate and up-to-date attendance information must be contained in your grade book, as it is a legal document admissible in a court of law



- Lunch information.
- Fire drill and emergency procedures.
- Pertinent information regarding children with special needs or health alerts.
- Floor map of the school (if you don't have one, please let us know).
- Emergency Contact numbers for each student.
- List of students who: go to before care/aftercare or ride the bus.

Lost and Found

Lost and found items will be discarded if they are not claimed.

Make-up Work

All students who are expected to make up class work missed during an excused absence. The student has two days to make up the work for each day the student is absent, not including the day of return.

Students who have an unexcused absence will receive a grade of zero, if, on the day of the unexcused absence, the teacher's instructional activities include work for which a grade is given. This work may not be made up. Teachers will include these zeros when averaging grades for a marking period. Each zero is counted as no more than 2.2% of the final grade. When there is assigned class work or a test, these zeros are averaged into the final grade at full value.

Meetings

It is mandatory that all teachers attend monthly faculty and department meetings, which are scheduled on Wednesdays. Staff meetings are held the first Wednesday of each month, Department meetings are held the fourth Wednesday of each month.

Newsletter

The newsletter will be sent home to all parents each month. This newsletter contains a variety of important information, dates and articles about our school activities. Please forward your news articles for consideration to the front office by the third Monday of the month they will appear the next issue. Reminders will be sent via email. Please proofread articles carefully before submitting. Teachers will be provided a copy each month in their mailboxes.

Open House

All teachers are expected to attend scheduled Open Houses.

Out-of-School Suspension

Out-of-school suspension will be administered according to the County Code of Conduct and the school Addendum.

Parent/Teacher Conferences

Please complete the Parent/Teacher Conference Documentation Form for all parent conferences. This includes all conferences in person and by phone. Please retain these documents in a file in your classroom, for future reference. A copy of this form is included in this Handbook. Teachers are required to call parents to inform them of a student's progress.

Parent Notification Letter

A sample form of this letter is provided in this Handbook for your use.



Parent Survey

Parents will be surveyed twice per year based on the same survey.

Parent Volunteer Information

Our school parents are required to volunteer. Parents should log their hours in the volunteer logbooks located in the front office. Should you have volunteer opportunities available please notify the front office. The front office will work with the PTSO Volunteer Coordinator to facilitate your request.

Parent/Student Handbook

Each student will be provided a copy of the Parent/Student Handbook. A copy of the handbook is included for your convenience.

Parent Teacher Student Organization - PTSO

Our school will have a very active PTSO. All teachers are encouraged to become members. The PTSO will host breakfasts and luncheons for faculty and staff throughout the year. In addition, a large amount of money will be raised by our parents, which allows for much needed resources for our school. Your participation in their monthly meetings is greatly encouraged. Teacher requests for PTSO assistance should be made through the request form included in this Handbook.

P.A.R.R. – School-wide Discipline Plan

Our school follows P.A.R.R. for classroom disciplinary management.

P.A.R.R. is an acronym for:

P – Prepared

A -Attitude

R – Respect

R – Responsibility

A copy of the discipline plan is included in the back of the Handbook for your students to sign.

Personal Property

Although the school understands that teachers may bring in personal items to enhance the curriculum from time to time, the school assumes no responsibility for loss or theft of such articles.

Phone Calls to Parents

Teachers are asked to return phone calls by 5:00 p.m. the following day.

Professional Development Plan

A copy of our school's Professional Development Plan is included in this Handbook. This form shall be used as needed and placed in the employee's personnel file.

Referrals

Student Disciplinary Behavior Management Referral Forms should be written in cases of severe discipline issues or after P.A.R.R. has been followed. A copy of the referral form is included in this Handbook.

Report Cards

Report cards are processed in accordance with the County School District. Please make note of all deadlines associated with this process each quarter. Notification/Information shall be forwarded to you directly from the Data Processor.

Points to remember:



When a report card goes home, it represents YOU, the Teacher, and also the school. Be prepared to explain a grade reported (accurate reporting in your grade book is essential).

Responsibilities of Classroom/Homeroom Teachers

Classroom/Homeroom teachers will be responsible for daily attendance. In addition, they will be responsible for the distribution and timely collection of various documentation throughout the school year such as the collection of emergency cards and required parent signatures on Codes of Conducts and quarterly Interim Reports, etc. It shall be the responsibility of the classroom/homeroom teacher to contact the parents/guardians of those students who are not in compliance.

Restrooms

Elementary students should use the "Buddy" system or take restroom breaks as a whole class. Students will not be permitted to leave the class for restroom breaks unless it is an emergency or they have a signed statement from their physician.

Classroom groups of students visiting the restroom must be accompanied by the teacher. At no time should students be unsupervised.

Students are not permitted to leave the classroom for any reason, without their own agenda book that functions as their hall pass. The agenda book must be signed by the teacher.

Request for Supplies

Requests for supplies should be directed to the administrative assistant. A copy of the supply request form has been provided in this Handbook.

Request for Technology Assistance

Should you require assistance with your computer please submit your request to the front office.

Request for Videos

- The Video Request Forms are located in the front office. Please obtain signature from the Principal before showing a video. Once approved, coordinate with your Department Chair for distribution of any equipment needed by checking the appropriate box(es). Verbal approvals will not be considered.
- All audio/visual requests must be submitted at least **one week prior** to actual use.
- Please limit videos to course related videos purchased through your textbook or resource packet.
- Please limit videos to "G" rating. In rare circumstances videos with a "PG" rating may be shown but will require parental permission. If required, please complete the PG Rated Video Permission Form (copy on reverse side) and the Video Request Form. Submit both to the Principal.

School Advisory Committee (SAC)

The School Advisory Committee is a link between the school administration and the community. Its main purpose is to become actively involved in fostering the school's vision and mission. The SAC consists of teachers, parents, support personnel and other members of the school community. Membership should reflect the ethnic, racial and economic community served by the school. Teachers are encouraged to attend the meetings and participate on the many issues that come before this Committee.



School Improvement Team (SIT)

A School Improvement Team will be organized in August of each year to review goals and develop new ones as necessary.

Schoolnotes.com

It is mandatory that all teachers make use of www.schoolnotes.com for daily assignments, homework assignments, etc. Please be sure to keep these assignments updated on a daily basis.

Security Alarm

All classrooms are security alarmed. All windows are to remain closed. Please make sure all windows and doors are locked at the end of each day.

Security Codes

The code meanings should not be shared with students or parents. If a question should arise, refer the individual to the administration. Please become familiar with the following security codes:

Code Blue

This code should be used when there is a medical emergency anywhere on campus. When the announcement is made, the location of the emergency should be given. All available administrators and office staff will respond.

Code Red

This is a general emergency. It means there are events taking place in the school that requires a lock down. All classroom doors should be locked and the students are to remain quiet so informational announcements can be heard. Students in the hallway will report to the main office or to an administrator. No information about the incident will be announced. The nature of the incident will be relayed to the administration. Teachers will be notified as needed.

Code Orange

This code should be used when there is an intruder on the school premises. A **Code Red Lockdown** will follow.

Code Yellow

This code will be used in the event that important information must be relayed to the faculty regarding inclement weather. For example: "Teachers, due to inclement weather..."

SMART Objectives

All personal goals and objectives should follow the SMART Plan, which reflect the Sterling/Baldrige PDSA cycle.

S - Smart

M - Measurable

A - Attainable

R - Relevant

T - Track-able

Staff Dress Code

All employees are expected to dress in a professional manner. Men are required to wear ties Monday through Thursday. Women must wear business attire; fad clothing is not appropriate.



Friday is casual day; however, consideration should be given to your choice of outfit as we are still doing business in a professional environment. Your compliance with the staff dress code will set an example for our students and present a professional image to our community.

Skirts should not be shorter than 3 inches above the knee. Revealing clothing such as low-cut blouses, leggings, bare midriff, etc. are not acceptable and do not portray an appropriate image. Jeans, Jean skirts, backless sandals, tennis shoes, "flip-flops", t-shirts (other than school spirit shirts) or tight-fitting clothing are not permitted.

Student Dress Code

Teachers must check for dress code compliance as each student enters their classroom. Please become familiar with the Dress Code provided in the Parent/Student Handbook, included in this Handbook. Students out of dress code should be issued a disciplinary detention. Referral forms should be utilized for students who are in constant non-compliance. **Rules must be consistently enforced.**

Student Injury or Illness

Students who are ill or injured should be sent or escorted to the front office. Space is very limited, so it is important to screen all reasons before sending a student to the office for illness or injury. Be sure to sign a hall pass for the student.

Student Portfolios

Student Portfolios should be maintained to demonstrate student proficiency. The portfolios will be stored for one year. These portfolios should include examples of students' work for all subjects. Assignment folders must be maintained in the classroom, divided by subject: Language Arts, Math, Writing.

Student Withdrawals

A Withdrawal Form is necessary when a student leaves school during the school year. Each teacher is asked to complete the appropriate sections of the Withdrawal Form. Please be sure that the student has turned in all school property before he/she leaves the school. When a student officially withdraws, the Registrar will notify all pertinent faculty and staff.

Substitute Teacher Information

Every teacher must provide the front office (by the end of the first week of school) with a copy of an emergency lesson plan. This lesson plan should be updated every quarter. These are to be worksheets, reading assignments, quizzes, vocabulary sheets, etc. In the event of an emergency absence, we will provide photocopies of the emergency work for your classes. Include any detailed instructions, a copy of your class roster for each period and a complete schedule (including lunch time, planning period, and any morning or afternoon duty). This is to be a general work assignment for completion by the end of class.

Sunshine State Standards

The Sunshine State Standards provide the framework for our curriculum. The standards must be listed in lesson plans for each subject, each day.

Supervision of Students

Students must be supervised at all times. Teachers are expected to stand by their door during class changes and must supervise students during all transition times, including escorting students to the cafeteria. Students may never be left alone in the classroom. Teacher should not check



email, work on the computer, grade papers or participate in any other activities that distract them from supervision of their classroom.

Television Usage

The television is to be used during classroom time ONLY for educational purposes. Prior approval is required before televising any broadcast.

TERMS Change Form

Teachers are required to complete the appropriate form requiring Guidance and Principal approval, in the event that a correction/change must be made to a student's final posted grade, due to teacher error. Once approved, form should be given to the Data Processor for input.

Textbooks

Students have been issued textbooks according to their scheduled classes. A Lost Textbook form has been provided in this Handbook for providing to those students who have lost a book.

Tutoring

Tutoring is a free service provided daily. Teachers are not allowed to tutor their own students for a fee. This causes a conflict of interest. Colleagues may be recommended to families wishing additional tutoring. In this case a fee may be discussed.

Visitors

All visitors MUST check in with the office and receive a visitor's name badge. If you are expecting a visitor, please let the office know ahead of time so that it will not be necessary to disrupt the class to announce their arrival. If a visitor comes to your class without a name badge, please notify the office.

Policies may change during the school year. Teachers will be notified in the event of changes.



Kidz Choice Charter School

Accident/Incident Report

Date _____ Time _____ AM/PM

Name _____

Location of accident/incident _____

Description of accident/incident _____

Treatment/first aid _____

Disposition _____

Parents/family notified (Date) _____ Time _____

Administration notified (Date) _____ Time _____

Comments _____

Signed _____ Date _____
Employee

Signed _____ Date _____
Administration

Signed _____ Date _____
Parent (If applicable)



Kidz Choice Charter School

Faculty/Staff Absence Form

Please complete this form in the event of an absence – Planned or Unplanned

Name: _____

Date(s) Absent: ____/____/____ to ____/____/____

Number of hours absent: _____ up to eight hours

Expected Date of return: ____/____/____

Name of substitute: _____

Phone number for Substitute: (____) _____ - _____

Reason for Absence:

_____ Personal Time

_____ Illness

_____ Bereavement

_____ Jury Duty

_____ Other

Approval:

Signature _____ Date _____
Faculty/Staff

Signature _____ Date _____
Principal/supervisor

Please note: Absences will only be approved if there are sufficient accrued days and a substitute teacher has been retained.

Approval for absence will not be granted prior to a holiday. Absence prior to a holiday will result in loss of pay for the holiday period.



Kidz Choice Charter School

P.A.R.R. – A School-wide Discipline Plan

Prepared
Attitude
Respect
Responsibility

If you choose to break a rule:

- 1st Offense:** A verbal warning will be issued. The student will then sign the discipline log or signed in by the teacher.
- 2nd Offense:** A Behavior Notification Form will be sent home notifying the parent/guardian of the misbehavior. The form must be signed and returned the next day.
- 3rd Offense:** The student will complete a 150-word essay. The subject of the essay will be applicable to infraction. The student must have a parent sign the essay and the essay must be turned into teacher the next school day.
- 4th Offense:** The student will be assigned a detention. If student does not serve a detention he/she will be referred to the Principal for more serious consequences.

I have read the school-wide discipline plan and understand it. I will honor this plan while in this classroom.

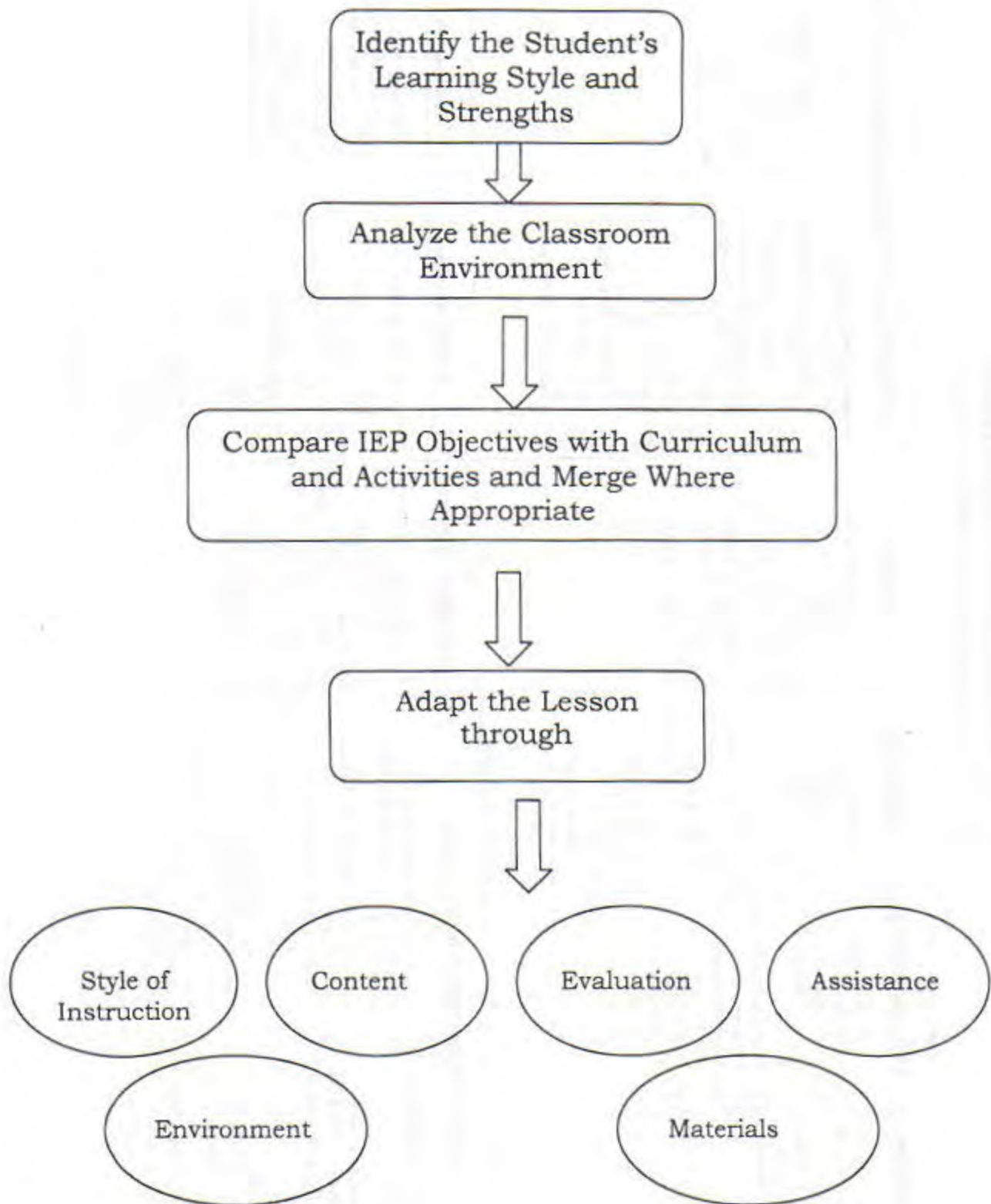
Student's Signature _____ Date _____

Print Student's Name _____



The Modification Process

ESE Accommodations



ESOL Instructional Strategies Matrix

(How We Teach is as Important as What We Teach)

| A Accommodations | B Clear Communication | C Assessments | D Vocabulary | E Collaboration & Conversation | F Metacognitive & Metalinguistic |
|---|---|--|--|--|--|
| A1 Heritage Dictionary A2 Heritage Language (L1) Support A3 Flexible Scheduling A4 Flexible Setting A5 Flexible Timing | B1 Concise Language B2 Clear Directions B3 Enunciation B4 Pauses & Pacing B5 Pointing B6 Repeating/Paraphrasing B7 Gestures B8 Show Examples & Non-Examples B9 Demonstrations B10 Anecdote/Storytelling | C1 Rubrics C2 Presentation C3 Portfolio C4 Checklist C5 Labeling C6 Interview C7 Response Cards C8 Oral Assessment C9 Observation C10 Context-Embedded Text C11 Voting Devices C12 Cloze Test C13 Visual Representations C14 Self/Peer Assessment C15 Samples C16 Sentence Frames | D1 Etymology/Cognates D2 Semantic Feature Analysis D3 Context Clues D4 Tier II/Tier III Analysis D5 Interactive Word Walls D6 Vocabulary Games D7 Multiple Meanings D8 Phonology D9 Vocabulary Banks | Grouping Configurations: E1 Heterogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E2 Homogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E3 Jigsaw E4 Peer Pair E5 Reader's Theater E6 Think/Pair/Share E7 Academic Games E8 Group Presentations/Projects E9 Socratic Seminar E10 Panel Discussion E11 Debate/Defend with Evidence | F1 L1 Transfer F2 Mnemonic Devices F3 Dialogue Journals F4 Self-Correction F5 Self-Evaluation F6 Self-Monitor F7 Peer Editing F8 Associations |
| G Context Embedded Supports & Close Reading | | | H Multimodal & Multimedia | I Advance Organizers | J Additional Resources |
| G1 Activating and/or Building Prior Knowledge G2 Chunking Text G3 Annotations & Symbols G4 Ask Inferential & HOT Questions G5 Ask Clarifying Questions G6 Modeling G7 Read Aloud G8 Think Aloud G9 Multimodal Texts G10 Visualization/Illustrations G11 Summarizing G12 Dramatic Enactments/Role Play G13 Identify Key Concepts G14 Similarities & Differences G15 Language Experience Approach | G16 Note-Taking/Outline Notes G17 Question-Answer-Relationship (QAR) G18 Reading with Specific Purpose G19 Reread Text G20 Text Features & Structural Analysis G21 Survey, Question, Read, Recite, Review (SQ3R) G22 Text Connections G23 Total Physical Response (TPR) G24 Vary Complexity of Assignment G25 Realia/Manipulatives G26 Captioning | | H1 Audio-Visual Applications H2 Digital Books H3 Computer Software H4 Document Camera H5 Interactive White Board H6 Tablet/Interactive Devices H7 Language Master H8 Video/Film/CD/MP3 H9 Digital Simulations H10 Translation Devices | I1 Charts (Flowcharts, T-Charts, etc.) I2 Anticipation Guide I3 Cornell Notes I4 Digital Tools/Software I5 Foldables I6 Graphs/Diagrams I7 K-W-L I8 Reading and Analyzing Non-Fiction (RAN) I9 Notes TM I10 Webbing/Mapping I11 Story Maps I12 Timelines I13 Venn Diagrams I14 Vocabulary Improvement Strategy (VIS) | J1 Art Integration J2 Community Resources J3 Cultural Sharing J4 Celebrations J5 Field Trips J6 Guest Speakers J7 Holiday Programs J8 Multicultural Resources J9 Music/Songs/Jazz Chants |

Kidz Choice Charter School

Formal Professional Evaluation Form

Teacher _____ Date of Evaluation ____/____/____

Subject /Grade Level _____ Length of Evaluation: ____:____ to ____:____

Philosophy: Evaluation is a means of improving the quality of instruction.

Purpose:

1. To improve the quality of teaching and service to students.
2. To enable the teacher to recognize his/her role in the total school program.
3. To assist the teacher in achieving the established goals of curriculum.
4. To help the teacher identify his/her strengths and weaknesses as a personal guide for his/her improvement.
5. To provide assistance to the teacher to help correct weakness.
6. To recognize the teacher's special talents and to facilitate and encourage their utilization.
7. To serve as a guide for renewed employment, termination of employment, promotion, assignment, and un-requested leave for teachers.
8. To protect the teacher from dismissal without just cause.
9. To protect the teaching profession from unethical and incompetent personnel.

Implementation:

The Principal or designee conducts this evaluation.

In the event, a teacher does not agree with the evaluation, he/she may request an additional evaluation to be made by another administrator of his/her choice.

Definition of Terms:

1. Satisfactory – Teacher performance meets expectation
2. Unsatisfactory- Teacher performance does not meet expectation
3. Needs Improvement – Teacher will be paired with a mentor teacher and placed on a Professional Development Plan, further evaluation will take place.

NOTE: The space at the end of this form marked "Principal's Comments" may be utilized to record the observations of the teacher's exceptional performances and/or to record the principal's recommendations for improvement.

The space at the end of this form marked "Teacher's Comments" may be utilized by the teacher to record any comment or comments, which he/she wishes to make.



I. Teacher Performance

| | Satisfactory | Unsatisfactory | N/I |
|---|--------------|----------------|-----|
| Plans and organizes carefully | | | |
| 1. Lesson is well planned. | | | |
| 2. Sets defined goals including student participation. | | | |
| 3. Makes clear, specific assignments | | | |
| 4. Is familiar with appropriate guide and adapts to the recommendations therein | | | |
| 5. Provides for individual and group instruction | | | |
| Is skillful in questioning and explaining | | | |
| 1. Asks thought-provoking questions | | | |
| 2. Gives a clear explanation of the subject matter | | | |
| 3. Exposes students to varying points of view | | | |
| 4. Is aware of both verbal and nonverbal acceptance or rejection of student's ideas and uses the skill positively | | | |
| Stimulates learning through innovative activities and resources | | | |
| 1. Encourages class discussion, pupil questions and pupil demonstrations | | | |
| 2. Uses a variety of teaching aides and resources | | | |
| Displays a knowledge of and enthusiasm for subject matter taught | | | |
| Provides a classroom atmosphere conducive to good learning | | | |
| 1. Maintains a healthy and flexible environment | | | |
| 2. Observe the care of instructional material and equipment | | | |
| Maintains adequate and accurate records | | | |
| 1. Records sufficient quantitative and qualitative data on which to base pupil progress reports | | | |
| Has wholesome relationship with pupils | | | |
| 1. Knows and works with pupils as individuals | | | |
| 2. Encourages relationships that are mutually respectful and friendly | | | |
| 3. Uses positive language with students devoid of sarcasm | | | |
| Initiates and preserves classroom and general school management and discipline | | | |
| 1. Rules of pupil conduct have been developed and teacher requires observance of these rules | | | |
| 2. Rules of safety have been developed and teacher requires observance of these rules. | | | |

II. Professional Qualities

| | Satisfactory | Unsatisfactory | N/I |
|--|--------------|----------------|-----|
| Recognition and acceptance of out-of-class responsibilities | | | |
| 1. Participates in the general and necessary school activities | | | |
| 2. Sometimes volunteers for the "extra" duties | | | |



| | | | |
|--|--|--|--|
| 3. Serves on school committees | | | |
| Intra-school relationship | | | |
| 1. Cooperates effectively and pleasantly with colleagues, administration and non-professional personnel | | | |
| Public relations | | | |
| 1. Cooperates effectively and pleasantly with parents | | | |
| 2. Practices good relationships between school and community | | | |
| Professional growth and vision | | | |
| 1. Accepts constructive criticism | | | |
| 2. Participates in conferences, workshops and study | | | |
| 3. Tries new methods and materials | | | |
| Utilization of staff services | | | |
| 1. Makes proper use of available special services | | | |
| Understands the growth patterns and behaviors of students at various stages of development and copes satisfactorily with situations as they occur | | | |
| Ethical behavior | | | |
| 1. Protects use of confidential data | | | |

III. Personal Qualities

| | Satisfactory | Unsatisfactory | N/I |
|--|--------------|----------------|-----|
| Attendance and Enthusiasm | | | |
| 1. Has a good and reasonable attendance record | | | |
| 2. Is cheerful and has a positive attitude | | | |
| Speech | | | |
| 1. Is articulate | | | |
| 2. Can be heard and understood by all pupils in the room | | | |
| 3. Speaks on the level of pupils' understanding | | | |
| Appropriateness school attire | | | |
| Promptness in meeting obligations | | | |
| 1. Reports to classes on time | | | |
| 2. Performs assigned tasks properly | | | |
| 3. Completes reports on time | | | |

A copy of the written evaluation will be submitted to the teacher at the time of the post observation conference. The final evaluation report from will be signed and retained by the principal, in the personnel file, and the teacher should retain a copy, in a file. In the event the teacher feels the evaluation was incomplete, inaccurate, or unjust, he/she may put the objections in writing and have them attached to the evaluation report to be placed in his/her personnel files. The Teacher's signature is only an acknowledgement that the post observation conference has taken place.

Principal Signature _____ Date _____

Teacher Signature _____ Date _____

Principal Comment:

Teacher Comment:



Kidz Choice Charter School

Field Trip Request Form

- Please Note: Principal must sign and approve request for a field trip. Field Trip Request Form must be signed by Facilities Coordinator for acquisition of bus transportation. The form must then be submitted to the Administrative Assistant for placement on the school calendar. Verbal requests and/or verbal approvals will not be considered.
- A minimum of two months notice is required from approval date to actual trip date. This will allow for the necessary deposits, balances and overall coordination of the trip. Money will not be collected 24 hours prior to the trip. All money and the attendance form must be transferred to the Administrative Assistant at the end of each school day for Deposit. Do not hold money in the classroom. Obtain a receipt for the transferred money for your files.

Teacher: _____

Grade Level: _____

Location of Field trip: _____

Number of students planned to attend: _____

Number of Chaperones: _____

Mode of Transportation: _____

Date of Trip: _____ Cost of Trip \$ _____

Leave School: _____ Return by: _____

Permission slip will be returned to teacher by: _____
(Date)

Relationship to curriculum: _____

Principal Signature: _____

☐ Approved ☐ Denied



Kidz Choice Charter School

Parental Field Trip Permission Form

Please Note: Any administrative decision to remove your child from the list of participants, for disciplinary reasons, will result in loss of deposit and/or entire balance.

Your child's class will be attending a field trip as follows:

Teacher: _____

Location: _____

Mode of Transportation: _____

Date of Trip: _____ Cost of Trip \$ _____

Leave School: _____ Return by: _____

Please return permission slip to your child's teacher by: _____
(Date)

Please cut on dotted line and return bottom portion to your teacher

I give _____, permission to attend the field trip on
(Student's Name)

_____ to

(Date of trip)

(Location of Trip)

Enclosed is \$ _____ (exact cash or money order only)

In case of emergency, please contact: _____
(Name)

(Relationship to Student)

(Phone Number)

I give my permission for _____ to receive emergency medical treatment.

Insurance Company: _____ Policy Number: _____

☐ I do not have insurance; however, I will cover any and all medical bills for emergency care.

Parent/Guardian _____ Date _____



©CSA .

May not be duplicated without written permission from CSA .Intended for sole use of school listed.

Kidz Choice Charter School

Collection Sheet

Activity Name
Coordinator

| |
|--|
| |
| |

| | Contributor Name | Date | Cash | Check | Amount |
|-----|------------------|------|------|-------|--------|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |
| 7. | | | | | |
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| 9. | | | | | |
| 10. | | | | | |
| 11. | | | | | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
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| 28. | | | | | |
| 29. | | | | | |
| 30. | | | | | |

TOTAL

Received By:

Date:

\$

.



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Kidz Choice Charter School

Fundraising Request

**This form must be filled out completely and returned to the Principal.
Upon Principal's approval this request will be returned to you.**

Date of Request: _____

Coordinating Faculty Member: _____

Fundraising Activity Requested: _____

Additional Information Provided (if needed): _____

Date(s) of Fundraising Activity: _____

Location of Fundraising Activity: _____

Funds to be used toward: _____

Principal's Approval

Date



Kidz Choice Charter School

Behavior Notification Form

Date: _____

To the Parents of: _____

I am sending this Behavior Notification Form to inform you of your child's following behaviors. Please assist your child in improving these behaviors to help your child experience continued success in my classroom.

- _____ Coming to class without proper materials
- _____ Coming to class late (____ times this quarter)
- _____ Not working as directed/expected in class
- _____ Chewing gum in class
- _____ Not turning in assignments as directed
- _____ Showing improper/disruptive classroom behavior
- _____ Not returning papers sent home for signature
- _____ Other _____

I am requesting your assistance and hope that together we can assist your child in meeting the expectations of the classroom. Continuing these behaviors may result in a written referral to the Principal.

Please sign this and return it to me by tomorrow. If you wish to contact me you can e-mail me at _____ or call the school at 954-673-0698.

Thank you for your cooperation and assistance in this matter.

Sincerely,

Teacher _____

Parent's signature _____

Parent's Comments:



Parent / Teacher Conference Form

Note: Parent/Teacher conferences may be used as an intervention prior to referral to the RTI or recommended as part of a RTI action plan. This sample form offers a guide through a documented conference discussion.

School Name: KIDZ CHOICE CHARTER

Student: _____

Grade: _____

Parent/Caregiver: _____

Language: _____

Parent Contact Information (telephone #): _____

Teacher(s) participating in conference (name and subject taught):

1) _____

2) _____

3) _____

| <i>Strengths?</i> | <i>Concerns?</i> | <i>Ideas for parent/student?</i> |
|---|--|--|
| <input type="checkbox"/> Asks for help <input type="checkbox"/> Attends class every day <input type="checkbox"/> Comes prepared with materials <input type="checkbox"/> Comes to class on time <input type="checkbox"/> Completes homework <input type="checkbox"/> Does well on tests <input type="checkbox"/> Gets along with other students <input type="checkbox"/> Has positive attitude <input type="checkbox"/> Is respectful towards adults <input type="checkbox"/> Listens well <input type="checkbox"/> Participates in class <input type="checkbox"/> Solves problems <input type="checkbox"/> Thinks creatively <input type="checkbox"/> Other: _____ | Student needs to: <input type="checkbox"/> Attend school every day <input type="checkbox"/> Be on time to class <input type="checkbox"/> Bring all materials <input type="checkbox"/> Remain seated during class <input type="checkbox"/> Complete class work <input type="checkbox"/> Participate appropriately <input type="checkbox"/> Communicate respectfully <input type="checkbox"/> Help others as needed <input type="checkbox"/> Be positive towards learning <input type="checkbox"/> Pay attention, focus <input type="checkbox"/> Complete homework <input type="checkbox"/> Other: _____ _____ _____ | <input type="checkbox"/> 8-10 hrs of sleep; alarm clock <input type="checkbox"/> Attend After-School tutorials <input type="checkbox"/> Check homework log daily <input type="checkbox"/> Clean up backpack/locker <input type="checkbox"/> Daily Progress Report <input type="checkbox"/> Enroll in an after-school program <input type="checkbox"/> Get health check-up & follow up <input type="checkbox"/> Get phone #'s of study buddies <input type="checkbox"/> Healthy breakfast & lunch daily <input type="checkbox"/> Obtain counseling: academic/social/emotional <input type="checkbox"/> Obtain/meet with adult mentor <input type="checkbox"/> Reward small improvements <input type="checkbox"/> Student Attendance Review Team <input type="checkbox"/> Student Success Team <input type="checkbox"/> Weekly Progress Report <input type="checkbox"/> Other: _____ _____ |

Comments/Notes

Signatures

Parent/Caregiver: _____

Teacher(s): _____

Student: _____

Date: _____

Parent/Teacher Conference

Date: _____

In attendance:

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |

Student

Areas of Concern:

Math: _____

| |
|-------|
| _____ |
| _____ |

Language Arts: _____

| |
|-------|
| _____ |
| _____ |

Science: _____

| |
|-------|
| _____ |
| _____ |

Social Studies: _____

| |
|-------|
| _____ |
| _____ |

Behavior: _____

| |
|-------|
| _____ |
| _____ |

| |
|-------|
| _____ |
| _____ |

| |
|-------|
| _____ |
| _____ |



| Subject | Current Grade |
|----------------|---------------|
| Language Arts | |
| Math | |
| Science | |
| Social Studies | |



Goals:



Ideas for HOME:

Ideas for SCHOOL:

(parent signature)



KIDZ CHOICE CHARTER SCHOOL 2013-2014

INTERIM PROGRESS REPORT

Marking Period: _____ Date: _____ Grade: _____ Teacher: _____
Parent/Guardian of: _____

Success in school depends of many factors. We feel that it is important to keep you informed of your child's progress before receiving a report card. After reviewing this progress report, please sign and return it to your child's classroom teacher. Progress reports will be sent home at the middle of each marking period.

A) GENERAL INFORMATION:

Please mark an "X" to all that apply

- ☐ Your child is progressing well. Keep up the good work.
- ☐ Your child shows effort, but still needs improvement.
- ☐ Your child shows lack of achievement in areas indicated. This can seriously affect grade (s).
- ☐ Conference requested.

B) AREAS OF CONCERN:

An "X" indicated areas needing improvement

- ☐ Reading ☐ Math ☐ Language Arts/Writing ☐ Science ☐ Social Studies ☐ Use of Technology
- ☐ Reading Level ☐ Daily Five ☐ Art/Technology ☐ Other: _____

C) ACADEMIC AREAS:

| TEST | CLASSWORK | HOMEWORK | BEHAVIOR |
|--|---|---|---|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Excellent | <input type="checkbox"/> Excellent | <input type="checkbox"/> Excellent |
| <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Satisfactory |
| <input type="checkbox"/> Unsatisfactory | <input type="checkbox"/> Unsatisfactory | <input type="checkbox"/> Unsatisfactory | <input type="checkbox"/> Unsatisfactory |
| <input type="checkbox"/> Some Tests missed | <input type="checkbox"/> Incomplete assignments | <input type="checkbox"/> Incomplete assignments | <input type="checkbox"/> See comments |
| <input type="checkbox"/> See comments | <input type="checkbox"/> Missing Assignments | <input type="checkbox"/> Missing Assignments | |
| | <input type="checkbox"/> See comments | <input type="checkbox"/> See comments | |
| ATTENDANCE | LATENESS | UNIFORMS | CLASS PARTICIPATION |
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Always |
| <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Unsatisfactory | <input type="checkbox"/> Unacceptable | <input type="checkbox"/> Sometimes |
| <input type="checkbox"/> Unsatisfactory | | | <input type="checkbox"/> Never |
| | | | <input type="checkbox"/> See Comments |

____ Total days absent ____ Total days late

D) COMMENTS:

| | |
|---|--|
| <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> | |
| Please come to school on _____ at _____ <div style="border-top: 1px solid black; text-align: center;">Teacher Signature</div> | I am aware of my child's progress <div style="border-top: 1px solid black; text-align: center;">Parent/Guardian's Signature Date</div> |

PROFESSIONAL DEVELOPMENT PLAN

DESIGNED TO PROVIDE ASSISTANCE

| GOALS AND OBJECTIVES | ACTIVITIES/STRATEGIES/TIMELINE | EXPECTED OUTCOME/TIMELINE |
|----------------------|--------------------------------|---------------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |



Kidz Choice Charter School

Detention Notice

_____ Qtr. 1 _____ Qtr. 2 _____ Qtr. 3 _____ Qtr. 4

Student Name: _____ Grade: _____ Date: _____

Type of Incident: Please check one

- _____ Dress code
- _____ Behavior
- _____ Cafeteria
- _____ Academic
- _____ Failure to return items requested
- _____ Other

Description of behavior:

Date of Detention ____/____/____ Time: ____:____ Location _____
Failure to serve detention may result in additional consequences.

Signature of Student _____

Signature of Teacher _____

Signature of Parent _____



Kidz Choice Charter School P.A.R.R. Documentation Record

Student Name: _____ Grade: _____

1st Offense: Verbal Warning Date: _____ Time: _____

Location: _____

Description of Incident: _____

Parent Contact: *Phone Call* Date: _____ Time: _____

Conference Date: _____ Time: _____

2nd Offense: Behavior Notification Form Date: _____ Time: _____

Location: _____

Description of Incident: _____

Parent Contact: *Phone Call* Date: _____ Time: _____

Conference Date: _____ Time: _____

3rd Offense: 150-Word Essay Date: _____ Time: _____

Location: _____

Description of Incident: _____

Parent Contact: *Phone Call* Date: _____ Time: _____

Conference Date: _____ Time: _____

4th Offense: Detention Date: _____ Time: _____

Location: _____

Description of Incident: _____

**Notice to Teacher:

Fill out the Detention Notice with the following information:

Student Name, Quarter, Grade, Date, Type of Incident (check one), Description of Behavior, Signature of Teacher.

Send Detention Notice and this completed form to the Dean's Office.

Teacher Name: _____
Print Signature

For Office Use Only:

Date of Detention: _____



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Kidz Choice Charter School

Student Behavior Management Referral

Student: _____ Grade: _____ Date: _____ Time: _____

Pre-referral Interventions: Steps 1 & 2 must be completed by the teacher before a student can be referred to Principal. Serious violations per the County Code of Conduct should be referred immediately.

Step One: Please choose one of the following

Student/Teacher Conference: _____ Date: _____

Detention (with teacher or after school): _____ Date: _____

Other intervention: _____ Date: _____

Step Two: This step must include a conference with Parent(s)/Guardian as well as one other intervention.

Conference with parent(s)/guardian: _____ Date: _____

Intervention: _____ Date: _____

Step Three: Please be specific when describing the infraction that caused this action.

Unacceptable Behavior: _____ Date: _____

Administrative Action/Comments:

Teacher Signature: _____ Student Signature: _____

Administrative Signature: _____ Parent Signature: _____



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Kidz Choice Charter School

Request for Supplies

Name: _____

Room: _____

Date: _____

Supplies Requested:

- ☐ Legal pad
- ☐ Paper clips
- ☐ Staples
- ☐ White board markers
- ☐ White board eraser
- ☐ Copy paper
- ☐ Other _____

Date Received _____ Date Filled _____



Kidz Choice Charter School

Request for Movie/Video

Name: _____

Room: _____

Date: ____/____/____

Movie/Video Title _____

Rating of Movie/Video _____

If other than "PG", permission form attached _____yes _____no

Relevance to Curriculum:

Date Movie/Video will be shown: ____/____/____

Equipment needed: _____

Date Received _____

Signature of Principal _____

_____Approved

_____Denied



Kidz Choice Charter School

Permission Form to Show "PG" Rated Video

Title of Video: _____

Relation to Curriculum: _____

Teacher: _____

Class: _____

Please return this permission slip to your child's teacher by:

____/____/____.

Your child will not be permitted to watch the film if the permission slip is not returned.

Please check one:

_____ I give permission for my child _____ to view the above mentioned video. I understand that the video is rated "PG".

_____ I do not give my permission for my child _____ to view the above mentioned video.

Signature of Parent/Guardian:

Date: ____/____/____



“S.M.A.R.T.”

Objectives

Specific – Do the objectives meet your goals?

Measurable – Can you quantitatively measure the outcomes?

Attainable- Are the goals attainable or are they stretch goals?

Relevant- Are your goals relevant to your objectives and to your class mission?

Track-able- Are the goals track-able through data?



Kidz Choice Charter School

TERMS Information Change Form

Complete this form in the event of a change to TERMS

1. Complete this form including signature from principal
2. Principal must approve all changes
3. Give the completed form to the Data Processing Clerk
4. The Data Processing Clerk will

- ☐ Print panels prior to making change
- ☐ Print panel after change
- ☐ Staple all panels to this change form and place in student file.

Date: ____/____/____ Quarter: ____ Qtr. 1 ____ Qtr. 2 ____ Qtr. 3 ____ Qtr. 4

Student: _____ Grade: _____

Person making change request: _____
(Please print your name)

Signature _____

Change _____ from _____ to _____

Change _____ from _____ to _____

Change _____ from _____ to _____

Change _____ from _____ to _____

Reason for change request _____

Principal approval _____ Date ____/____/____

Signature of teacher (if applicable) _____ Date ____/____/____

Signature of Data Processing Clerk _____ Date ____/____/____



Kidz Choice Charter School

Lost Textbook Form

Date _____

Teacher _____

Student Name _____

Student Grade _____

Textbook or other material(s) lost. _____
Please include name of text and publisher

Cost of Book and/or materials (if known) _____

Please note: This form must be filled out completely for every student who does not return his/her text and/or other materials either during the school year or at the end of the school year. This form should be submitted to the business manager so that he/she can assist the student in either locating his materials and/or charge the student any fees due the school for the loss.

Thank you for your assistance.



Sexual Harassment

Everyone is responsible for preventing sexual harassment in the workplace. All claims of sexual harassment must be taken seriously and each complaint must be thoroughly investigated.

What is Sexual Harassment?

- ❑ Unsolicited or unwelcome written, oral, physical or visual contact with sexual overtones.
- ❑ Continuing to show personal interest after being told that such interest is unwelcome.
- ❑ Engaging in explicit or implicit coercive sexual behavior that can be used to control or affect career, salary or work environment of another employee.
- ❑ Making actual or implied threats of reprisal after a negative response to actions or statements of sexual overtones.
- ❑ Offering employment advantages or benefits in exchange for sexual favors.
- ❑ Making of any statement or comment, whether written or oral, to or concerning another employee that is considered to be sexist, demeaning, derogatory or offensive.
- ❑ Sexual harassment may be – I will do this for you if you do this favor for me or the company (implied)
- ❑ Sexual harassment may be creating an environment where a female employee would be uncomfortable with nude or semi-nude pictures on office or plant walls, or creating an environment where derogatory stories with sexual overtones are common.

Examples of Sexual Harassment

- ❑ Sexual jokes or innuendoes
- ❑ Personal sexual comments or gestures
- ❑ Suggestive looks, gestures or sounds
- ❑ Unwanted, repeated requests for dates
- ❑ Requests for sexual activity
- ❑ Touching in a too familiar manner
- ❑ Sexual oriented pictures, posters, notices, memos/letters, written jokes, cartoons, faxes, etc.
- ❑ Lack of respect for cultural differences. What may be complimentary in one culture may be offensive in another culture.

Who are the offenders?

Anyone can be an offender. Offenders are those who create a hostile, uncomfortable environment or make unwelcome advances toward another individual in the workplace.

Harassment of or by Employees

The law does not permit, nor will ACH Corporation tolerate harassment of employees by other employees or the employees of any clients. This includes harassment of race, sex, religion, creed, national origin, ancestry, disability or medical condition, marital status age, sexual orientation or any other basis protected by federal, state or local law or regulation. Such conduct will result in disciplinary action up to and including termination of employment. Harassment includes but is not limited to, verbal and physical conduct that is offensive or hostile to the employee/client such as:

- ❑ Derogatory comments, jokes, slurs or unwanted sexual advances or invitations.



- ❑ Derogatory and/or racially/ sexually oriented posters, photography, cartoons, drawings or gestures.
- ❑ Physical conduct such as assault, unwanted touching, blocking normal movement or interfering with work because of sex or race.
- ❑ Threats or demands to submit to sexual requests as a condition of continued employment or to avoid some other loss.
- ❑ Offers of special employment benefits or considerations in exchange for sexual favors.
- ❑ Retaliation for having reported or threatened to report harassment of any kind.

What to do if you are a victim: Any employee who feels that he/she is a victim of harassment or observes the harassment of any other employee should report the incident to their immediate supervisor.

If no action is taken, please contact the ACH Human Resource department at 800-215-7112 and provide the following details:

- ❑ Date, time and location that each incident took place
- ❑ Description of each incident and any physical contact made.
- ❑ Name(s) of anyone present to witness each incident.
- ❑ Anyone with whom you discussed the incident(s).

All complaints will be investigated. The results will be reported to the complaining party and appropriate action will be taken.

Investigation of a sexual harassment complaint may include, but is not limited to, interviewing the complaining party. Other personnel and/or clients will be interviewed to obtain sufficient information to make a determination of the situation. Retaliation or discrimination against an employee who complains of harassment is strictly prohibited and will not be tolerated.



Kidz Choice Charter School

Standardized Professional Practices for Teachers

For the purpose of standardizing certain practices that must be followed, a list of basic criteria has been compiled. These items will be a part of the staff evaluation process for faculty members of The Kidz Choice Charter School. Please read the following practices carefully, sign one copy where indicated and provide it to the Principal.

Thank you.

- ☐ All faculty members will conduct themselves in a professional manner at all times when on campus.
- ☐ All faculty members must enter the main office and sign in on the sign-in logbook upon arrival each morning.
- ☐ Faculty members are expected to check their mailboxes each morning after signing in. Please be sure to get accustomed to this routine as many times important information must get to you for distribution to the students.
- ☐ All faculty members will arrive and be in the classroom on time.
- ☐ All faculty members are to use their planning time for exactly that purpose.
- ☐ All faculty members will be prepared to teach each and every day.
- ☐ All faculty members are required to submit weekly lesson plans reflecting State Standards and ESOL Standards, ESE accommodations, goals and objectives.
- ☐ All faculty members are required to submit a syllabus for each subject taught.
- ☐ All faculty members must make themselves available for after school help sessions one day of the week (other than Club day) for thirty minutes after the final bell.
- ☐ All faculty members must vary their instructional methodology and testing/assessments of student performance.
- ☐ All faculty members will communicate with the student's parent/guardian by 5:00 p.m. the day following the initial call by the parent.
- ☐ All faculty members must report to their assigned duty stations on time.
- ☐ All faculty members must keep a hard copy of their grade book/plan book, including attendance, to be submitted at the end of the school year.
- ☐ All faculty members must meet any and all deadlines for reports, report cards, interim reports, etc. as set forth by administration.
- ☐ All faculty members must put requests for field trips, guest speakers, fundraising activities, etc. in writing to administration per guidelines in the teacher handbook.
- ☐ All faculty members must participate in the extracurricular aspects of the school by moderating a club, service organization, or specialized class.
- ☐ All faculty members are prohibited from showing "PG" or "R" rated movies unless written permission is obtained from the school principal and the student's parent/guardian. The principal must approve any movie shown by a teacher in the classroom.
- ☐ All faculty members will attempt to notify the Administrative Assistant, in the evening prior to taking a sick day and should follow the substitute procedure guidelines provided in this Handbook.
- ☐ Each teacher should have posted in his or her classroom



- a. Daily schedule
- b. Fire drill map
- c. Class rules
- d. Consequences for not following the rules (P.A.R.R.)
 - ☐ Teachers are expected to remain on campus during working hours, except for lunch. All teachers must sign-out before leaving the campus for any reason during the school day.
 - ☐ All telephone calls should be brief and related to school business. Cell phones may not be used in the classroom with students present.
 - ☐ During the course of the year, all teachers will be expected to attend a few evening events, i.e. Open Houses and Orientation. Although we have scheduled work hours, as dedicated professionals, you're aware that teaching is not a 9-5 job. We appreciate all of your efforts!
 - ☐ Copies of all correspondence concerning the entire class or grade level must be submitted to the Principal before sending it home.
 - ☐ Please keep your classrooms neat, orderly and attractive.
 - ☐ Classroom bulletin boards should reflect the student's work and must be changed regularly.
 - ☐ Faculty members are expected to adhere to all rules set forth by the school. We must work together as a team to become successful!

I have read the Standardized Professional Practices for Teachers and understand that I must comply with the above-stated directives.

Employee's Signature

Date

Employee's Name (please print)
Please retain this copy for your files



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Kidz Choice Charter School

Information Packet for Substitute Teachers

Principal:

Administrative Assistant:

Thank you for substituting for us today. The following information has been prepared to make your day with us run as smoothly as possible.

Upon Arrival at School:

1. Please report to the administrative assistant in the front office by 7:45 a.m. You will be accompanied to the classroom and you will receive all the necessary materials and information (assignments, lesson plans, attendance sheets, evacuation routes) for a successful day.
2. Check the evacuation route, upon arrival to the classroom. In the event of a fire drill or emergency, follow the route posted on the wall of the classroom and take all important papers with you (grade book & lesson plans).
3. Check your teacher's schedule carefully. Note the class and room schedule, lunchtime and planning period. Teachers are assigned to one classroom for the day. In the event you are in different classrooms throughout the day, you might want to take a few minutes and find those classrooms before your day begins.

Procedures During the School Day:

1. When the first bell rings to begin classes, please be at your door to monitor hallway activity. Students have 5 minutes to enter class before the second bell rings (go to bathroom). When the second bell rings, the door closes and class begins. Any student who enters the class after the bell rings must have a valid pass signed by an administrator or teacher. Late students are to be sent to the office for a late pass.
2. Take accurate attendance. A roster for attendance is in each class folder along with the assignments for the day. Place an "A" next to a student's name on the roster, if he/she is not present and return it to the folder when complete. This roster will be used for the teacher to record in his/her official attendance book. In addition, attendance must be sent to the front office. Please follow the Attendance Guidelines located in your substitute information packet.
3. Please limit the number of times students leave the classroom. A bathroom "emergency" should be the only valid reason for a student to leave the classroom. Books and class



materials should have been obtained BEFORE coming to class. Students should **NOT** be released to go to the office or to other classrooms.

4. Please keep students engaged and on task. If the teacher requires the assigned work to be collected at the end of class time, please make sure students are working on the assignment and place collected materials in the folder. If students are permitted to use the computers, please monitor the activity closely. Only Educational websites should be accessed. No game sites, car sites, etc. Never dismiss a class early.

5. Students are expected to act in a polite and respectful manner while at school. They are expected to follow all school rules as listed in the County Code of Conduct and the school's Addendum. Any dress code violation or improper behavior should be written up on the Disciplinary Report for Substitutes form to be given to the teacher. Bring the report to the administrative assistant at the end of the day. Any disciplinary situation that is extreme should be written on a referral and the student should be sent or escorted immediately to the Principal's office.

End Of The Day

Please see the administrative assistant in the front office for the following:

- ☐ Return your classroom materials, attendance sheets and disciplinary reports.
- ☐ Fill out time sheet for payroll and any other necessary forms.
- ☐ Speak to the administrative assistant about subsequent needs for a substitute teacher.

**We hope your day with us is pleasant.
Thank you for your assistance.**



Kidz Choice Charter School

Disciplinary Report for Substitute Teachers

Date: / /

Teacher: _____

Substitute Teacher: _____

[illegible]

Techniques to Reduce Misbehavior in the Classroom

| Environment | |
|--|-----------------------------|
| Did you....? | Results and recommendations |
| Determine if classroom organization or procedures are causing inappropriate behavior | |
| Establish assigned seating before students arrive on the first day | |
| Make sure each student can see the board | |
| Arrange student within close proximity of teacher desk | |
| Adjust lighting, if applicable | |
| Organize and arrange classroom materials | |
| Adjust classroom routines (take roll, administrative duties) | |
| Adjust technique of lesson presentation | |
| Dress for success | |
| Give clear directions | |
| Practice new procedures | |
| Avoid vague wording | |
| Remain consistent in giving routine instructions | |
| Look for and change conditions that seem to spark inappropriate behavior | |
| Develop a plan to allow for smooth transition from one activity to another | |
| Consider ways of improving the physical appearance of the room | |
| Look for ways to reduce excessive teacher talk | |
| Use a variety of teaching methods | |
| Use a variety of instructional materials | |
| Handle multiple tasks | |
| Communicate "with-it-ness" | |
| Control your behavior | |
| Demonstrate an interest and concern for your students | |
| Give occasional choices on academic assignments | |
| Relate the lesson to the students | |
| Over-prepare daily lessons | |



| | |
|---|------------------------------------|
| Modeling Appropriate Behavior | |
| Did you...? | Results and recommendations |
| Identify desired behaviors | |
| Model desired behavior | |
| Reinforce desired behavior with peer modeling | |
| Practice desired behavior with all students | |
| Re-evaluate the effectiveness of desired behavior | |

| | |
|---|------------------------------------|
| Setting Rules | |
| Did you...? | Results and recommendations |
| Keep rules to a minimum | |
| Involve students in making rules | |
| Make different rules for different occasions | |
| State rules positively | |
| Review, model and practice the rules periodically | |
| Give the students a copy of the rules | |
| Post a copy of the rules | |
| Send a copy of the rules to parents/guardians | |

| | |
|--|------------------------------------|
| Use of Correction | |
| Did you...? | Results and recommendations |
| Clearly define the behavior that leads to correction | |
| Reduce the delay between misbehavior and correction | |
| Correct misbehavior early | |
| Use correction suited for behavior | |

| | |
|---|------------------------------------|
| Use of Reprimands | |
| Did you...? | Results and recommendations |
| Define appropriate behavior | |
| Deliver reprimand when you were close to student or out of sight of other students to avoid embarrassment | |
| Avoid reprimanding the entire class | |

Adapted from Long, J.D., Frye, V.H. & Long, E.W. Making it till Friday.



Recess Guidelines

Kindergarten through fifth grade students should receive at least 30 minutes of indoor/outdoor physical activity daily. This includes those days when students will receive PE.

Recess is an essential component of the total educational experience of elementary school age children. Recess provides discretionary time and opportunities for students to engage in physical activity and socialization. It allows younger children to develop life skills such as conflict resolution, cooperation, respect for rules, taking turns, sharing, etc. It may also facilitate improved attention and focus in the classroom.

Criteria for Recess:

- The principal or designee shall see that each child receives recess on a daily basis when physical education classes are not offered.
- Recess is an unstructured play time **supervised by the classroom teacher.**
- Recess should not be viewed as a reward but rather a necessary educational support component for all children. Students shall not be denied recess as a means of punishment or make-up work.
- Students should be taken outdoors weather-permitting. Provide equipment such as balls, hula hoops and jump ropes.
- If students remain indoors for recess, exercises should be lead by the teacher.
- Sun and safety precautions should be observed. The first and best defense is to wear protective clothing. **Sunscreen should be applied at home and may not be supplied by the school.**
- Students should allowed adequate time to drink water after recess.
- If there is the presence of thunder and lightening, do not permit students to go outside.
- The principal may decide it is too hot to play outside.
- Model Rules for appropriate behavior:
 1. Be courteous and be a good sport
 2. Follow game and play equipment rules
 3. Stay within the playground boundaries. Stay away from "Off Limit "areas
 4. Play ball games only in designated areas.
 5. Use school equipment; do not bring toys or balls from home.
 6. Avoid wearing loose jewelry and do not carry pens or pencils.
 7. Do not pull, push or trip others.
 8. Do not play rough or fight.
 9. Do not throw objects into play area unless involved in an organized game.
 10. Do not climb fences, trees or other structures.
 11. Sneakers or tennis shoes should be worn.
- Recess Supervision
 1. All schools shall maintain and implement written guidelines for the supervision of recess.
 2. Recess supervisors shall follow their assigned duties.
 3. A recess supervisor shall be on duty at all times
 4. School principals are responsible for recess supervisors. Responsibilities are as follows:
 - a) Monitor and supervise all recess activities.



- b) Be familiar with and enforce the rules for behavior
 - c) Be familiar with and enforce school discipline procedures
 - d) Be familiar with the school's policy for emergencies
- Duties of the recess supervisor
 1. Remain in the recess area for the entire play period. Children may not be left unattended.
 2. Carry a whistle, clipboard, pen, discipline forms and student passes while on duty.
 3. Be alert at all times.
 4. Continuously patrol the play area.
 5. Maintain visual supervision at all times.
 6. Remain visible to students.
 7. Encourage and reinforce positive behavior.
 8. Do not become distracted talking with students.
 9. Handle discipline problems according to school policy.
 10. When a student is injured:
 - a) Assess the injury
 - b) remain on the scene
 - c) Provide immediate assistance. If the injury is serious **do not move the student.**
 - d) Send another student to the office where staff can call 911 if needed.
 - e) advise parent or guardian of injuries that occur during recess.
 - f) Complete an accident report form for all recess injuries. Specify in detail the cause of the injury, include the name of the equipment involved, note if child is transported to the hospital.
 - If serious discipline problems occur the appropriate administrative member should be notified.



APPENDIX 0

Parental Surveys

KIDZ CHOICE CHARTER SCHOOL

2013-2014

Dear Parents and Guardians,

Our school is seeking input and feedback from parents, instructional staff, and support staff that will be used in school improvement planning. For that purpose we have created a survey.

The Survey helps school leaders understand what key members of the school community say about the learning environment at our school. The information by the survey is designed to support a dialogue among all members of the school community about how to make the school a better place to learn.

Survey results provide insight into the school's learning environment and contribute a measure of diversification that goes beyond test scores. Survey questions assess the community's opinions on academic expectations, communication, engagement, and safety and respect. School leaders can use survey results to better understand our school's strengths and target areas for improvement.

We are asking you to share both your perceptions, as well as suggestions, on how to help our schools perform with excellence in all we do.

All answers are strictly confidential, so please feel free to respond honestly.

Only by working together and earning your trust can we best achieve our mission of providing all our students with the opportunity to develop the knowledge, skills, and behaviors necessary to become well-informed, productive, and responsible citizens.

Thanks for your support,

Kidz Choice Administration

KIDZ CHOICE CHARTER SCHOOL PARENT SURVEY

Please complete the following survey so that we may better meet the educational and social needs of your child. Please place an X in the box that best describes your answer. Return this survey to the Survey Box located in the front office by May 3.

| PARENT SURVEY 2012-2013 | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---------------------------|---|----------------|-------|----------|-------------------|
| 1 | My child has positively adjusted to the school's social environment. | | | | |
| 2 | My child is offered extracurricular activities to enhance growth (tutoring, FCAT Cam). | | | | |
| 3 | My child and I have been thoroughly informed of school's discipline practices and consequences. | | | | |
| 4 | My child is recognized for his/her accomplishments. | | | | |
| 5 | My child has a positive attitude toward school and enjoys attending. | | | | |
| 6 | My child feels safe at school. | | | | |
| 7 | My child is happy at Kidz Choice Charter School. | | | | |
| MY TEACHER | | | | | |
| 1 | My child's classroom is equipped to provide a nurturing learning environment. | | | | |
| 2 | My child's teacher provides an environment that makes learning interesting and relevant. | | | | |
| 3 | Social and cultural differences among students are recognized and respected. | | | | |
| 4 | Help sessions and tutorials are available to my child. | | | | |
| 5 | My child's teacher assigns meaningful homework that helps students learn. | | | | |
| 6 | I am invited to discuss my child's educational/social concerns with teachers/administrators. | | | | |
| 7 | I would recommend my child's teacher to other parents. | | | | |
| 8 | My child's teacher is responsive to questions and concerns. | | | | |
| 9 | I am informed of school events and activities. | | | | |
| 10 | I am encouraged to volunteer and to become involved in school activities. | | | | |
| THE ADMINISTRATION | | | | | |
| 1 | The school is clean and well maintained. | | | | |
| 2 | I am happy with the school's Art/Technology Program. | | | | |
| 3 | The school Administrator is responsive to questions and concerns. | | | | |
| 4 | The School support staff (office) is responsive to questions and concerns. | | | | |
| 5 | I would recommend Kidz Choice Charter to a friend. | | | | |
| 6 | The school provides enough opportunities to be engaged. | | | | |
| 7 | An atmosphere of respect and trust exists between my child and school personnel. | | | | |

ESE PARENT SURVEY

Is your school supporting your involvement in your child's education?

The Florida Department of Education is conducting a survey designed to provide the state with information on how well schools are supporting parents' involvement in their child's education. Under the Individuals with Disabilities Education Act (IDEA), states must report this information to the federal government every year. This survey is for all parents of children with disabilities and a current an Individual Educational Plan (IEP) in Exceptional Student Education (ESE) and in grades preschool to grade 12.

PLEASE NOTE: This survey is not intended for parents of students in the gifted program with educational plans (EPs).

The surveys result are reported to the United States Department of Education, Office of Special Education Programs, as part of Florida's Annual Performance Report and are posted on the Florida Department of Education's Website at www.fldoe.org/ease. No names will be released in any report. All responses are confidential.

We encourage parents of students in Exceptional Education Programs with an IEP- Individual Education Plan to go online and complete this valuable survey.

Click here www.ESEsurvey.com to go online to complete this valuable survey.

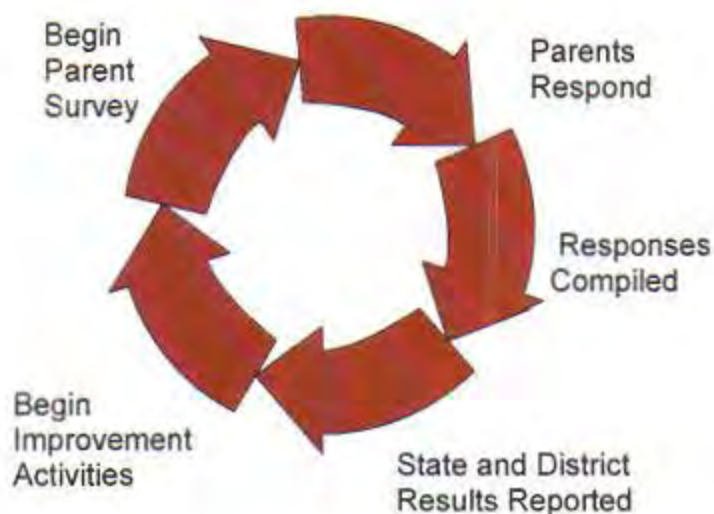
Thank you for participating in this survey!

FDLRS/Crown



Is your school supporting your involvement in your child's education?

Don't Miss Your Opportunity to Tell Us!
Survey for Parents and Students
with an Individual Educational Plan (IEP)
Deadline is June 30, 2013



What?

The Florida Department of Education is conducting a survey designed to provide the state with information on how well schools are supporting parents' involvement in their child's education. Under the Individuals with Disabilities Education Act (IDEA), states must report this information to the federal government on an annual basis.

When?

February 1, 2013 - June 30, 2013

Who?

All Parents of children with disabilities and a current IEP in grades preschool to 12.

(Note: this survey is not intended for parents of students in the gifted program with educational plans (EPs).)

How:

Go on line to www.esesurvey.com to complete the survey.

Results?

Survey results are reported to the United States Department of Education, Office of Special Education Programs, as part of Florida's Annual Performance Report and are posted on the Florida Department of Education's website at www.fldoe.org/ese. Improvement activities are determined based on the survey report. Progress is monitored through the annual parent survey. No names will be released in any report. All responses are confidential.

What Can you Do?

The responses to the survey provide important information for planning and monitoring improvement activities. This survey, conducted once a year, provides parents with a unique opportunity to be heard.

¿En qué medida apoya su escuela su participación en la educación de su hijo(a)?

¡No se pierda de la oportunidad de decírnoslo!

Encuesta de los Padres de los Estudiantes
Acogidos al Plan de Educación Individual (IEP) en la
Educación de Estudiantes Excepcionales (ESE)
El plazo vence el 30 de junio del 2013.



¿Qué?

El Departamento de Educación de la Florida lleva a cabo una encuesta para suministrarle al Estado información sobre la medida en que las escuelas apoyan la participación de los padres en la educación de su hijo(a). La Ley de Educación de Personas con Discapacidades (IDEA) dispone que los estados tengan que darle a conocer esta información al gobierno federal todos los años.

¿Cuándo?

Del 1 ro febrero al 30 de junio del 2013.

¿Quiénes?

Todos los padres de los niños de preescolar al 12mo grado acogidos a Planes de Educación Individual. Nota: Esta encuesta no va dirigida a los padres de los estudiantes del programa de niños superdotados con planes educacionales (conocidos por la abreviatura "EP" en inglés)

¿Cómo?

Rellene la encuesta por internet en la dirección www.ESEsurvey.com.

¿Resultados?

Los resultados de la encuesta se le dan a conocer a la Oficina de Programas de Educación Especial de la Secretaría de Educación del gobierno federal como parte del Informe Anual sobre el Rendimiento Académico de la Florida y se publican en el sitio de internet del Departamento de Educación de la Florida, que queda en la dirección <http://www.fldoe.org/ese>.

Las actividades de mejoramiento se establecen con fundamento en el informe sobre la encuesta. Se está al tanto del adelanto por medio de la encuesta anual de los padres. No se dará a conocer ningún nombre en el informe. Toda respuesta es confidencial.

¿Qué puede hacer usted?

Las respuestas de la encuesta brindan información importante para planificar las actividades de mejoramiento y estar al tanto de ellas. Realizada una vez al año, esta encuesta les ofrece a los padres la oportunidad singular de hacerse escuchar.

APPENDIX P

Student Parent Contract

Kidz Choice Charter School

Student Contract 2013-2014

Whereas, I have made a personal decision to enroll as a student at KIDZ CHOICE CHARTER SCHOOL IN order to experience a unique educational opportunity; and

Whereas, I recognize that KIDZ CHOICE CHARTER SCHOOL is a public charter school of choice, not entitlement;

Therefore, as a student at KIDZ CHOICE CHARTER SCHOOL, my commitment is to abide by the following rules and regulations adopted by the Board of Directors:

- A. I understand that my behavior is a direct reflection of both my family and the School. As such, I will strive to honor both by exhibiting exemplary behavior at all times in all places.
- B. I will adhere by the school uniform dress code as outlined in the Parent/Student Handbook
- C. I am responsible to deliver any and all announcements, messages, and reports to and from school.
- D. I am responsible for completing and turning in all class assignments and homework
- E. I am responsible for taking care of all books and materials loaned to me by the school. I will replace anything that is misused or lost.
- F. I will demonstrate proper courtesy to faculty, staff, and other students at all times.
- G. I understand that I am a student with the Broward School System and I will abide by the rules contained in the Broward School District's Code of Student Conduct and the current edition of the school's Parent/Student Handbook.
- H. I will speak courteously to everyone I come in contact with.
- I. I will refrain from fighting and using inappropriate language.
- J. I will refrain from intimidating, harassing, or threatening others.
- K. I will exhibit the principles of good sportsmanship.

I understand that by not fulfilling my contractual obligations to KCCS, this may result in my being suspended or withdrawn and referred to a regular district school or private school of my parent's choice. This policy is approved by KCCS, Board of Directors and the School Board of Broward County. Signature of Student: _____ Date: _____

Signature of Parent/Guardian _____ Date _____

Acknowledged By Principal/Director _____ Date _____

Kidz Choice Charter School

Parent Contract 2013-2014

Student Name: _____ Grade: _____

- Parents are to ensure that their child arrives on time. Students must be in their seats by the start of class as published in the Student Handbook. Any student arriving after this time will be issued a tardy slip. Students accumulating ten (10) unexcused tardies per school year will receive a referral for excessive tardiness. Continued tardiness may result in the student's loss of enrollment preference for the following school year or recommendation to attend a school that is more accessible.
- Parents are to contact the school office if their son/daughter (the student) is going to be absent. On the day the student returns to school, he/she must bring a note from the parent(s) explaining the reason for the absence, otherwise, the absence will be considered unexcused.
- The school believes that parents play an integral role in their child's educational and social life. For this reason, the school asks that a parent/guardian personally transport their child to and from school. Carpooling is permitted, as it too, positively contributes to the child's socio-educational life. If due to a verified hardship, a parent is unable to meet this requirement, the school will provide transportation according to the school's transportation plan.
- Parents are to ensure that their child is wearing the proper attire as stated in the Student Handbook. Students who arrive at school without the proper attire will be disciplined, as stated in the Student Handbook. Hoodies are not permitted at any time, unless provided by the school.
- Parents are expected to provide lunch each day for their child. The student may bring their lunch from home or purchase a lunch from the school.
- A student's parent/guardian must agree to volunteer a minimum of ten (10) hours per school year. All volunteer hours must be completed prior to the end of the school year.
- Parents agree to read and use the information sent home from the school so that they are informed of activities and academic opportunities provided by the school.
- Parents and students are required to read the Student Handbook. The Handbook details the responsibilities that staff members, students and parents are expected to fulfill. If parents and students do not meet these obligations, it will be recommended that the student attend another school. If necessary, the school will pursue the withdrawal or transfer of the student via the administrative procedures, as set forth by the School's Charter, and as provided for by opinion of the Florida Department of Education's General Counsel.

I (We) understand that by not fulfilling my (our) contractual obligations to Kidz Choice Charter School, this may result in the student being suspended, losing the opportunity to recommit for placement for the following school year or referral of my child to a regular district or private school of the parent's choice. This policy is approved by Kidz Choice Charter School Board of Directors and the School Board of Broward County.

Signature of Parent/Guardian _____ Date _____

Signature of Parent/Guardian _____ Date _____

Acknowledged By _____ Date _____
Principal/ Director

APPENDIX Q

Parent Handbook

KIDZ CHOICE CHARTER SCHOOL

STUDENT/PARENT HANDBOOK

2013-2014

Important Information at a Glance

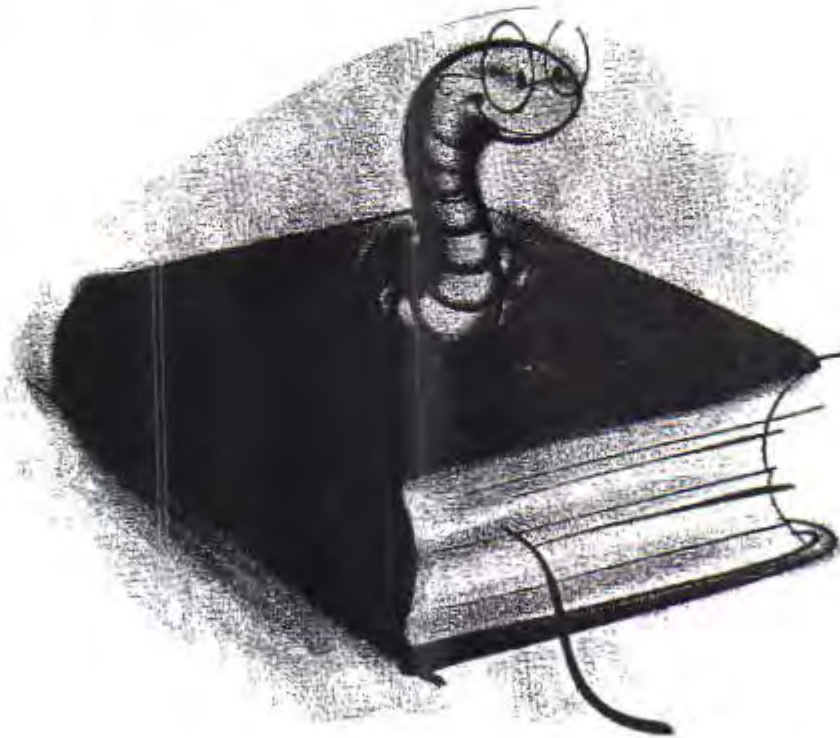
School Hours: 8:00 a.m. – 2:00 p.m.

Before School Care: 7:00 – 8:00 a.m.

After School Care 2:00 – 6:00 p.m.

Front Office Phone Number: (954) 251-2419 or (954) 673-0698

Front Office Fax Number: (954) 450-6482



Dear Student/Parent:

The summer vacation has rapidly come to an end. We hope that you enjoyed the last restful days of summer and took some time to prepare for the new school year.

This handbook is the culmination of many hours of hard work by the Administration at Kidz Choice Charter School. We have attempted to be as thorough as possible; however, it is impossible to address every situation that could arise during the school year. Information may change during the school year and you will be notified if any changes take place.

MISSION – *The mission of Kidz Choice Charter School is to support the improvement of student achievement by implementing best practices, innovative systematic initiatives and differentiated instruction to meet the needs of the whole child.*

In support of this mission continuous improvement will be monitored through assessment of student progress, the collection and disaggregating of data, parental involvement and training and providing tutorials to our students to ensure academic success.

We are dedicated to this mission; however, we cannot accomplish this without the cooperation of everyone.

Please take the time to read and become familiar with this handbook. There are two identical pages in the handbook that require the signatures of both the parent/guardian and the student. One page must be returned to the school and we suggest that you retain the other copy with this handbook.

We wish you much success in your academic endeavors at Kidz Choice Charter School. We look forward to working with you during the **2013-2014** school year.

Together we can make Kidz Choice Charter School a great school.

Sincerely,

The Administrative Team

Our primary philosophy is...

- every child can learn
- student learning is cumulative
- earlier skills are foundational and requisite for later, more complex, higher level skills and knowledge

Kidz Choice Charter School's educational focus is on promoting high standards and developing a strong academic program. Teachers explicitly teach topics and skills over a span of several grades. As students continue to study the topics, they acquire concepts and skills at higher levels with increasingly more challenging literature, textbooks, and instructional materials. In addition, we offer many opportunities for students to participate in instructional activities that reflect and support the Florida Sunshine State Standards.

Our approach to teaching is based on current research and evidence of best practice. Instructional strategies and materials support our philosophy of engaging the whole child, and many subject areas are integrated into each thematic unit taught. We have designed child-centered classrooms that foster independent learning and address individual learning styles. Enter a classroom and you will see students engaged in the learning process, working cooperatively, communicating effectively, and thinking critically and creatively. This is particularly evident in our investigative approach to math and science. Both disciplines have an emphasis on problem solving, critical thinking, and the development of mathematical and scientific skills. Technology is used as a learning tool throughout the curriculum. It reinforces and enhances all aspects of attaining and applying knowledge. The utilization of computers assists students in the development of skills and in obtaining valuable information that supports instructional goals.

We believe that listening, speaking, reading, and writing should be developed simultaneously and integrated throughout the curriculum. To accomplish this, our language arts program is literature-based and is designed so that students are directly taught skills and strategies pertaining to oral language, reading, and writing. Language arts skills are integrated throughout all of the science and social studies units. This integration of curriculum helps our students become creative thinkers and make connections between key ideas. Learning is relevant and fun!

Handbook

As with all handbooks it is important to try to list every possible situation that might arise in a school. We have attempted to cover as many areas of concern as we could. Information provided by this handbook is subject to change at the school's discretion. Please read this handbook very carefully. We also require you to read the Broward County Student Code of Conduct. Each of these handbooks contains a page that requires the signature of the student and parent/guardian. These signed forms must be returned to school for placement in the student file. Please note that students/parents are responsible to abide by the code of conduct of both Kidz Choice Charter School and Broward County.

Academic Success



Field Trips

Scheduled field trips will be educational in nature and considered part of the curriculum. They provide an experience not possible within the regular classroom, provide for cultural enrichment, and take advantage of the many excellent resources outside the classroom. Field trips have the potential for being valuable learning experiences for our youngsters.

Because field trips are designed to be a part of our curriculum, each trip is considered to be the lesson plan for the day. All children are expected to participate. Parents/guardians pay the cost of their child's transportation and any other costs, such as entrance fees and lunch. All funds for field trips must be paid on time. Money will not be accepted 24 hours prior to the trip. It is school policy that children are not to visit gift shops on field trips; therefore, they should not bring spending money for souvenirs or candy.

It is necessary for parental permission to be granted before any student can accompany his/her class on a field trip. A completed Parental Field Trip Permission Form must be on file at the school before a student will be allowed to participate in a scheduled field trip. If a parent/guardian chooses to restrict their child from participating on a scheduled field trip then they must also realize that it is not possible for us to provide alternate plans for their child. If a child does not participate in the field trip and comes to school, he/she will be placed in another classroom, generally at another grade level since classes at each grade usually attend field trips together. The classroom teacher will provide class work.

Parents are encouraged to volunteer as field trip chaperones. Please contact your child's classroom teacher for information regarding chaperone responsibilities. Chaperones will receive volunteer hours.

At the discretion of the Principal, students with an excessive number of disciplinary infractions in a given marking period may be denied the opportunity to participate in a field trip.

Grade Reporting

Interim reports and report cards will be distributed in accordance with the Kidz Choice Charter of Broward and/or the Broward School Board calendar

Grade Scale – K-2

| | |
|----|-----------------------------------|
| 1 | Has mastered skill independently |
| 2 | Is learning skill with assistance |
| 3 | Area of Concern |
| X | Not evaluated |
| NA | Not applicable |

Homework Policy

Homework should be an extension of the activities begun in school by the students under the guidance of their teachers and continued at home. Working together, the home and school can guide students as they discover knowledge and achieve independence. Growth and development

is a gradual process that varies with each individual. Therefore, the amount of time each student may require to complete homework will vary from one project to another and will increase as students move through the grades. As a general rule, you may expect homework to be assigned Monday through Thursday as follows:

Kindergarten: 30 minutes of reading, conversation and review

Grade 1: *30 minutes of reading and 10 minutes additional homework

Grade 2: *30 minutes of reading and 10 minutes of additional homework

*These times include focused independent reading of self-selected or teacher-selected material and long term project work.

Assignments vary during the week and some assignments will require more time than others. The range of times indicated above takes into consideration the variety of learning styles in each classroom. For example, in first grade, we expect the majority of children to complete the assignment in approximately 20 minutes. For those children who work more slowly, it is our recommendation that they spend no more than 45 minutes of focused work on assignments. After 45 minutes, the parent/guardian should sign the assignment and place a notation on the homework paper indicating to the teacher that the assignment presented some difficulty to the child.

If your child is unable to do an assignment because he/she does not know how, please review the directions to make sure that they are understood and provide assistance with the directions as needed. If the child continues to have difficulty because he/she does not understand the concept, please attach a note to the assignment for the teacher. Although homework is intended to reinforce known skills, it also serves as a measure of how well the student understands the concept(s) previously taught. It may be that several students are having trouble with a new concept and more time must be allocated to teaching this concept in the classroom. If your child is consistently having a difficult time finishing homework assignments in the allocated time, then please notify your child's teacher. Homework may need to be modified for certain students. Teachers are very willing to modify assignments if they are made aware of the problem. A simple note on your child's homework paper is often sufficient.

Students should be reminded that their time must be planned for completing long-term assignments. The result of procrastination on a long-term assignment is that students become frustrated and often stressed when faced with an immediate deadline for a significant project. It is imperative that students learn the concept of time management and parents can help students budget their time accordingly.

Homework is expected to meet certain standards. On occasion a child may be asked to redo a poorly done assignment or one that does not meet the standard. Check with your child's teacher for the standards for that class.

Parents/Guardians should support students by:

- providing the appropriate time for the completion of homework
- providing a quiet work space and tools for the student to complete assignments
- clarifying directions as needed
- encouraging independent work
- not doing the work but making sure that the child does the work.

Honor Roll

The following special awards will be issued each grading period to eligible students.

Principal's Honor Roll guidelines- Students who earn all "A" grades on their report cards in academic subject areas will be eligible for the Principal's Honor Roll and will receive a special ribbon at our awards assemblies.

Honor Roll- Students who earn A and B grades or all B grades on their report cards in academic subject areas will be eligible for the Honor Roll and will receive a special ribbon at our awards assemblies.

Perfect Attendance- Students who have perfect attendance for the nine weeks grading period will be eligible for a special ribbon that will be issued at our awards assemblies.

Kindergarten Honor Roll – Students who show mastery in the top 25% of the class will be recognized.

Promotion Requirements

Criteria for promotion are established by the State of Florida.

In response to the No Child Left Behind Act, the Florida Legislature passed Florida Statute 1008.25 regarding student progression, remedial instruction, and reporting requirements. It is the intent of this legislation to eliminate social promotion and ensure that students' promotion from one grade to another be determined, in part, upon proficiency in reading, writing, mathematics, and science and that each student and his/her parents be informed of that student's academic progress.

As part of that legislation, students must participate in the statewide assessment program. Students who do not meet specific levels of performance in reading, writing, science, and mathematics for each grade must be provided with additional diagnostic assessments to determine the nature of their difficulty and their areas of academic need. For each student with identified and diagnosed deficiencies, the teacher will develop a Progress Monitoring Plan (PMP) in consultation with the student's parent or guardian. In addition, as a method of communicating ongoing progress, a progress report will be sent home each grading period prior to report card distribution.

Study Skills

Taking education seriously is important to academic success. Here are a few tips on how to work towards academic achievement:

- ❖ Come to school prepared to work with all necessary supplies.
- ❖ Be sure that you understand all assignments given.
- ❖ Ask for help from school personnel if assignments need to be explained further.
- ❖ Have a specific quiet place at home to study, away from distractions such as television, radios, etc.
- ❖ Take home all necessary books needed for assignments.
- ❖ Review and proofread all assignments after completion.
- ❖ Normalize your bedtime and wake-up times so that you get enough rest.
- ❖ Be proud of yourself for putting forth your best effort and doing a job well!

Technology

Students may not bring any computer applications including games to school for any reason. School workstations may not be altered without direct administrative permission.

Any vandalism (renaming, trashing, or moving files, illegal copying, etc.), intentional copyright violations, or attempted access to secured data will result in disciplinary action, which may include a requirement of restitution.

With access to computers and people all over the world comes the availability of material that may not be considered to be of educational value in the school. Please be aware that questionable materials that are not appropriate for students in these grade levels may be available to inquisitive searchers. The school firmly believes that the valuable information and interaction available on the

Internet outweighs the possibility that users may procure material that is not consistent with the educational goals of the school.

Students and parents should be aware that as with any school property or activity, the inappropriate use of the Internet connection would subject the student to disciplinary action.

Examples of inappropriate behavior include accessing, downloading and distributing of inappropriate materials, vandalism, or any other use incompatible with district or individual school policies.

Acceptable Use

At school, I may use computers and the Internet to research and to learn. I agree to follow the rules of appropriate behavior while on the Internet. I will follow these rules:

- I will not copy material and say that I wrote it myself.
- I will only use web sites that are suitable for students at this school.

Privileges

Use of the Internet is a privilege, and my teachers and Principal are the decision makers when it comes to whether or not I may use it. If my behavior on the computer or Internet is not appropriate then I may lose this privilege.

Security

- I will only use the Internet when a teacher or responsible adult is present.

Vandalism

- I will not cause any damage to computers or change how they are set up.
- Passwords given to me are for my use only. I will not give them to anyone else.
- I will not use anyone else's password.

Any violation related to these Internet policies will result in disciplinary action, including detention, suspension and/or the withholding of Internet access.

Textbooks

Textbooks are the property of the school and are issued for student use. The textbook becomes the responsibility of the student and/or parent and all textbooks assigned to the student must be returned at the end of the year in the same condition in which they were issued. Do not write or highlight in your textbook. Please provide a cover for the book but do not use contact paper as a protector. Any damaged or lost books must be paid for before another book is issued for home use. **Any student who has not paid for a lost book may be restricted from participating in school activities.**

Attendance Procedure/Policy



Kidz Choice Charter School has developed the following attendance policy to comply with state legislation entitled, Habitual Truancy Procedures, Section 232.19 F.S. and the School Board of Broward County, Florida. We expect all students to attend school on a regular basis. Each day that a student attends school he/she has opportunities to develop personal, social, and academic skills. We encourage the commitment of students, parents, and staff to work together to ensure compliance with school attendance expectations. Students (Parents) are responsible to be on time

to school, notify school when absent, make-up assignments missed and turn in work assigned on time. Failure to comply with attendance expectations may result in loss of re-enrollment for the next school year.

School Calendar

Kidz Choice Charter School will follow the Broward Public School Calendar for All Student Holidays. School begins Monday, August 24, 2009. Weather or Emergency Related Closings will also follow Broward County Public Schools.

School Hours

Grades Kindergarten, - Second: 8:00 a.m. to 2:00 p.m.

Procedures for reporting absences are as follows:

- ❖ School Board of Broward County policy dictates that parents/guardians must report absences to the school on the day of the absence/absences. Please call by 9:00 AM. In addition, the school also requires a written note (from the Parent/Guardian) when the student returns, within two days of the absence.

Excused Absences

Illness of student or member of immediate family, death in family, subpoena, religious holiday (faith of student), internal or external suspension, student sent home with contagious disease, participation in school or district-sponsored activities, doctor/dentist appointment or unusual emergency (i.e. house flood). If a student is absent for three or more days, a doctor's note is required.

Unexcused Absences

Last minute vacation, bus suspension, alarm clock failures, missed bus, "parent's fault" and inclement weather, etc. is considered an unexcused absence.

Make-up Work

All students are expected to make-up class work missed during an excused absence. For absences due to (a) illness of student, (b) illness of an immediate family member, (c) death in the family, the student has **two days** to make up the work for each day the student is absent, **not including the day of return.**

Students who have an unexcused absence will receive a grade of zero, if, on the day of the unexcused absence, the teacher's instructional activities include work for which no grade is earned by the student. This work may not be made up. Teachers WILL include these zeros when averaging grades for a marking period. After 5 unexcused absences or an excessive number of excused absences, a letter will be sent home to notify the parent/guardian of the consequences faced by the student for frequent absenteeism. After 10 unexcused absences a second letter will be sent home to notify the parent/guardian. A conference will be called to meet with the student and/or parent/guardian to develop an attendance agreement.

Florida Law states that all children of school age must attend school regularly during the entire school term. After 5 unexcused absences or an excessive number of excused absences, a letter will be sent home to notify the parent/guardian of the severe consequences faced by the student for frequent absenteeism. After 10 unexcused absences a second letter will be sent home to notify the parent/guardian. A conference will be called to meet with the student and/or parent/guardian to develop an attendance agreement.

If the unexcused absences continue, members of the staff will meet to review possible additional interventions. If the student's truancy persists and the student accrues fifteen (15) or more unexcused absences within a 90-day period, the school will make a referral to the school social worker and/or the Broward County School Board.

Early Dismissal

A written request to have a student excused from school early should be sent with the child on the morning of the dismissal, including the time and reason for leaving. **Students may not be dismissed from school during the last thirty minutes of the school day, except in cases of emergency.** Early dismissal is discouraged, as important classroom activities take place at the end of each day. The school will not accept notes "after the fact".

As classroom time is highly valued, all medical appointments should be made outside of school hours, whenever possible. For purposes of safety, only adults who are listed on the Emergency Card on file at the school, as being authorized, will be permitted to remove the student from the school. **There will be no exceptions (extreme emergencies may require the school to seek alternate authorization).** The parent/guardian, or authorized person, **MUST** come to the office to sign out the child and have the student dismissed from the classroom.

Late Arrival

The tardy policy has been established to ensure minimum interruptions to the learning environment. Students late to school must obtain a late pass from the office. Only tardies for doctor/dentist appointment or unusual emergency will be excused (See Tardy Detention Policy below). The student's late pass will be his/her pass to class. When arriving to school from the appointment the student must submit proof of the date/time of this appointment.

Tardy policy

Teachers will allow tardy students to enter the classroom if they have a tardy pass. Students with excessive tardies will receive further disciplinary action including "out of school suspension".

Students with an accumulated total of twenty-one (21) unexcused tardies, unexcused absences or early dismissals are out of compliance with our attendance policy and will be subject to loss of automatic re-enrollment privileges for the next school year.

Truancy/Cutting Class

Not attending school or leaving school without proper permission is considered unacceptable behavior that will lead to disciplinary action (i.e., parent contacted, parent conference, suspension, etc.)

Trespassing

Students are not to enter or remain on the school campus without proper authorization. Violators may be subject to suspension and/or arrest for criminal trespass. Students on campus while on suspension and/or expulsion are subject to additional disciplinary action and arrest for criminal trespass.

There is no supervision before 8:00 AM or after 2:15 PM. Students who arrive before 8:00 AM will be placed in the before care program. (A weekly fee must be paid) Students must be picked up within 15 minutes of dismissal unless they are involved in a supervised after school activity or attend the Before/After School Program. A referral to the police department and/or the Department of Children and Family Services will be made for any student on campus before 7:00 AM and after 6:00 PM.

Rainy Days

It is important that parents remain patient during rainy day dismissals. Our goal is that all students are dismissed safely. Please remain in your car and have your parent pick up cards ready. It is very difficult for some children to get home at dismissal time when it is raining.

Please make definite plans for your child to go home on rainy days. No office phone calls for rainy weather plans will be permitted. Children will only be permitted to use the phone for emergencies.

Dismissal

An announcement will be made at 2:15 P.M. each day for students to exit the building if they are not involved in a supervised after school activity.

Before and After School Program

The Before and After School Program at Kidz Choice Charter School is a service provided to those parents who require before and after school supervision of their children. Care is reserved for those students who attend the school.

Before School Program

The Before school Program will provide some time for children to review their assignments prior to the start of school. **This is not a supervised homework session.**

Hours of Operation: 7:00 – 8:00 a.m.

All students who come to school prior to 8:00 a.m. are required to go to the Before School Program and parents will be assessed the appropriate fee. Failure to comply will result in no supervision for the student and the appropriate authorities will be notified. Parental supervision is required.

After School Program

The After School Program is designed to provide supervised care for those students who must remain after school. A snack will be served and personnel will provide time for students to begin their homework. We anticipate that parents will supervise the completion of their child's homework at home.

Lunch



General lunchroom rules are as follows:

1. Speak in conversational voices.
2. Follow rules of good manners and politeness.
3. Clean up your space after eating.
4. Follow directions of lunchroom monitors and staff.

Lunch Services

Lunch is served each school day. If a student wishes to bring a lunch from home, a carton of milk or juice may be purchased separately. The school participates in the free/reduced lunch program. Lunch menus can be found in the monthly newsletter or as posted in the front office.

Applications for free and reduced lunch may be picked up in the front office.

Communication



Communication with parents/guardians is an integral part of a student's program. A mutually beneficial rapport between home and school is important to us all. Our front office number is 954-704-8401. When calling the school for any reason, please inform the receptionist of the nature of the call and you will be directed to the appropriate person(s) who will provide you with the assistance you need. Teachers are required to return your phone call within two working days.

Teachers post weekly homework and class assignments on www.schoolnotes.com
You may also contact the teacher via the school email.

Parent Conferences

Conferences may be scheduled at the request of the school or at the request of the parent. Parents requesting conferences with school personnel should make their request in writing or by emailing the teacher directly using the school email address. School personnel will get in touch with the parent and arrange a mutually agreed upon time for the conference. Conferences requested by the school will give a specific time and date for the meeting. **All parents and visitors must sign-in at the front office upon entering the building for a visitor's pass before proceeding to any classroom.** Please be aware that teachers are not available for unscheduled conferences during the day because they are instructing students.

Tips for making the most of school conferences:

- Talk with your child ahead of time. Let him/her know that you and the teacher are having this meeting to ensure a positive and productive year. Talk about academic and social issues. Knowing how things are going during recess is as much of a concern as his/her favorite subject in the classroom.
- If you have concerns or questions about your child's performance in a specific area, bring some of your child's work to the conference. It is beneficial to both parties to have samples of schoolwork to examine together. Concrete examples reduce the need for guesswork.
- Due to the number of scheduled conferences, meeting time is limited. To make the most of your time, let the teacher know in advance about specific concerns or points you wish to discuss. This will enable him/her to gather student work and any other pertinent information prior to the meeting.
- Please be prompt.
- Keep the focus on your child. Compare his/her work month to month instead of comparing it to other students. Understand that teachers evaluate students against expectations for individual progress and grade level standards. It wouldn't be appropriate for teachers to comment on how your child compares with his/her classmates.
- Remember that you are in a partnership with the teacher and that you both want what is best for the student. When devising an action plan do not hesitate to make suggestions as well as listen to them. Share the plan with your child. It's important for him/her to see you and the teacher as part of the same team.
- Leave the conference on a positive note. If you feel more time is needed to discuss an issue, schedule another appointment.

- Be prepared to report plenty of positive feedback as well as new goals to your child.

Grievance Procedures

In some circumstances there may be a disagreement between parents, students and staff at Kidz Choice. If such a disagreement occurs please follow the guidelines listed below so the situation might be satisfactorily resolved.

Think carefully about the situation; talk with your child to make sure you have all of the important information. Please remember there are two sides to every story.

- ❑ Please seek to resolve the situation with the teacher. He/she should be your first line of communication. Keep those lines open and friendly.
- ❑ If the situation cannot be resolved with the teacher, please contact the principal.
- ❑ If the situation is not resolved satisfactorily with the principal and the teacher, parents may approach the Director for the school. A written request is required for discussion to take place. In the event the situation is still not resolved the parent/guardian may make a formal, written request to appear at a regularly scheduled Board meeting.

Please follow the procedures listed above for a timely response to a concern. The school board will usually refer the case back to the school. The school staff will make every effort to communicate with parents to avoid unpleasant situations. In the event a grievance is required, please remember to remain calm and rational. We understand that your child's welfare is extremely important to you, as it is for us. We are a team working together to ensure academic success for each student.

Parent Visitation During the School Day

During the school day impromptu parent visitations will not be permitted, unless there is an extreme emergency. These visits are generally disruptive to the learning environment and therefore discouraged.

Telephone Use

Students are not allowed to use the office telephone unless it is an emergency and the use has been approved by an administrator. Calls originating from the school will be strictly supervised. **No student will be called to the office to receive personal calls.** An administrator or counselor will deliver emergency messages to the student. An emergency is an illness or death in the family. Transportation changes, changes in scheduled appointments, etc. are not considered to be emergencies. No flower or balloon messages will be delivered to students at school.

Students are prohibited from using cell phones during the school day. Cell phones must be turned off and out of sight during the school day.

Up-to-Date Contact Information

We must be able to contact you (or your designated substitute) during the day. Parents/guardians are required to notify the school office whenever there is a change in home, work, or cell phone numbers or other emergency contact information. This includes changes to a student's medical history or any other condition that affects the student's participation in school programs.

Dress Code



Kidz Choice Charter School believes that a uniform dress code is an important part of a safe, orderly school environment where the focus is on student learning. A higher standard of dress encourages greater respect for individual students and others and results in a higher standard of behavior. Our dress code guidelines indicate appropriate school dress for normal school days.

The Administrative Team at Kidz Choice Charter School reserves the right to interpret appropriate school attire.

Students are expected to follow these guidelines. Every student in attendance will wear a school uniform. Uniform shirts are available through the school; uniform bottoms may be purchased at local stores that carry uniform style clothing. Failure to wear any part of the school uniform will result in disciplinary action – detention, notice of concern, parent notification, etc.

Please note: Students who are not permitted to attend class due to a uniform violation will receive a zero for missed work.

Hair

Hair must be neat and clean with no "unnatural" colors, i.e. bright colors, Mohawks, blowouts, spiked looks or any other unnatural cuts or excessive attachments. No hats, bandannas or headbands may be worn. Braided hair must be neatly braided down. Boys: Hair must be cut above the shirt collar.

Shoes

Students must wear closed shoes at all times, no "mules", slippers or "slides". No heavy military type boots, shoes with metal tips or steel toes may be worn. Tennis shoes are preferred with Velcro or conventional laces.

Shirts

All shirts must be tucked in (front and back) and must have two of the buttons fastened. Uniform shirts must be red or navy blue. Sweatshirts and jackets may be worn in cool weather (no writing or print is permitted). Hooded sweatshirts and jackets are not permitted.

Slacks/Shorts/Skorts

All uniform slacks/shorts/skorts must be worn with a belt through the belt loops, worn at the natural waist, be in good repair and be of appropriate size. Overly large, overly long, tight fitting and short shorts are not acceptable. Shorts and skorts must be knee length. No cargo pants or capri slacks are permitted. No jeans of any color or style. Skorts not skirts. Color: Khaki only

In General

Girls may wear two pair of stud style earrings or small hoops; boys may wear one pair of stud style earrings. Medium and large hoops are not permitted because of safety reasons. No other body piercing or cartilage piercing is permitted. At no time are students permitted to wear anything offensive, immodest, or deemed inappropriate by the administration. No gang attire, "Gothic" look attire, dog collars, spiked jewelry, etc. or any other accessories deemed inappropriate by the administration are permitted. Only a watch and thin necklace may be worn, if tucked inside the collar.

Health



Emergency Cards

Emergency Cards must be completed for every student. Up-to-date information allows the office to contact parents/guardians in the event of an emergency. Therefore, it is extremely important to notify the school immediately if there is a change in address or telephone number(s) at home and/or at work. For similar reasons, we also need current addresses and telephone numbers of child-care providers and the person to contact in case of an emergency. **Parents/guardians are required to notify the school office whenever there is a change in home, work, or cell phone numbers or other emergency contact information. This includes changes to a student's medical history or any other condition that affects the student's participation in school programs.**

Illness

If a student is ill, they should stay at home until well or released by a physician.

Medications

To enable students to receive their prescribed medications during the school day, a special medication/treatment form must be completed. This form requires the signature of the Doctor prescribing the medication and the parent's signature. Whenever possible, prescription medication should be administered at home. When a physician specifies that medication be administered during the school day, the school should be contacted, and the following guidelines will be used to supervise medication administration in school:

- All medication should be brought to the Office at the beginning of the day, **by a responsible adult**, accompanied by a signed and dated Emergency Card, giving the school permission to administer the medication.
Send only a **30-day supply** (30 school days)
- **The medication must be in the original container, with a prescription label** that includes the following information: child's full name, name of medication, prescription number, dosage, and time to be administered.
- Emergency medication will be administered when ordered by the family physician or the school physician.
- Please notify the school of any medication changes. A nurse or trained staff member as designated by the principal distributes medication in all circumstances.
- Students are not permitted to bring non-prescription medications to school. If during the course of the day, it is necessary for a student to receive non-prescription medication i.e. Tylenol, a trained staff member will dispense the medication as indicated on the Emergency Card.
- Parents must notify the school of any allergies or restrictions on non-prescription medications.

Accidents

In the event of an accident, a trained staff member will administer initial treatment of minor injuries. The student's emergency contact will be notified by phone whenever treatment is administered. In

the event of a more serious accident the EMT's will be called and dispatched. The emergency contact will be notified immediately.

Parent Expectations



The education of your child is a team effort to ensure success. Listed below are the school's expectations for parental participation, as parents are the student's first teacher.

What we need you to do:

- Provide your child with a good breakfast before they leave for school and make sure they are appropriately dressed for school.
- Bring your child to school on time and pick them up promptly. Please avoid picking your child up early during the school day (interrupting the classroom) and avoid taking family vacations during school time.
- Read all information sent home by the school. School communications will assist you in knowing what is "going on" at school.
- Make every effort to attend all school events related to your child – Open House, Teacher/Parent Conferences, Parent meetings, classroom events, art and science fairs, etc.
- Volunteer for important events such as field trips, special school meetings, etc.
- Check your child's homework on a regular basis. Please do not do your child's homework for them but monitor the time set aside for them to do it.
- Please verbally support our teachers as you discuss school matters at home. If you are concerned about a teacher's actions, you should discuss these matters with him/her directly rather than stating your criticisms in front of your child.
- We strongly encourage you to communicate with your child's teachers on a regular basis.

Volunteering

Thank you for your assistance in providing your child with the best possible educational experience. We believe that parental involvement is of the utmost importance. Therefore, each family is required to volunteer 10 hours per year. Please complete the form at the back of this book and return it to the school.

1. When you volunteer at school and on school-sponsored events, you are a representative of our school. Please put the health and safety of our students first. Please abide by all instructions and directions given by the teacher in charge. If you ever have a question, please ask the teacher in charge.
2. As the school's representative, you have both the authority and responsibility to assist when a situation arises. If a disciplinary situation requires more than a verbal intervention, please bring the incident to the attention of the teacher in charge.
3. Volunteer opportunities include copying materials for teachers, preparing bulletin boards, typing, making certificates, helping in the lunchroom, outdoor activities, mailings, etc. There are numerous opportunities to assist in making your child's experience at Kidz Choice Charter School positive and memorable. Your child enjoys seeing you at their school.

Personal and School Property



The school is not responsible for loss or damage to a student's personal items. (Please label all clothing with the student's first and last name.) Therefore it is necessary that those items not required for educational purposes be left at home. Electronic devices, games, pagers, CD players, cassette recorders, I-Pods etc. are not allowed in school unless special permission has been granted by an authorized staff member. Any items deemed to be unsafe or inappropriate for school will be confiscated and held in the office until the decision is made for parents to retrieve the item. Unclaimed items placed in the "lost and found" bin will be discarded at the end of each month.

Book Bags/Folders/Personal Items

Book bags, backpacks, folders or any other personal items must not display patches, entertainment insignias, drawings, obscene words, gang signs or any other item that would be deemed inappropriate, offensive or reflect negatively on the school.

Care of the School Property

Students are expected to respect school buildings and property. Containers are provided throughout the buildings and grounds for proper disposal of waste. **Marking or defacing school property is a serious offense resulting in an out-of-school suspension or possible arrest.** Restitution may also be required. Any student who misuses school property will be required to make full restitution for damages. **Chewing gum or candy in the school building is forbidden.** All food must be consumed in the area designated by the administration. A student who disregards this rule incurs a Disciplinary Detention.

Cell Phones/ Paging Devices /Electronic Equipment

Although cell phones are permitted at school, they must be turned off and out of sight during the school day. If the cell phone is seen or heard it will be confiscated. Paging devices including beepers, as well as CD, I-Pods or cassette players, are prohibited on school grounds and will be confiscated by any member of the faculty or administration (the only exception are those authorized by the School Board of Broward County). The penalty for such an infraction will be a Disciplinary Detention. A second offense will result in one day of "out of school suspension". **For the first infraction, confiscated electronic equipment will only be returned to the student's parent. If an item is confiscated a second time, it will be held until the end of the school year. No exceptions!**

Personal Property

Radios, tape players, toys, computer games, large sums of money, etc., are prohibited on school grounds. If they are brought to school, and subsequently lost or stolen, the school is not responsible for the loss. If items of this nature are discovered, school personnel will turn them into the office, and the parent/guardian must claim these items from the school office. Money and all other valuable property should be left at home. The school assumes no responsibility for loss or theft of such articles.

Roller Blades, Heelys and Skateboards

Because of our concern for student safety and a lack of storage space, please leave all roller blades and skateboards at home. **Tennis shoes with integrated skates (Heelys) are not permitted.**

Search of Person or Property

When a student is suspected of being in possession of items considered harmful or dangerous, he/she will be given an opportunity to surrender those items voluntarily. If this does not occur, then he/she will be searched by an administrator.

Pick-up and Drop-off

Parents are reminded to observe the following when waiting to enter or exit the school grounds:

- Exercise caution at all times and be alert for pedestrians and bike riders. Yield to pedestrians and bike riders at all times.
- Students are not permitted to cross parking areas or to meet parents on the road to be picked up. All student pick ups will occur in the designated traffic loop.
- Do not leave car unattended while in pick up loop.
- Students must enter/exit from passenger side only.
- Drivers will move forward as cars exit the pick up loop to fill gaps between cars.
- Please be courteous of other drivers.

Safety and Security



Bullying

Kidz Choice has a no tolerance policy for bullying. This includes electronically transmitted acts of bullying.

Kidz Choice prohibits acts of harassment or bullying. The school has determined that a safe and civil environment is necessary for students to learn and achieve high academic standards. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. "Harassment or bullying" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, cell phone, personal digital assistant (pda), or wireless hand held device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property while under the supervision of school employees, at any school-sponsored function, or in a school vehicle.

"Harassment" is conduct that meets all of the following criteria:

- is directed at one or more pupils;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;

- adversely affects the ability of a pupil to participate in or benefit from the school's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

"Bullying" is conduct that meets all of the following criteria:

- is directed at one or more pupils;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

Consequences and appropriate remedial actions for a student who commits one or more acts of harassment or bullying may range from positive behavioral interventions up to and including suspension or recommendation for expulsion, as set forth in the approved code of student conduct.

Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the approved code of student conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act.

Emergency Procedures

In the event that school should be closed or dismissed at an unscheduled time due to an unforeseen emergency, we will follow Broward County School Board guidelines for all emergencies and/or closings. To assist the school in the event of an emergency, each parent/guardian should complete the Emergency Card indicating who can pick up the student.

Fire Drills and Evacuations

In accordance with district guidelines, the school will conduct regular fire drills. Specific signals and procedures have been established for all types of drills and safety areas have been designated. Teachers are equipped with instructions and all drills will be practiced with students on a regular basis. Parents are not permitted to enter the building or remove a student during a drill. We apologize, in advance, for any inconvenience.

Gang Symbolism

Student behavior, dress, signing or symbolism intended to represent gang affiliation **will not be tolerated** on school grounds or at school-sponsored events. Violation of this policy may result in discipline, dismissal, suspension, or recommendation for expulsion.

Halls/Corridors

Students should be in the hallways only at the beginning and close of the school and while moving from one class to another, unless a teacher, administrator or staff person has given permission. There is to be no more than one student out of class at a time. **Students must be in possession of their hall pass at all times in the hallways.**

Inclement Weather

The school will follow the guidelines set forth by Broward County Public Schools in the event of severe weather. Please listen to the local television news or radio for continuous updates.

Solicitation

Solicitation of or by any student or parent on school property for any reason except those authorized by the school administration is strictly prohibited.

Visitors

To ensure a safe and secure learning environment for our students all visitors are required to sign-in at the front office and to wear a visitor's pass. Faculty and staff will escort anyone without a pass directly to the office for identification.

Code of Conduct



Parent Contract/Student Contract

Included in each student's registration packet are a Parent Contract and a Student Contract. A parent/guardian must sign the Parental Contract agreeing to the terms written. Each student is required to sign the Student Contract also agreeing to the terms written, including the Broward County Code of Conduct, Kidz Choice Charter School Addendum to the Broward County Code of Conduct and Kidz Choice Charter School Dress Code Policy.

Failure to comply with the terms of the Parent and/or Student Contract may result in one or more of the following:

- ◆ After School Detention
- ◆ In School Suspension
- ◆ Out of School Suspension
- ◆ Dismissal
- ◆ Recommendation for Expulsion
- ◆ Loss of automatic re-enrollment for the next school year

Policy Statement

The code of conduct at Kidz Choice Charter School exists to protect the rights of all students and adults and to establish a safe, well-ordered environment where students and teachers can focus on quality teaching and learning. **Mutual respect, good manners, and positive behavior are essential elements of the daily life at Kidz Choice Charter School.**

School authorities will hold students and parents strictly accountable for any action that interferes with the learning process, good order, and/or the day-to-day operations at Kidz Choice Charter School.

The School Board of Broward County Florida must have proof that every student and parent/guardian has had a chance to read the code of Student Conduct or to hear it read aloud.

All parents/guardians must return the page in the Code of Student Conduct manual, marked return to school, which requires a signature.

After-School Detention (Disciplinary Detention)

After school detention will be held at the times designated on the notice of infraction. The student must bring his/her copy of the detention slip, signed by a parent, to the after-school detention session. Those students who miss an after school detention due to a medical appointment will be permitted to serve their obligation on the following day. A note from the medical provider, including the time/date of appointment will be required.

Failure to serve a Disciplinary Detention after ONE rescheduled detention will result in further disciplinary action. In the event of an absence on the day of a detention, the detention will be rescheduled. If a student is consistently absent on the day of his/her detention the administrator will determine an appropriate consequence for the student.

Being late to any detention constitutes the same penalty as a missed detention.

In-School Suspension

As an alternative to Out of School Suspension, the Administrative Team may choose to provide an In-School Suspension. Students will be required to complete all work assigned by their teacher(s) during the school day and may be assigned additional work as a disciplinary measure to be completed prior to the end of the school day. Students on In-school Suspension are expected to abide by all guidelines established by the Dean of Students.

Out of School Suspension

Students will receive Out of School Suspension if the administration determines that such action is appropriate as a consequence for a student infraction.

Dismissal from the Charter School

Repeated violations of Kidz Choice Charter School Student Code of Conduct or the Code of Conduct for the Broward School Board may result in dismissal.

Expulsion

Severe infractions of the Kidz Choice Student Code of Conduct/ Broward County Code of Student Conduct may result in a recommendation for expulsion. Only the School Board of Broward County may expel a student from the school system.

False Alarms

Pursuant to the 1991 Uniform Fire Code Section 13.203, false alarms shall not be given, signaled or transmitted or caused or permitted to be given, signaled or transmitted in any manner. **Under the law, false alarms are misdemeanors subject to a maximum fine of \$250.** Such action or involvement by a student will result in disciplinary action, which includes detention, suspension, or expulsion or arrest. **Bomb threats are considered felonies.**

Misrepresentation

Misrepresenting oneself by cheating, copying, plagiarizing, counterfeiting, forgery or using false identification is considered a serious offense.

The penalty for the violation or any of the above mentioned will result in one day of out-of-school suspension. Repeated offenses may result in recommendation for expulsion.

Referrals

Administrators and faculty will use a referral for those students whose action disrupts the school community. Examples of referrals to be issued are for infractions such as, but not limited to:

profanity, destruction of property, misrepresentation, stealing, disrespect, insubordination, fighting, being under the influence or possession of alcohol or drugs. If a student receives a referral the administration will assign the proper disciplinary consequence.

Theft

Theft may result in suspension from school for a period up to (10) ten school days. The student will be required to replace or pay for the stolen item(s). Proper legal authorities will be contacted.

Tobacco/Smoking Regulations

The use of tobacco products by minor students is against the law. Kidz choice promotes and maintains a smoke-free environment; therefore, students are prohibited from smoking or using tobacco products or having tobacco in their possession at any time during the school day or at any school-sponsored activities. Before and after school, students are not to use tobacco products on the school grounds. Violations will result in the following actions:

- After school detention
- Out of school suspension
- Notification to proper authorities

Parents and teachers are asked to refrain from smoking on school property.

Use or Possession of Drugs

Kidz Choice Charter School is a Drug Free Zone. **The use or possession of drugs on school property will not be tolerated.** Violation of this policy will result in immediate notification of the proper authorities and violators will be prosecuted to the highest extent of the law.

Kidz Choice Charter School

Addendum to the County Code of Conduct

This form certifies that I _____, have
Print Student Name
read, understand and agree to abide by Kidz Choice Charter School Addendum to the Broward County Code of Conduct. My signature on this page indicates that I have read the Addendum to the Code of Conduct in full and understand all sections, including the sections describing Kidz Choice Charter School Dress Code.

As a parent/guardian of Kidz Choice Charter School Student,

I _____, have
read,
Print Parent/Guardian Name

understand and agree to enable my student to abide by Kidz Choice Charter School Addendum to the Broward County Code of Conduct. My signature on this document indicates that I have read the Addendum to the Code of Conduct in full and that I understand all sections, including the sections describing Kidz Choice Charter School Dress Code.

Student Signature

Parent/Guardian Signature

Today's Date

Please sign and return to the school. Please retain a copy for your files.

Kidz Choice Charter School

Addendum to the County Code of Conduct

This form certifies that I _____, have
Print Student Name
read, understand and agree to abide by Kidz Choice Charter School Addendum to the Broward County Code of Conduct. My signature on this page indicates that I have read the Addendum to the Code of Conduct in full and understand all sections, including the sections describing Kidz Choice Charter School Dress Code.

As a parent/guardian of Kidz Choice Charter School Student,

I _____, have
read,
Print Parent/Guardian Name

understand and agree to enable my student to abide by Kidz Choice Charter School Addendum to the Broward County Code of Conduct. My signature on this document indicates that I have read the Addendum to the Code of Conduct in full and that I understand all sections, including the sections describing Kidz Choice Charter School Dress Code.

Student Signature

Parent/Guardian Signature

Today's Date

Please retain a copy for your files.

Kidz Choice Charter School

Transportation Form

Student Name _____

Grade Level _____

Means of Transportation:

Parent Pick Up _____

Private Bus Service _____ Name of Bus Company _____

Carpool _____ Name of Parents providing service _____

Other _____

Please provide explanation:

Important Notice:

- ☐ Kidz Choice Charter School will enforce the information provided unless otherwise advised in writing. All changes to transportation requirements must be sent to the front office.

Please return this form to the school.

Kidz Choice Charter School

Parent/Guardian Volunteer Form

Each parent is required to complete 10 hours of volunteer service to the charter school. Parental involvement is key to the success of students.

Parent/Guardian Name _____

Student Name _____

Student Grade _____

Please indicate the area(s) in which you are interested in volunteering:

| | |
|----------------------------|--|
| Copying materials | |
| Bulletin Board Preparation | |
| Typing | |
| Generating Certificates | |
| Outdoor Activities | |
| Artwork | |
| Mass mailings | |
| Creating Materials | |
| Gardening | |
| Carpentry | |
| Painting | |
| Parking Patrol | |
| Marketing in the Community | |
| Other: Please list | |
| | |
| | |

Days available to work:

Monday a.m. p.m.

Tuesday a.m. p.m.

Wednesday a.m. p.m.

Thursday a.m. p.m.

Friday a.m. p.m.

Please return this form to the school.