



CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL: City of Pembroke Pines Charter Elementary School

CHARTER SCHOOL LOCATION NUMBER: 5051

DATE: November 18, 2013

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

NAME OF GOVERNING BOARD: Pembroke Pines City Commission

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: Charles F. Dodge **TITLE/RELATIONSHIP TO GOVERNING BOARD:** City Manager

MAILING ADDRESS: 10100 Pines Blvd, Pembroke Pines, FL 33026

PRIMARY TELEPHONE: (954) 431-4884 **ALTERNATE TELEPHONE:** _____

E-MAIL ADDRESS: cdodge@ppines.com

NAME OF EDUCATION SERVICE PROVIDER (if any): NA

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.

CHARLES F. DODGE

Printed Name

Charles F. Dodge

Signature

12/5/2013

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, not 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.			
<p>The City of Pembroke Pines Charter Elementary School (PPCES), a high performing charter elementary school, has received an A rating every year since its inception in 1999. PPCES’s standardized test scores consistently outperforms state averages. To make certain that all students grow academically, PPCES remains cognizant of AYP and AMO criteria for each subgroup and has implemented programs and provided services that ensure that each student reaches his or her maximum potential.</p> <p>From 2008 to 2011, PPCES overall, as well as each subgroup with the exception of one in 2010, met AYP criteria. The only subgroup that did not meet AYP criteria for reading was the Students with Disabilities during the 2009-2010 school year (Appendix B). As a result of these findings, PPCES closely and consistently monitored this subgroup through the implementation of programs that ensured that these students would become proficient in grade level reading skills as evidenced by their performance on the FCAT 2.0 Reading Assessment. Specifically, data for this subgroup was disaggregated via BASIS, and teachers were provided this information enabling them to monitor this group’s progress. Within the classroom, research-based programs such as Wilson Foundations, Wilson Just Words, Phonics for Reading, and Rewards programs were implemented to address the areas in need of remediation.</p> <p>In 2011-2012, the Florida Department of Education revised the system for measuring annual student progress and moved from the AYP model to the AMO (Annual Measurable Objectives) model. The new model required schools to meet target goals (Appendix C). The 2010-2011 test data was used as the baseline to establish AMO targets for the next five years. As expected for a high performing school, baseline data for PPCES was high and therefore the target goals for each subgroup were also high. In 2012-2013 subgroups at PPCES outperformed state averages but did not meet their target goals. Based on these findings, several modifications to instruction have been made to ensure that each subgroup will meet its target goals.</p> <ul style="list-style-type: none">• During Professional Learning Communities (PLCs), teachers placed a greater emphasis on student data to adjust curriculum.• Common grade level reading and math assessments were implemented and data was disaggregated and analyzed.			

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- Professional development centered on Florida College and Career Readiness Standards (FCCRS) and high yield teaching strategies.
- There was an increase in the frequency and intensity of before, during, and after school intervention programs.
- SuccessMaker, a digital learning program, was implemented to provide remediation for Level 1 and 2 students.

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, not 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, not 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, not applicable
	% of students tested	The school is appropriately administering applicable state standardized tests to its students.	<ul style="list-style-type: none"> • FCAT • EOC, not 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, not 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.

The standards for state accountability, as measured by the FCAT 2.0, were met by PPCES. The school is a high performing charter school whose standardized tests scores exceed state averages in reading, math, science, and writing as based on FCAT 2.0 (Appendix A). PPCES leadership firmly believes that in order for the school to continually perform at this high level, it must continue to ensure equitable and challenging learning opportunities for all students through a rigorous standards-based curriculum. Benchmark assessments, specialized programs for students performing below expectation, adaptive software programs, deliberate high-probability instructional strategies, and the Response to Intervention (RtI) process are a few of the approaches in place to provide all students with the opportunity for success. Student achievement will continue to be closely monitored by leadership and educators through the continual administration and analysis of formative and summative assessments throughout the year. Based on data obtained from these assessments, curricular and instructional modifications will be systematically made to promote student progress. School leadership will ensure that dynamic intervention programs and targeted case management of low performing students are implemented with fidelity. Additionally, PPCES staff will continue to participate in common planning, PLCs, and professional development opportunities to ensure instructional consistency, alignment, and rigor school-wide. PPCES believes that student success is firmly grounded in the involvement of all stakeholders in the educational process and actively solicits parent participation in its daily operations.

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>It is the system's mission to prepare students to succeed in a global society by providing a personalized and rigorous curriculum through excellence in teaching. The system's Strategic Plan and our School Improvement Plan (SIP) clearly articulate goals and expectations that target areas collectively aimed at increasing student achievement. Specifically, these goals and objectives reflect a vision and a set of priorities that guide us in the task of preparing all students for college, career, and life in a rapidly evolving global and technological world. As a school and community, PPCES is cognizant of the resources and commitment necessary for educational excellence and make every effort to meet these requirements through the implementation of programs and activities that support the school's mission.</p> <p>The goals include:</p> <ul style="list-style-type: none"> Preparing students for college and career by supporting academic achievement through the implementation of the FCCRS; Enhancing instruction with technology; Increasing annual student gains for students in the lowest 25% through differentiated instruction; Providing personalized academic and behavioral plans for students performing below expectation that identify interventions targeted to improving achievement and/or behaviors; Establishing Professional Learning Communities that support best practices; Preserving a safe environment conducive to learning; Maintaining and/or increasing parental involvement through workshops offered and opportunities for parents to volunteer; Aligning and adjusting resources to support goal acquisition. 			

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Stakeholders revisit the mission statement on a yearly basis to ensure that it reflects the needs of the students. If necessary, the mission statement is adjusted and adopted with stakeholder approval, as aligned with the school's charter. Additionally, the SIP is developed with measurable objectives aligned to our goals and monitored to ensure the goals are met (Appendix K).

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

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, not applicable • EOC, not applicable • On-Site Programmatic Reviews • Corrective Action Plans, not applicable • School Improvement Plans • Implementation of specific contractual corrective action and status, not applicable • State-issued High Performance designation letter • State-approved Reading Plan, if charter school opted out from using the District's plan, not applicable
	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.

The PPCES mission is to prepare students to succeed in a global society by providing a personalized and rigorous curriculum through excellence in teaching. The system's Strategic Plan serves as a blueprint and guides the development of the School Improvement Plan. Researched-based instructional strategies, data-driven instruction, differentiated instruction, and materials aligned to the standards complete a curriculum that ensures every student reaches his or her fullest potential.

The school's curriculum consists of state approved programs and follows the Next Generation Sunshine State Standards (NGSSS) as well as the FCCRS. The core curriculum is implemented through the use of state adopted textbooks which are aligned to the standards. The core curriculum programs in place are the Go Math! Florida Edition, Treasures Reading Series, Science Fusion, and Social Studies Weekly. These programs are supplemented with materials such as Acaletics, Buzz About It, the Basal Alignment Project, Weekly Readers, Time for Kids, and Florida Ready

Common Core instructional books. Computer Assisted Instruction (CAI) provides additional support both in school and at home. Web-based programs such as SuccessMaker, Renaissance Learning, I-Ready, My Access and Kid's College differentiate instruction, motivate student learning, and progress monitor student performance. Teachers use Marzano's high probability strategies in everyday instruction. In addition to providing small group instruction, differentiated instruction, collaborative centers, project based learning, and defined objectives, teachers also meet with students individually through a structured mentoring program to set academic and social goals. Academic goals are set using student performance on formative and summative assessments. Social goals are set using current Character Education traits and recommendations from the Collaborative Problem Solving (CPS) team. Results from Benchmark Assessment Tests, curriculum based assessments, and scales are used as a guide in aligning instruction to meet the students' needs.

PPCES systematically and continuously utilizes ongoing assessments and data that are critical to continuous improvement and system effectiveness. Qualitative and quantitative data from multiple sources are used to monitor student academic progress, aid in the evaluation of instructional practices, and drive decisions concerning professional development. Student data collection is an ongoing process with data maintained electronically at district, school, and classroom levels. Student assessment, academic, behavioral, and demographic information is centrally located in TERMS, JupiterGrades, BASIS, Virtual Counselor, and Performance Matters. These tools provide schools real-time data and resources necessary to sustain student learning, promote effective instruction, and inform the allocation of resources.

All students are progress-monitored on a continuous basis and students performing below expectation are provided specific interventions to assist them in progressing back to Tier 1 instruction. Through RtI, student needs are identified and personalized plans are developed. Specific diagnostics, research based intervention programs, and progress monitoring tools are utilized to gauge student performance and assist students in meeting their individualized goals. These diagnostics include Diagnostic Assessment in Reading (DAR), Florida Assessment in Reading (FAIR), Key Math, Acaletics Comprehensive Assessment, and Go Math! Prerequisite Tests. Interventions include, but are not limited to, additional small group instruction, one to one instruction, phonics-based programs, comprehension and vocabulary-based programs, and skills-based programs. The CPS team meets on a regular basis to track student progress as it relates to the intervention program as well as the probability of reaching grade level success.

Enrichment programs are in place to meet the needs of students performing above grade level. High-achieving students at each grade level are grouped and provided with supplemental programs such as Junior Great Books, Treasures Enrichment, and extended activities. In addition, students consistently performing above expectation are provided the opportunity to soar through adaptive software programs and school clubs.

An annual SIP is developed based on the previous year's student performance data and delineates a plan which includes projected data, objectives, instructional strategies, core and supplemental materials, and personnel responsible for progress monitoring. Projections for the 2013-2014 school year include a minimum of 85% of students in grades 3-5 meeting proficiency in reading and a minimum of 83% of students in grades 3-5 meeting proficiency in math (Appendix K). A testing calendar has been put into place to ensure that all grade levels and classrooms are consistent in their administration of assessments. In the primary grades, data from FAIR, DAR, RIGBY, STAR, Treasures, and the District Reading Tests allow teachers to group their students for specialized small group instruction based on areas of deficiency. In addition, each teacher uses a data matrix to record student performance. Intermediate teachers use FCAT 2.0, BAT, STAR, and DAR results to guide whole class and small group instruction. Intermediate teachers also use a data matrix to record student progress. In addition to the use of Virtual Counselor and BASIS, PPCES recently purchased Performance Matters. Performance Matters is a data management system that tracks student performance from year to year. The teacher is able to group students by academic performance with special attention dedicated to AMO subgroups to ensure that all students meet or exceed

expectation. Administrators meet regularly with teachers to review data and assure that students are meeting success.

The school's Exceptional Student Education (ESE) program follows a Support Facilitation Model to provide the services for its students. Through Individualized Education Plans (IEP) goals are set for students based on their needs. These goals are tracked and IEP meetings are held to monitor the success of the current goals and determine new goals, if needed. The integration of prescriptive/adaptive educational software, small intensive Saturday camps, and before-school tutorials provide additional support through intervention strategies to all ESE students. An ESE coordinator, ESE teachers, and administration all work together to ensure that annual reviews and reevaluations follow the six step process in the planning and delivering of ESE services and that the services provided meet the unique needs of each student with a disability. The school also provides services to ELL students by certifying that all teachers are ESOL endorsed or working towards their endorsement. Services are provided within the classroom by the classroom teacher. An ELL coordinator is in place to ensure that the needs of each student are met.

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, not applicable• Evidence of Resolution of any Financial Deficiencies, not applicable• Compliance with District deadlines will be considered (see narrative below)
	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>1. PPCES has implemented and maintained an effective system of internal control over revenues, expenses and fixed assets. Procedures and manuals are available as guidance to employees on how collections and expenses are to be handled. For example, all payments over \$1,000 require three quotes, and any expenses over \$25,000 requires to go out for bid. Further, controls are in placed to ensure sound financial management practices, including but not limited to the following:</p> <ul style="list-style-type: none">a. Segregation of duties for authorization, execution, and recording transactionsb. Deposits of revenue collected are recognized in a timely mannerc. Monthly reconciliation to applicable ledgers <p>Revenues are properly recorded and reviewed for accuracy. State-shared revenues are checked to ensure that they have been correctly calculated using the appropriate Full Time Equivalent (FTE) funding formulas. Cash is deposited and reconciled on a timely basis with adequate segregation of duties to ensure a system of checks and balances.</p> <p>The school also maintains an effective internal control over fixed assets, by ensuring that all requisitions over \$1,000 are reviewed by an Accountant for proper coding and recording to the Fixed assets system. All assets are specifically identified by an asset tag number, and the school conducts a fixed asset inventory on an annual basis.</p> <p>With regards to investments, the objective in order of priority is safety of capital, liquidity of funds, and investment income. Authorized investments of the schools are subject to limitations prescribed in the City of Pembroke Pines' Investment Policy as adopted per Ordinance 1493, dated September 1, 2004. The average duration of the entire portfolio as a whole may not exceed five (5) years.</p> <p>Management is responsible for the preparation and fair presentation of the financial statements. This includes the design, implementation, and</p>			

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. According to the independent auditors' report on internal control, they "did not identify any deficiencies in internal control that... [the auditors] consider to be material weaknesses."

2. PPCES' special purpose financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The schools' government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

The schools' fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both 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. For this purpose, the schools consider revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures are recorded when a liability is incurred, as under accrual accounting.

3. In addition, the school submits financial information adhering to its financial reporting requirements as defined in the school's contract to the State of Florida within 30 days after each quarter ended. The school's annual budgets and financial reports are available online at <http://www.ppines.com/index.aspx?nid=918> and <http://www.ppines.com/index.aspx?NID=834>, respectively.

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 (see appendix G)• Financial reports on file• Annual financial audits on file• Corrective Action Plan, not applicable• Evidence of Resolution of any Financial Deficiencies, not 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.			
<ol style="list-style-type: none">1. According to Florida Statute 1002.33, charter schools maintains balanced budgets and a positive cash flow. The school has balanced budgets through a variety of methods. For instance, management has reduced the school’s expenditures by eliminating vacant positions and reducing salaries and benefits. In addition there have been additional savings in the area of insurance and various donations have increased the inflow of revenues. The school maintains its cash and cash equivalents in pooled accounts managed by the Florida League of Cities (FLOC). Within the City's pooled funds, separate accounting is maintained for each fund.2. The school does not have any long term debt and is current on all its obligations. The attached projected 5-year budget indicates that the school has a long term sustainable financial plan. The school’s annual budgets and financial reports are available online at http://www.ppines.com/index.aspx?nid=918 and http://www.ppines.com/index.aspx?NID=834, respectively.3. As can be seen from the projected 5- year budget, the Charter School is operated in a responsible and professional manner that fosters the sustainable long-term health of its operation.			

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

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.

The PPCES enrollment system is based on a lottery system. All students who are residents of Broward County are eligible to apply. Parents may register their child through the online application located on the school system's website (<http://pinescharter.net/General/Admissions.aspx>) during the enrollment period held annually from February 1st to April 1st. Children of active duty military service members may submit an application at any time, even if the application deadline has passed. Once the application process is complete, students enter a lottery pool and vacancies are filled through the lottery selection process. The lottery selection process is also detailed on the school's website and is as follows:

- Lottery results and wait list numbers are posted on the website by the end of April.;
- Students who are selected are notified by mail. The admission letter informs parents that their child has been selected and contains instructions on how to enroll;
- As spaces become available throughout the summer and next school year, applicants on the waiting list are invited to enroll;
- Parents have 48 hours to reply with a decision about student enrollment;
- If parents accept the opening, students are immediately enrolled;
- If parents do not accept the opening, or if parents do not respond, the next student on the list is contacted;
- Lottery applicants are granted admissions preference in the order below:
 1. Children of active duty military with siblings currently enrolled
 2. Children of active duty military without siblings currently enrolled
 3. Siblings of currently enrolled students
 4. Pembroke Pines residents with no siblings enrolled
 5. Non-Pembroke Pines residents with no siblings enrolled

Enrollment at PPCES is based on the charter agreement and student turnover is minimal (Appendix A). Currently PPCES has an enrollment of 1926 students from grades K-5. The school enrollment has a demographic breakdown of 49% Hispanics, 19% White, 23% African-American, 7% Asian, and 2% Multi-Racial and is representative of the community of Pembroke Pines.

Safety inspections are conducted on a regular basis by both the City of Pembroke Pines and Broward district (Appendix E). A minimum of 10 fire drills, two lockdown drills, and two tornado drills are conducted annually to provide students and staff with familiarity in these situations. PPCES also conducts drills in collaboration with the City's Police Department and Fire Department. Debriefing sessions are held immediately afterwards to discuss ways in which safety and security can be improved. PPCES has a single point of entry and on-site School Resource Officer (SRO) to further support its philosophy of safety.

PPCES complies with the School Board of Broward County (SBBC) Policy 5006 and adheres to the SBBC discipline matrix. Discipline interventions are noted on the School Environmental Safety Incident Report (SESIR). PPCES will continue compliance with SBBC requirements regarding both safety and security measures and enrollment procedures for the upcoming term of the school's charter.

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>PPCES maintains a comprehensive written Safety and Security Plan. This plan establishes an environment for students, faculty and staff that promotes good health and is free of violence, weapons, hazards, vandalism and substance abuse. As one of the largest, fully accredited municipally-run charter school systems, PPCSS consistently convenes with the city's first responder departments and reviews its procedures to enhance the overall safety of the schools. The system's Safety and Security Plan delineates specific procedures in the following areas: clear and effective communication systems, emergency procedures for fires, bomb threats, lockdowns, environmental hazards, and medical emergencies. The schools' facilities comply with all applicable laws and codes such as maintenance of updated certificates of occupancy, health, safety, and fire reports. Inspection reports and evacuation plans are also filed with the SBBC. In addition, the school submits an annual district audit report to the SBBC and has successfully passed all thirteen areas of assessment including all safety components (Appendix F). All safety plans are updated annually and this practice will continue for the upcoming term of the school's charter.</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

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.

Governance Structure

The school implements the governance structure as defined in the school's contract. The school operates under the governance of the city commission which is comprised of the mayor, vice mayor, and three commissioners. The city manager serves as the superintendent of schools and reports to the governing board. The governing body of the school establishes policies and procedures that ensure its success. Through a collaborative decision making process involving all stakeholders, the governing board has policies and procedures in place that support the school's mission, ensures that curriculum and instruction are standards-based, guides the professional growth of staff, and provides fiscal direction.

The governing body has implemented a process to evaluate its decisions and actions to ensure that they operate with defined roles and responsibilities. Members of the governing body adhere to Florida Statute, subsection 1002.33(25), which incorporates portions of the ethics applicable to public officials as well as the Broward County Code of Ethics for Municipal Officers (Appendix J).

Compliance with Sunshine Laws

Governing board members participate in required training on the Sunshine Laws, conflicts of interest, ethics and financial responsibility (Appendix J). To ensure compliance, the city attorney acts as council for the governing board. In compliance with established state guidelines, the governing board grants principals the autonomy to make decisions regarding the day-to-day operations of the school pertaining to curriculum, budget, physical plant, and health and safety. The principal communicates with members of the school advisory boards and the city manager who make recommendations to the governing board regarding the day-to-day operations of the schools. The governing body maintains a clear distinction between its roles and responsibilities and those of the school leadership.

Qualifications of Instructional Staff

The school adheres to policies and procedures governing the recruitment, placement, and retention of qualified professional and support staff as outlined in Employee Handbook. Vacancy projections and student enrollment drive the recruitment process. In accordance with state Full Time Equivalent (FTE) funding formulas and the Class Size Reduction Amendment, the school coordinates with the city manager and follows a systematic process that determines the number of positions a school is allotted based on a number of variables including, but not limited to, course selection and staff intention forms.

Staff Demographics for 2013-2014:

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
118	2% (3)	15% (18)	36% (42)	47% (55)	40% (47)	11% (13)	4% (5)	82% (97)

The school seeks highly qualified employees to fill open positions. In accordance public law 107-110, educators of record teaching core academic subjects for No Child Left Behind (NCLB) to regular education, exceptional education, and alternative education students must be “Highly Qualified”. Beginning teachers are supported by a new educator program that provides them with a comprehensive orientation program which includes experienced teachers serving as mentors for ongoing support.

Parental Involvement

The school effectively involves parents in its programs as defined in the school’s contract. Through stakeholder perception surveys, global emails, district webpages, advisory board meetings, town hall meetings, and PTA meetings, parents have an opportunity to provide input and feedback (Appendix K). In addition to the 30 required service hours per household, parents are encouraged to serve on various committees including development, wellness, technology, and school improvement. Parents are highly encouraged to become a part of the shared decision-making and continuous improvement process.

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)

Appendices – Educational Performance

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

- A. FCAT
- B. Federal AYP indicators (ESEA)
- C. State AMO Standards
- D. EOC – **Not Applicable**
- E. FLDOE School Grade, prior 5 years
- F. FLDOE Report Card, most recent year
- G. Standardized test results - **Not Applicable**
- H. Internally-developed assessments - **Not Applicable**
- I. On-Site Programmatic Review **on file**
- J. Corrective Action Plan - **Not Applicable**
- K. School Improvement Plan
- L. Implementation of specific contractual corrective action and status - **Not Applicable**
- M. State-issued High Performing designation letter
- N. State-approved Reading Plan, if charter school opted out from using the District’s plan - **Not Applicable**

Appendices – Financial Performance

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

Compliance with District's deadlines will be considered.

- 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
 - The copy of the external auditor's letter to management and copy of external audit responses are components of the Annual Financial Audit which is submitted to the School Board of Broward County according to the Charter Agreement deadlines and can be found on the City of Pembroke Pines website: <http://www.ppines.com/index.aspx?NID=834>.
- E. Financial Corrective Action Plan - **Not Applicable**
- F. Evidence of Resolution of any Financial Deficiencies - **Not Applicable**
- G. Projected 5-year budget
 - See attached Projected 5-year budget.

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

Appendix A – Educational Performance – FCAT

City of Pembroke Pines Charter Elementary School Data

Indicator	2008-09			2009-10			2010-11			2011-12			2012-13		
FCAT Reading Proficiency															
3 rd	87			90			81			79			80		
4 th	89			89			81			85			85		
5 th	91			86			77			84			80		
FCAT Math Proficiency															
3 rd	96			96			83			85			84		
4 th	93			90			76			81			84		
5 th	88			83			78			78			69		
FCAT Writing *	3.0	3.5	4.0	3.0	3.5	4.0	3.0	3.5	4.0	3.0	3.5	4.0	3.0	3.5	4.0
	N/A	94	90	99	N/A	91	99	N/A	94	91	66	42	95	80	56
FCAT Science Proficiency															
5 th	72			67			69			72			73		
School Grade	A			A			A			A			A		
Annual Student Gains															
Reading	79			76			73			N/A			N/A		
Math	72			68			71			N/A			N/A		
Annual Gains of Students in Lowest 25%															
Reading	74			67			68			74			68		
Math	74			63			69			67			60		
Percentage of Students Tested	100			100			100			100			100		

*When reviewing FCAT Writing essay results from 2010 and beyond, comparisons to previous years' writing scores should be avoided. This caution is given for three reasons. First, in spring 2010 and spring 2011, each essay was scored by one rater. In previous years and in 2012, two raters were used and the scores were averaged allowing for half-point scores, such as 4.5; whereas in 2010 and 2011, no half-point scores were possible. Second, beginning in 2010, each student within the same grade level was required to write an essay using the same writing purpose, which is also called the mode (narrative, expository, or persuasive). In previous years, with the exception of grade 10 in 2008, there were two modes assessed at each grade level with half of the students responding to each mode. For example, the 2010 Grade 4 FCAT Writing required all students to write a narrative essay. In 2009, half of the students wrote a narrative essay, and half of the students were required to

Appendix B – Educational Performance – Federal AYP indicators (ESEA)

AYP SUBGROUP 5051	2008-2009		2009-2010		2010-2011	
	Reading	Math	Reading	Math	Reading	Math
Total	YES	YES	YES	YES	YES	YES
White	YES	YES	YES	YES	YES	YES
Black	YES	YES	YES	YES	YES	YES
Hispanic	YES	YES	YES	YES	YES	YES
Asian	NA	NA	NA	NA	NA	NA
American Indian	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	YES	YES	YES	YES	YES	YES
English Language Learners	NA	NA	YES	YES	NA	NA
Students With Disabilities	NA	NA	NO	YES	NA	NA

Appendix C– Educational Performance – State AMO Standards

District Number	District Name	School Number	School Name	Subgroup	Preliminary School Grade 2013	Reading % Scoring Satisfactory 2011	Reading % Scoring Satisfactory 2012	Reading % Scoring Satisfactory 2013	Target AMO Reading	Met Target Reading	Math % Scoring Satisfactory 2011	Math % Scoring Satisfactory 2012	Math % Scoring Satisfactory 2013	Target AMO Math	Met Target 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)	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)	Writing % Satisfactory 2012 (Using Standards)	Writing % Satisfactory 2013	Writing Target Met? (≥ 90% Satisfactory, or ≥ 1% Improvement)	Target AMO Reading, 2014
06	BROWARD	5051	CITY OF PALM BEACH	ALL STUDENTS	A	80	83	82	83	N	79	82	79	83	N	74	68	Y	67	60	Y	66	80	Y	85
06	BROWARD	5051	CITY OF PALM BEACH	AMERICAN INDIAN/ALASKA NATIVE				90		NA			90		NA									NA	
06	BROWARD	5051	CITY OF PALM BEACH	ASIAN/PACIFIC ISLANDER		89	90	87	91	N	92	93	92	93	N							70	88	Y	92
06	BROWARD	5051	CITY OF PALM BEACH	BLACK/AFRICAN AMERICAN		74	77	72	78	N	74	76	67	78	N							48	73	Y	81
06	BROWARD	5051	CITY OF PALM BEACH	HISPANIC/LATINO		80	85	82	83	N	78	82	80	82	N							69	80	Y	85
06	BROWARD	5051	CITY OF PALM BEACH	WHITE		83	85	89	86	Y	83	83	82	86	N							70	82	Y	87
06	BROWARD	5051	CITY OF PALM BEACH	ENGLISH LEARNERS		64	67	67	70	N	64	76	74	70	Y							64	76	Y	73
06	BROWARD	5051	CITY OF PALM BEACH	STUDENTS WITH DISABILITIES		58	53	53	65	N	56	48	49	63	N							34	52	Y	69
06	BROWARD	5051	CITY OF PALM BEACH	ECONOMICALLY DISADVANTAGED		68	72	71	73	N	66	75	67	72	N							58	67	Y	76

Appendix E – Educational Performance – FLDOE School Grades

Year	School Name	School Number	FLDOE School Grade
2013	City of Pembroke Pines Charter Elementary	5051	A
2012	City of Pembroke Pines Charter Elementary	5051	A
2011	City of Pembroke Pines Charter Elementary	5051	A
2010	City of Pembroke Pines Charter Elementary	5051	A
2009	City of Pembroke Pines Charter Elementary	5051	A

Appendix F – Educational Performance – FLDOE Report Card

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	Charter	School Type	Free or Reduced-Price Lunch Rate	Minority Rate	Region	Title I	Alt/ESE Code
06	BROWARD	5051	CITY OF PEMBROKE PINES CHARTER	583	800	NA	A	YES	01	27	79	5	NO	N



School Improvement Plan

Pembroke Pines Charter Elementary School
2013 – 2014

Action plans are developed yearly to address target area objectives for student learning identified as priorities for the school improvement plan. The plan addresses a focus on continuous improvement and fully supports the varying learning populations of the school, aligning core and supplementary programs to recognize both low- and high-level achieving students.

Each of the strategies implemented were reviewed by the school improvement team to ensure consistency with the school's profile; vision, beliefs, and mission; desired results for student learning, and analysis of instructional and organizational effectiveness. Following the initial review of the plan by the school improvement team, copies of the plan were provided to the faculty and staff for their review and comment. The school improvement team reviewed suggestions and final revisions were completed. The plan was brought before the Advisory Board on October 1, 2013 for final approval.

SCHOOL INFORMATION

District	Broward
Superintendent	Charles Dodge
Administration	Central Campus: Kenneth Bass, Principal Linda Montoto, Asst. Principal East Campus: Sean Chance, Principal Jenny Iznaga, Asst. Principal West Campus: Devarn Flowers, Principal JoAnna DiGioia, Asst. Principal
SACS Chair	Central Campus: Alina Perry-Smith East Campus: Giselle Rodriguez West Campus: Marta Tápanes
Date of School Board Approval	Pending

LITERACY LEADERSHIP TEAM

INITIATIVES: Increasing student achievement through the introduction of the Common Core Standards, text complexity, and Guided Reading Practices (including alignment of Literacy Centers among grade levels) as well as strengthening a philosophy of Differentiated Instruction and enhancing instruction with rigor and technology.

FUNCTIONS: The school-based LLT identifies the most significant professional development that aligns to student needs based on student data. The LLT meets monthly to discuss programs and events that will promote reading success for all students. All members of the LLT team disseminate information to staff, share best practices, and serve as mentors for teachers.

MEMBERS: Principal, Assistant Principal, Curriculum Specialist, Reading Specialists, and Team Leaders.

SYSTEM VISION, MISSION, AND BELIEFS

Our Vision

Our vision, as a community, is to cultivate character and foster life-long learning through a challenging educational experience in a safe environment.

Our Mission

It is our mission to prepare students to succeed in a global society by providing a personalized and rigorous curriculum through excellence in teaching.

Our Beliefs

- Every student deserves an equitable education in a safe and diverse environment.
- Every stakeholder is a contributing member of the larger community.
- The system strives to provide students with access to innovative and emergent technologies.
- Parental involvement is fundamental to the child's success.
- All teachers are empowered to make a difference.
- Students are challenged to accomplish personalized learning goals.

Multi-tiered Support System: Response to Instruction/Intervention

Target Group: All Students

Grade(s): Kindergarten through Fifth Grade

Objective:

Students will be provided academic and behavioral support through research-based interventions that promote an increase in academic achievement and/or appropriate behaviors.

FUNCTIONS: The Response to Instruction/Intervention (RtI) Leadership Team meets weekly to discuss student concerns and provide research-based strategies that address specific academic and/or behavioral issues, develop academic and behavioral plans, and recommend appropriate interventions. Student cases are revisited on an ongoing basis.

IMPLEMENTATION: Student data is analyzed and a plan of action is created that will address the needs of all students. Students not performing at grade level are referred to the RtI team for further evaluation and personalized action steps for academic and/or behavioral plans are established. Data is used to determine professional development and research-based strategies that will be incorporated in the classroom instruction.

DATA SOURCES: The following data sources and data management systems are used to summarize data at each tier for reading, mathematics, science, writing, and behavior: Benchmark Assessment Tests (BAT), Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test 2.0 (FCAT 2.0), textbook assessments, writing samples, formative assessments, Progress Monitoring and Reporting Network (PMRN), District End-of-Year Reading and Math Assessments, Virtual Counselor, formal and informal observations, and Data Warehouse.

MEMBERS: RtI Coordinator, Assistant Principal, Curriculum Specialist, Reading Specialists, Guidance Counselor, ESE, and School Psychologist.

Reading Action Plan: Student Performance

Target Group: Students who scored at or above Level 3 on the 2014 FCAT 2.0 Reading Assessment

Grade(s): Third, Fourth and Fifth

Objective Linked to Area of Improvement:

By May 2014, 85% or higher of students in grades 3, 4, 5 meeting the criteria of DOE Administrative Rule 6A-1.09981 will score at or above Level 3 on the FCAT 2.0 Reading Assessment.

Strategies	Who Monitors the Implementation	Evaluation Tool
1. Teachers will receive professional development in the Common Core State Standards and will infuse these standards into their current curriculum.	1. Curriculum Specialists and Principals	1. iObservation
2. Students will be exposed to various genres that focus on text complexity and the staircase of complexity in all content areas.	2. Curriculum Specialists, Team Leaders, and Principals	2. FCAT 2.0
3. Teachers will differentiate instruction in various formats, including but not limited to, small group, whole group, individual resource groups, and cross-grouping to promote reading fluency and comprehension.	3. Teachers, Curriculum Specialists	3. Treasures Assessments and FCAT 2.0
4. Teachers will infuse specific high-probability strategies across content areas.	4. Teachers, Curriculum Specialists	4. Treasures Assessments and FCAT 2.0

Reading Action Plan: Student Performance

Target Group: All primary students

Grade(s): Kindergarten, First, and Second

Objective Linked to Area of Improvement:

By May of 2014, 95% students in the primary grades will meet grade level expectations as based on appropriate developmental assessments.

Strategies	Who Monitors the Implementation	Evaluation Tool
1. Teachers will receive professional development in the Common Core State Standards.	1. Curriculum Specialists, Principals	1. iObservation
2. Teachers will differentiate instruction in various formats, including but not limited to, small group, whole group, individual resource groups, and cross-grouping to promote reading development.	2. Curriculum Specialists	2. Classroom assessments and FAIR
3. A 120-minute integrated reading block will provide additional reading instruction using research-based core and supplemental materials.	3. Principals, Curriculum Specialists	3. District-created mini benchmark assessments and FAIR
4. Students not responding to core instruction will be referred to RtI and receive planned and targeted interventions.	4. RtI Team and Teachers	4. Research-based approved evaluation tools

Reading Action Plan: Student Performance

Target Group: Students scoring in the lowest 25% on the 2013 FCAT 2.0 Reading Assessment

Grade(s): Fourth and Fifth

Objectives Linked to Area of Improvement:

By May 2014, 70% or higher of students in grades 4 and 5 meeting the criteria of DOE Administrative Rule 6A-1.09981 who scored in the lowest 25% will demonstrate learning gains as measured by the FCAT 2.0 Reading Assessment.

Strategies	Who Monitors the Implementation	Evaluation Tool
1. Teachers will receive professional development in the Common Core State Standards and will infuse these standards into their current curriculum.	1. Curriculum Specialists and Principals	1. iObservation
2. A 120-minute integrated reading block will provide additional reading instruction using research-based core and supplemental materials.	2. Principals and Curriculum Specialists	2. FCAT 2.0
3. Students not responding to core instruction will be referred to Rtl and receive planned and targeted interventions.	3. Rtl Team and Teachers	3. Research-based approved evaluation tools
4. Students will be exposed to various genres that focus on text complexity and the staircase of complexity in all content areas.	4. Curriculum Specialists, Team Leaders, and Principals	4. FCAT 2.0
5. Teachers will differentiate instruction in various formats, including but not limited to, small group, whole group, individual resource groups, and cross-grouping to promote reading fluency and comprehension.	5. Teachers, Curriculum Specialists	5. Treasures Assessments and FCAT 2.0
6. Teachers will infuse specific high-probability strategies across content areas.	6. Teachers, Curriculum Specialists	6. Treasures Assessments and FCAT 2.0

Mathematics Action Plan: Student Performance

Target Group: Students who scored at or above Level 3 on the 2014 FCAT 2.0 Mathematics Assessment

Grade(s): Third, Fourth and Fifth

Objective Linked to Area of Improvement:

By May 2014, 83% or higher of students in grades 3, 4, 5 meeting the criteria of DOE Administrative Rule 6A-1.09981 will score at or above Level 3 on the FCAT 2.0 Mathematics Assessment.

Strategies	Who Monitors the Implementation	Evaluation Tool
1. Teachers will focus on process standards with a focus on math proficiency.	1. Curriculum Specialists, Teachers	1. FCAT 2.0
2. Teachers will implement Acaletics and differentiate instruction in various formats, including but not limited to, small group, whole group, individual resource groups, and cross-grouping to promote mathematical concepts.	2. Teachers, Curriculum Specialists	2. Acaletics assessments and FCAT 2.0
3. Teachers will plan collaboratively to analyze data, identify, and target student deficiencies, and develop differentiated instruction to meet individual student needs.	3. Teachers, Curriculum Specialists	3. Q-BAT
4. Teachers will receive professional development in the Common Core State Standards.	4. Curriculum Specialists, Principals	4. iObservation

Mathematics Action Plan: Student Performance

Target Group: All primary students

Grade(s): First and Second

Objective Linked to Area of Improvement:

By May 2014, 90% of eligible students in the primary grades will score at or above proficiency on the Broward District End-of-Year Primary Math Assessment.

Strategies	Who Monitors the Implementation	Evaluation Tool
1. Teachers will focus on process standards with a focus on math proficiency.	1. Curriculum Specialists, Teachers	1. District EOY Assessment
2. Teachers will plan collaboratively to analyze data, identify, and target student deficiencies, and develop differentiated instruction to meet individual student needs.	2. Principals, Team Leaders, and Curriculum Specialists	2. Q-BAT
3. Students not responding to core instruction will be referred to RtI and receive planned and targeted interventions.	3. RtI Team and Teachers	3. When appropriate, the following evaluation tools will be utilized to determine progress: * Classroom tests * Q-BAT
4. Teachers will receive professional development in the Common Core State Standards.	4. Curriculum Specialists, Principals	4. iObservation

Mathematics Action Plan: Student Performance

Target Group: Students scoring in the lowest 25% on the 2013 FCAT 2.0 Mathematics Assessment

Grade(s): Fourth and Fifth

Objective Linked to Area of Improvement:

By May 2014, 70% or higher of students in grades 4 and 5 meeting the criteria of DOE Administrative Rule 6A-1.09981 who scored in the lowest 25% will demonstrate learning gains as measured by the FCAT 2.0 Math Assessment.

Strategies	Who Monitors the Implementation	Evaluation Tool
1. Go Math! intervention series will be incorporated to provide additional support in non-mastered skills.	1. Principals	1. Classroom assessments and FCAT 2.0
2. Teachers will plan collaboratively to analyze data, identify, and target student deficiencies, and develop differentiated instruction to meet individual student needs.	2. Principals, Team Leaders, and Curriculum Specialists	2. FCAT 2.0
3. Students not responding to core instruction will be referred to RtI and receive planned and targeted interventions.	3. RtI Team and Teachers	3. Research-based approved evaluation tools
4. Teachers will receive professional development in the Common Core State Standards.	4. Curriculum Specialists, Principals	4. iObservation

Science Action Plan: Student Performance

Target Group: All Students eligible to take the 2014 FCAT 2.0 Science Assessment

Grade(s): Fifth

Objective Linked to Area of Improvement:

By May 2014, 75% of eligible students in grade 5 will score at or above Level 3 on the FCAT 2.0 Science Assessment.

Strategies	Who Monitors the Implementation	Evaluation Tool
1. Teachers will implement an Instructional Focus Calendar for Science.	1. Principals and Science Facilitators	1. FCAT 2.0
2. Science Facilitators will conduct Learning Communities to align standards, implement curriculum, integrate Thinking Maps, and share best practices.	2. Science Facilitators and Curriculum Specialists	2. District Mini Benchmark Assessments
3. Teacher-guided science experiments will expose and involve students in the scientific method.	3. Teachers and Science Facilitators	3. FCAT 2.0
4. Teachers will provide multiple exposures to scientific concepts and topics utilizing the Fusion Science online component.	4. Teachers and Science Facilitators	5. FCAT 2.0

Writing Action Plan: Student Performance

Target Group: All Students eligible to take the 2014 FCAT 2.0 Writing Assessment

Grade(s): Fourth

Objective Linked to Area of Improvement:

By May 2014, 82% or higher of fourth grade students will meet grade level proficiency (at or above 3.5) on the FCAT 2.0 Writing Assessment.

Strategies	Who Monitors the Implementation	Evaluation Tool
1. Effective writing techniques will be modeled to students through a variety of research-based strategies, including but not limited to, student writing samples from previous FCAT administrations.	1. Principals, Curriculum Specialists	1. FCAT 2.0 Writing
2. Students will develop informational, opinion, and narrative writing pieces aligned to the Common Core State Standards.	2. Curriculum Specialists, Principals	2. Writing Portfolio
3. A monthly FCAT Writing Practice to assess strengths and weaknesses in writing skills and to set instructional focus will be implemented in fourth grade.	3. Teachers, Curriculum Specialists	3. FCAT 2.0 Writing
4. Teachers will participate in state-sponsored trainings to improve students' written responses to text.	4. Teachers, Curriculum Specialists, Principals	4. FCAT 2.0 Writing

Action Plan: Academic and Social Development

Target Group: All Students

Grade(s): Kindergarten through Fifth Grade

Objective:

Students will be provided academic and social support by an adult advocate who will mentor growth and development in academic skills, social skills, study skills, life skills, and character development.

Action Steps:

1. All students will participate in an ongoing mentoring program that supports a trusting relationship with an adult advocate who will guide and provide support to the student in academics and behavioral expectations.
2. All students will participate in the Character Education program.
3. All students in fifth grade will participate in Gang Resistance and Drug Education (GRADE).
4. All students will participate in a Bullying-Prevention program.

FLORIDA DEPARTMENT OF EDUCATION



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Gerard Robinson
Commissioner of Education



November 14, 2011

Mr. Aner Gonzalez
City of Pembroke Pines Charter Elementary School (06-5051)
13975 Pembroke Road
Pembroke Pines, Florida 33027

Dear Mr. Gonzalez:

This letter serves as notification that the Department of Education has verified that City of Pembroke Pines Charter Elementary School (06-5051) currently meets the criteria for high-performing charter school status pursuant to s. 1002.331, F.S.

If you have any questions, please contact the Office of Independent Education and Parental Choice at (850) 245-0502, or via email at charterschools@fldoe.org.

Thank you for your continued participation in our mission to improve the quality of educational options for Florida's students.

Sincerely,


Gerard Robinson

Cc: Mr. Robert W. Runcie, Superintendent
Ms. Jody Perry, Charter School Liaison

Summary of Revenues, Expenditures, and Fund Balances - 170 Charter Elementary Schools

	2014-15	2015-16	2016-17	2017-18	2018-19
Revenues					
Intergovernmental Revenue	13,828,598	14,132,259	14,291,165	14,452,084	14,615,047
Charges for Services	1,056,171	1,058,888	1,061,633	1,064,404	1,067,204
Investment Income	15,616	16,240	16,890	17,565	18,268
Miscellaneous Revenues	704,985	712,467	720,099	727,883	735,823
Rents & Royalties	156,570	161,267	166,105	171,089	176,222
Total Revenues	15,761,940	16,081,121	16,255,892	16,433,025	16,612,564
Expenditures					
4-8 Basic	2,390,491	2,404,984	2,435,158	2,451,038	2,467,673
Child Care Supervision	392,001	392,160	392,320	392,480	392,643
Exceptional Student Prog	777,377	780,710	784,205	787,862	791,693
Facilities Acquisition & Construction	1,611,371	1,610,399	1,613,860	1,604,965	1,603,669
Food Services	716,198	717,899	719,636	721,407	723,213
Guidance Services	206,039	207,751	209,542	211,416	213,375
Instruct Media Services	262,035	263,205	264,430	265,708	267,043
Instructional Staff Training services	14,200	14,200	14,200	14,200	14,200
K-3 Basic	5,018,918	5,065,476	5,115,526	5,150,141	5,186,397
Operation of Plant	1,549,554	1,567,245	1,585,212	1,603,457	1,621,985
Pupil Transfer Services	814,330	968,774	1,023,304	1,027,912	1,032,612
School Administration	1,816,227	1,831,813	1,852,488	1,912,094	1,932,217
Substitute Teachers	114,638	114,674	114,711	114,748	114,785
Total Expenditures	15,683,379	15,939,290	16,124,592	16,257,428	16,361,505
Excess (deficiency) of revenues over expenditures	78,561	141,831	131,300	175,597	251,059
Other Financing sources (uses)					
Transfers In	-	-	-	-	-
Total Other Financing sources (uses)	-	-	-	-	-
Net Change in Fund Balance	78,561	141,831	131,300	175,597	251,059
Fund balances, beginning	1,858,752	1,937,313	2,079,144	2,210,444	2,386,041
Fund balances, ending	1,937,313	2,079,144	2,210,444	2,386,041	2,637,100

-The attached Projected 5 Year Budget uses the FY2013-14 Adopted Budget along with the assumptions state below as a base model to project future revenues and expenditures.

-Revenue Assumptions: State Shared Revenues were projected to increase by 2% in FY2014-15, FY2015-16 and increase by 1% in FY2016-17, FY2017-18, & FY2018-19. Capital Outlay (PECO) funding is projected to increase by 5% in FY2014-15, FY2015-16 and increase by 2.5% in FY2016-17, FY2017-18, & FY2018-19.

-Expenditure Assumptions: All Salaries have remained status quo, any salary increase will be funded by the State's Teacher Salary Allocation. Health Insurance costs are projected to increase by 5% each year.

Broward County Sponsored Charter Schools

Charter Elementary Schools Revenues

Acct Function - Division - School Function	2014-15	2015-16	2016-17	2017-18	2018-19
Federal Grants					
331602-5051-3262 Sch Breakfast Rmb-Severe Need	27,642	28,195	28,759	29,334	29,921
331603-5051-3262 Sch Breakfast Rmb-Non Severe Nee	16,116	16,438	16,767	17,102	17,444
331604-5051-3261 Sch Lunch Reimb-Free/Reduced	227,256	231,801	236,437	241,166	245,989
331606-5051-3265 Commodities - Donated Food	50,199	51,203	52,227	53,272	54,337
331616-5051-3290 IDEA Grant	8,419	8,587	8,759	8,934	9,113
Total Federal Grants	329,632	336,224	342,949	349,808	356,804
State Shared					
335910-5051-3310 FL education finance program	8,185,018	8,348,718	8,432,205	8,516,527	8,601,692
335915-5051-3390 Class Size Reduction	2,593,593	2,645,465	2,671,919	2,698,638	2,725,625
335920-5051-3336 Instructional materials	140,889	143,706	145,143	146,595	148,061
335925-5051-3336 Library Media Materials	8,554	8,725	8,812	8,900	8,989
335927-5051-3336 Science Lab Materials	2,338	2,385	2,408	2,433	2,457
335935-5051-3337 School Breakfast Supplement	1,386	1,414	1,428	1,442	1,457
335936-5051-3338 School Lunch Supplement	2,309	2,355	2,379	2,403	2,427
335950-5051-3310 Safe Schools	46,832	47,769	48,247	48,729	49,216
335970-5051-3310 District School Taxes	747,356	762,303	769,926	777,625	785,402
335980-5051-3354 Transportation revenue	165,041	168,342	170,025	171,726	173,443
335985-5051-3310 ESE Guaranteed Allocation	289,810	295,606	298,562	301,547	304,563
335991-5051-3391 Public Education Capital Outlay (PEC)	903,000	948,150	971,854	996,150	1,021,054
335993-5051-3374 Summer Reading Program	7,768	7,924	8,003	8,083	8,164
335995-5051-3374 Supplemental Academic Instruction	405,072	413,173	417,305	421,478	425,693
Total State Shared	13,498,966	13,796,035	13,948,216	14,102,276	14,258,243
Culture / Recreation / Education Charges					
347905-5051-3489 After school education	784,460	784,460	784,460	784,460	784,460
347906-5051-3354 In-House Transportation	271,711	274,428	277,173	279,944	282,744
Total Culture / Recreation / Education Cha	1,056,171	1,058,888	1,061,633	1,064,404	1,067,204
Investment Income					
361030- -3431 Interest from FLOC 1-3 yr Bond Fun	15,616	16,240	16,890	17,565	18,268
Total Investment Income	15,616	16,240	16,890	17,565	18,268
Rents & Royalties					
362030-5051-3425 Rental-city facilities	38,316	39,465	40,649	41,869	43,125
362031-5051-3425 Rental- towers - Exempt	60,062	61,864	63,720	65,632	67,601
362075-5051-3425 Rental - City Recreation Progs	58,192	59,938	61,736	63,588	65,496
Total Rents & Royalties	156,570	161,267	166,105	171,089	176,222
Other Miscellaneous Revenues					
369025- -3495 ICMA Forfeiture Revenue	5,000	5,000	5,000	5,000	5,000
369040-5051-3495 Other miscellaneous revenue	500	500	500	500	500
369045-5051-3451 Food Sales	374,099	381,581	389,213	396,997	404,937
Total Other Miscellaneous Revenues	379,599	387,081	394,713	402,497	410,437
Private Gifts / Contributions					
366015-5051-3440 Contributions	325,386	325,386	325,386	325,386	325,386
Total Private Gifts / Contributions	325,386	325,386	325,386	325,386	325,386
Total Charter Elementary Schools	15,761,940	16,081,121	16,255,892	16,433,025	16,612,564

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
550 Elementary East Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools**

5101 K-3 Basic	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel					
12910-120 Chtr Sch Teacher	1,116,557	1,116,557	1,116,557	1,116,557	1,116,557
12996-291 Sick leave - retire/term	1,000	1,000	1,000	1,000	1,000
13554-150 P/T Teacher Assistant	51,664	51,664	51,664	51,664	51,664
15005-291 Supplements	91,203	91,203	91,203	91,203	91,203
15015-291 Payment in lieu of benefits	4,802	4,802	4,802	4,802	4,802
21000-221 Social Security- matching	96,817	96,817	96,817	96,817	96,817
22200-211 Retirement contribution - FRS	81,788	82,198	82,610	83,024	83,440
22500-211 ICMA - city portion	6,166	6,166	6,166	6,166	6,166
23000-231 Health Insurance	241,633	253,715	266,401	279,722	293,709
23100-232 Life Insurance	2,658	2,658	2,658	2,658	2,658
24000-241 Workers compensation	8,910	8,910	8,910	8,910	8,910
26300-211 General retiree health contrib	1,320	1,320	1,320	1,320	1,320
Total Personnel	1,704,518	1,717,010	1,730,108	1,743,843	1,758,246
Operating					
31310-310 Prof & Tech Services	800	800	800	800	800
40100-330 Travel/conferences	1,250	1,250	1,250	1,250	1,250
46250-351 R & M equipment	2,142	2,185	2,229	2,274	2,320
46800-350 Maintenance contracts	2,010	2,020	2,030	2,040	2,051
52182-513 Testing material	5,838	5,896	5,955	6,015	6,075
52590-590 Other Mat'l & Sply	13,130	13,261	13,394	13,528	13,663
52650-642 Equip < than \$1000	5,720	5,720	5,720	5,720	5,720
52653-644 Computer equipment < \$1000	5,050	5,101	5,152	5,203	5,255
54100-521 Memberships/ dues/ subscripti	4,100	4,100	4,100	4,100	4,100
54520-520 Textbooks	53,674	58,674	63,674	63,674	63,674
Total Operating	93,714	99,007	104,304	104,604	104,908
Total 5101 K-3 Basic	1,798,232	1,816,017	1,834,412	1,848,447	1,863,154

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
550 Elementary East Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools**

5102 4-8 Basic	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel					
12910-120 Chtr Sch Teacher	518,184	518,184	518,184	518,184	518,184
13554-150 P/T Teacher Assistant	25,832	25,832	25,832	25,832	25,832
15005-291 Supplements	37,851	37,851	37,851	37,851	37,851
15015-291 Payment in lieu of benefits	7,203	7,203	7,203	7,203	7,203
21000-221 Social Security- matching	45,076	45,076	45,076	45,076	45,076
22200-211 Retirement contribution - FRS	40,653	40,858	41,063	41,269	41,476
23000-231 Health Insurance	99,714	104,700	109,935	115,432	121,204
23100-232 Life Insurance	1,234	1,234	1,234	1,234	1,234
24000-241 Workers compensation	4,155	4,155	4,155	4,155	4,155
26300-211 General retiree health contrib	656	656	656	656	656
Total Personnel	780,558	785,749	791,189	796,892	802,871
Operating					
31310-310 Prof & Tech Services	800	800	800	800	800
40100-330 Travel/conferences	1,250	1,250	1,250	1,250	1,250
46250-351 R & M equipment	1,102	1,125	1,148	1,171	1,195
46800-350 Maintenance contracts	1,508	1,515	1,523	1,530	1,538
52182-513 Testing material	3,878	3,917	3,956	3,996	4,036
52590-590 Other Mat'l & Sply	10,100	10,201	10,303	10,406	10,510
52650-642 Equip < than \$1000	3,220	3,220	3,220	3,220	3,220
52653-644 Computer equipment < \$1000	2,424	2,448	2,473	2,497	2,522
54100-521 Memberships/ dues/ subscripti	3,200	3,200	3,200	3,200	3,200
54520-520 Textbooks	49,795	49,795	54,795	54,795	54,795
Total Operating	77,277	77,471	82,668	82,865	83,066
Total 5102 4-8 Basic	857,835	863,220	873,857	879,757	885,937

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
550 Elementary East Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools**

5250 Exceptional Student Prog	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel					
12910-120 Chtr Sch Teacher	87,980	87,980	87,980	87,980	87,980
15005-291 Supplements	12,171	12,171	12,171	12,171	12,171
15015-291 Payment in lieu of benefits	2,401	2,401	2,401	2,401	2,401
21000-221 Social Security- matching	7,848	7,848	7,848	7,848	7,848
22200-211 Retirement contribution - FRS	6,998	7,034	7,070	7,107	7,144
23000-231 Health Insurance	10,344	10,862	11,406	11,977	12,576
23100-232 Life Insurance	209	209	209	209	209
24000-241 Workers compensation	670	670	670	670	670
26300-211 General retiree health contrib	104	104	104	104	104
Total Personnel	128,725	129,279	129,859	130,467	131,103
Operating					
31310-310 Prof & Tech Services	55,000	55,000	55,000	55,000	55,000
34989-310 Contractual service provider	8,870	8,870	8,870	8,870	8,870
47100-395 Printing	1,500	1,500	1,500	1,500	1,500
52590-590 Other Mat'l & Sply	2,020	2,040	2,061	2,081	2,102
52650-642 Equip < than \$1000	500	500	500	500	500
52653-644 Computer equipment < \$1000	505	510	515	520	526
54520-520 Textbooks	5,000	5,000	5,000	5,000	5,000
Total Operating	73,395	73,420	73,446	73,471	73,498
Total 5250 Exceptional Student Prog	202,120	202,699	203,305	203,938	204,601

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
550 Elementary East Campus Expenditures

170 Charter Elementary Schools

569 Other human services

5051 Charter Elementary Schools

5901 Substitute Teachers	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel					
13140-140 Temp Sub Teacher	35,000	35,000	35,000	35,000	35,000
21000-221 Social Security- matching	2,678	2,678	2,678	2,678	2,678
22200-211 Retirement contribution - FRS	2,446	2,459	2,472	2,485	2,498
Total Personnel	40,124	40,137	40,150	40,163	40,176
Total 5901 Substitute Teachers	40,124	40,137	40,150	40,163	40,176

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
550 Elementary East Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools**

6120 Guidance Services	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel					
12956-130 School Counselor	40,381	40,381	40,381	40,381	40,381
15005-291 Supplements	6,435	6,435	6,435	6,435	6,435
21000-221 Social Security- matching	3,583	3,583	3,583	3,583	3,583
22200-211 Retirement contribution - FRS	3,273	3,291	3,309	3,327	3,345
23000-231 Health Insurance	10,344	10,862	11,406	11,977	12,576
23100-232 Life Insurance	96	96	96	96	96
24000-241 Workers compensation	308	308	308	308	308
26300-211 General retiree health contrib	52	52	52	52	52
Total Personnel	64,472	65,008	65,570	66,159	66,776
Operating					
52590-590 Other Mat'l & Sply	808	816	824	832	841
52650-642 Equip < than \$1000	500	500	500	500	500
52653-644 Computer equipment < \$1000	253	255	258	260	263
Total Operating	1,561	1,571	1,582	1,592	1,604
Total 6120 Guidance Services	66,033	66,579	67,152	67,751	68,380

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
550 Elementary East Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools**

6200 Instruct Media Services	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel					
12957-130 Media Specialist	42,880	42,880	42,880	42,880	42,880
13554-150 P/T Teacher Assistant	6,458	6,458	6,458	6,458	6,458
15005-291 Supplements	2,393	2,393	2,393	2,393	2,393
15015-291 Payment in lieu of benefits	2,401	2,401	2,401	2,401	2,401
21000-221 Social Security- matching	4,144	4,144	4,144	4,144	4,144
22200-211 Retirement contribution - FRS	3,616	3,635	3,654	3,673	3,692
23100-232 Life Insurance	102	102	102	102	102
24000-241 Workers compensation	377	377	377	377	377
26300-211 General retiree health contrib	52	52	52	52	52
Total Personnel	62,423	62,442	62,461	62,480	62,499
Operating					
52650-642 Equip < than \$1000	5,500	5,500	5,500	5,500	5,500
52652-692 Software < than \$1000 &/or li	3,489	3,523	3,559	3,594	3,630
52653-644 Computer equipment < \$1000	303	306	309	312	315
54505-521 Media	3,000	3,000	3,000	3,000	3,000
54510-611 Media Books	7,824	7,824	7,824	7,824	7,824
Total Operating	20,116	20,153	20,192	20,230	20,269
Total 6200 Instruct Media Services	82,539	82,595	82,653	82,710	82,768

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
550 Elementary East Campus Expenditures

170	Charter Elementary Schools					
569	Other human services					
5051	Charter Elementary Schools					
6400	Instructional Staff Training ser	2014-15	2015-16	2016-17	2017-18	2018-19
Operating						
31310-310	Prof & Tech Services	4,000	4,000	4,000	4,000	4,000
40100-330	Travel/conferences	200	200	200	200	200
Total Operating		4,200	4,200	4,200	4,200	4,200
Total 6400 Instructional Staff Trainin		4,200	4,200	4,200	4,200	4,200

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
550 Elementary East Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools****7300 School Administration**

		2014-15	2015-16	2016-17	2017-18	2018-19
Personnel						
12125-160	Sch Clerical Spec I	20,926	20,926	20,926	20,926	20,926
12138-160	Sch Clerical Spec II	24,434	24,434	24,434	24,434	24,434
12155-110	Sch Administrative Assistant I	39,480	39,480	39,480	39,480	39,480
12719-110	Information Technology Direct	19,750	19,750	19,750	19,750	19,750
12951-160	Registrar	13,290	13,290	13,290	13,290	13,290
12952-160	Bookkeeper	39,836	39,836	39,836	39,836	39,836
12953-110	Assistant Principal	77,380	77,380	77,380	77,380	77,380
12968-110	Principal East Campus	108,601	108,601	108,601	108,601	108,601
15005-291	Supplements	3,852	3,852	3,852	3,852	3,852
15015-291	Payment in lieu of benefits	2,401	2,401	2,401	2,401	2,401
21000-221	Social Security- matching	26,775	26,775	26,775	26,775	26,775
22200-211	Retirement contribution - FRS	16,103	16,185	16,267	16,349	16,432
22500-211	ICMA - city portion	8,136	8,136	8,136	8,136	8,136
23000-231	Health Insurance	57,718	60,604	63,635	66,817	70,158
23100-232	Life Insurance	816	816	816	816	816
24000-241	Workers compensation	2,620	2,620	2,620	2,620	2,620
26300-211	General retiree health contrib	342	342	342	342	342
Total Personnel		462,460	465,428	468,541	471,805	475,229
Operating						
31300-311	Professional services-Outside	14,985	14,985	14,985	14,985	14,985
31310-310	Prof & Tech Services	6,000	6,000	6,000	6,000	6,000
34989-310	Contractual service provider	88,489	88,489	88,489	88,489	88,489
40100-330	Travel/conferences	1,200	1,200	1,200	1,200	1,200
41400-371	Postage	115	115	115	115	115
46250-351	R & M equipment	306	313	320	327	334
46800-350	Maintenance contracts	1,809	1,818	1,827	1,836	1,845
47100-395	Printing	1,435	1,435	1,435	1,435	1,435
49000-391	Legal/employment ads	1,000	1,000	1,000	1,000	1,000
52590-590	Other Mat'l & Sply	3,535	3,570	3,606	3,642	3,679
52650-642	Equip < than \$1000	2,000	2,000	2,000	2,000	2,000
52652-692	Software < than \$1000 &/or li	34,535	34,880	35,229	35,581	35,937
52653-644	Computer equipment < \$1000	20,079	20,280	20,482	20,687	20,894
52790-790	Miscellaneous Expense	200	200	200	200	200
54100-521	Memberships/ dues/ subscripti	1,500	1,500	1,500	1,500	1,500
Total Operating		177,188	177,785	178,388	178,997	179,613
Capital						
64039-643	Computer equipment not micr	10,376	10,895	11,440	29,012	30,462

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
550 Elementary East Campus Expenditures

170	Charter Elementary Schools					
569	Other human services					
5051	Charter Elementary Schools					
7300	School Administration	2014-15	2015-16	2016-17	2017-18	2018-19
64053-643	Micro computer	22,575	23,704	24,889	26,133	27,440
64400-641	Other equipment	0	0	4,400	0	0
	Total Capital	32,951	34,599	40,729	55,145	57,902
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Total 7300	School Administration	672,599	677,812	687,658	705,947	712,744
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City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
550 Elementary East Campus Expenditures

170	Charter Elementary Schools					
569	Other human services					
5051	Charter Elementary Schools					
7400	Facilities Acquisition & Constr	2014-15	2015-16	2016-17	2017-18	2018-19
Operating						
44360-360	Rentals	618,059	617,972	619,189	617,850	617,932
	Total Operating	618,059	617,972	619,189	617,850	617,932
Total 7400 Facilities Acquisition & Co		618,059	617,972	619,189	617,850	617,932

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
550 Elementary East Campus Expenditures

170 Charter Elementary Schools

569 Other human services

5051 Charter Elementary Schools

7600 Food Services	2014-15	2015-16	2016-17	2017-18	2018-19
Operating					
31310-310 Prof & Tech Services	254,345	254,345	254,345	254,345	254,345
43380-380 Pub Ut Svc Othr Energ Sv	1,000	1,000	1,000	1,000	1,000
43430-430 Electricity	8,670	8,843	9,020	9,201	9,385
46150-350 R & M- land- building & impro	306	313	320	327	334
46250-351 R & M equipment	1,275	1,301	1,328	1,355	1,383
46800-350 Maintenance contracts	1,206	1,212	1,218	1,224	1,230
52650-642 Equip < than \$1000	1,000	1,000	1,000	1,000	1,000
52790-790 Miscellaneous Expense	500	500	500	500	500
52910-580 Commodity Consumption	17,705	18,059	18,420	18,789	19,165
Total Operating	286,007	286,573	287,151	287,741	288,342
Total 7600 Food Services	286,007	286,573	287,151	287,741	288,342

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
550 Elementary East Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools**

7800 Pupil Transfer Services	2014-15	2015-16	2016-17	2017-18	2018-19
Operating					
34300-390 Contract- laundry & cleaning	128	128	128	128	128
34990-310 Contractual services- other	185,832	185,832	185,832	185,832	185,832
41370-370 Communications	318	318	318	318	318
43380-380 Pub Ut Svc Othr Energ Sv	686	686	686	686	686
43430-430 Electricity	816	832	849	866	883
45000-370 Insurance	16,491	16,656	16,823	16,991	17,161
45320-320 Insurance & Bond Premium	721	728	736	743	750
46150-350 R & M- land- building & impro	204	209	214	219	224
46250-351 R & M equipment	102	105	108	111	114
46300-351 R & M motor vehicles	24,480	24,970	25,469	25,978	26,498
46800-350 Maintenance contracts	173	174	175	175	176
49000-391 Legal/employment ads	171	171	171	171	171
49105-370 License renewals	50	50	50	50	50
52540-451 Fuel	40,597	41,409	42,237	43,082	43,944
52600-642 Clothing/uniforms	657	657	657	657	657
52650-642 Equip < than \$1000	571	571	571	571	571
52790-790 Miscellaneous Expense	1,169	1,169	1,169	1,169	1,169
Total Operating	273,166	274,665	276,193	277,747	279,332
Capital					
64325-651 School bus	0	50,000	66,667	66,667	66,667
Total Capital	0	50,000	66,667	66,667	66,667
Total 7800 Pupil Transfer Services	273,166	324,665	342,860	344,414	345,999

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
550 Elementary East Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools****7900 Operation of Plant**

	2014-15	2015-16	2016-17	2017-18	2018-19
Operating					
32100-312 Accounting and auditing fees	2,857	2,857	2,857	2,857	2,857
34500-350 Contract- building maintenanc	119,500	120,695	121,902	123,121	124,352
34990-310 Contractual services- other	24,732	24,732	24,732	24,732	24,732
41370-370 Communications	15,871	15,871	15,871	15,871	15,871
43380-380 Pub Ut Svc Othr Energ Sv	6,700	6,700	6,700	6,700	6,700
43430-430 Electricity	91,800	93,636	95,509	97,419	99,367
45320-320 Insurance & Bond Premium	85,879	86,738	87,605	88,482	89,366
46150-350 R & M- land- building & impro	112,372	114,620	116,913	119,252	121,638
46250-351 R & M equipment	1,706	1,741	1,776	1,812	1,849
49175-794 Administrative fees	109,711	110,259	110,811	111,365	111,922
49177-794 Bwd Administrative Fee	4,136	4,198	4,261	4,325	4,390
52200-510 Cleaning/janitorial supplies	2,288	2,288	2,288	2,288	2,288
52590-590 Other Mat'l & Sply	434	439	443	447	452
52650-642 Equip < than \$1000	2,000	2,000	2,000	2,000	2,000
52790-790 Miscellaneous Expense	450	450	450	450	450
Total Operating	580,436	587,224	594,118	601,121	608,234
Total 7900 Operation of Plant	580,436	587,224	594,118	601,121	608,234

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
550 Elementary East Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools**

9102 Child Care Supervision	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel					
13190-160 P/T After School Director	35,802	35,802	35,802	35,802	35,802
13403-160 P/T Bookkeeper	6,172	6,172	6,172	6,172	6,172
13556-160 P/T After School Care	59,956	59,956	59,956	59,956	59,956
13683-160 Sch P/T Clerk Spec I	5,335	5,335	5,335	5,335	5,335
21000-221 Social Security- matching	8,211	8,211	8,211	8,211	8,211
22200-211 Retirement contribution - FRS	7,501	7,539	7,577	7,615	7,654
24000-241 Workers compensation	830	830	830	830	830
Total Personnel	123,807	123,845	123,883	123,921	123,960
Operating					
31310-310 Prof & Tech Services	200	200	200	200	200
52590-590 Other Mat'l & Sply	505	510	515	520	526
52650-642 Equip < than \$1000	300	300	300	300	300
Total Operating	1,005	1,010	1,015	1,020	1,026
Total 9102 Child Care Supervision	124,812	124,855	124,898	124,941	124,986
Project 550 Elementary East Campus	5,606,162	5,694,548	5,761,603	5,808,980	5,847,453

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
551 Elementary West Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools****5101 K-3 Basic**

	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel					
12910-120 Chtr Sch Teacher	1,038,496	1,038,496	1,038,496	1,038,496	1,038,496
12996-291 Sick leave - retire/term	2,000	2,000	2,000	2,000	2,000
12997-291 Sick leave - annual	5,000	5,000	5,000	5,000	5,000
13554-150 P/T Teacher Assistant	51,664	51,664	51,664	51,664	51,664
13559-120 P/T Certified Teacher	20,800	20,800	20,800	20,800	20,800
15005-291 Supplements	65,419	65,419	65,419	65,419	65,419
15015-291 Payment in lieu of benefits	7,203	7,203	7,203	7,203	7,203
21000-221 Social Security- matching	91,101	91,101	91,101	91,101	91,101
22200-211 Retirement contribution - FRS	78,822	79,217	79,614	80,013	80,414
22500-211 ICMA - city portion	3,342	3,342	3,342	3,342	3,342
23000-231 Health Insurance	182,984	192,134	201,741	211,829	222,421
23100-232 Life Insurance	2,467	2,467	2,467	2,467	2,467
24000-241 Workers compensation	8,476	8,476	8,476	8,476	8,476
26300-211 General retiree health contrib	1,077	1,077	1,077	1,077	1,077
Total Personnel	1,558,851	1,568,396	1,578,400	1,588,887	1,599,880
Operating					
31310-310 Prof & Tech Services	400	400	400	400	400
40100-330 Travel/conferences	2,500	2,500	2,500	2,500	2,500
46250-351 R & M equipment	408	417	426	435	444
46800-350 Maintenance contracts	3,518	3,535	3,553	3,571	3,588
52182-513 Testing material	5,523	5,578	5,634	5,690	5,747
52590-590 Other Mat'l & Sply	18,180	18,362	18,545	18,731	18,918
52650-642 Equip < than \$1000	3,000	3,000	3,000	3,000	3,000
52653-644 Computer equipment < \$1000	960	969	979	989	998
54100-521 Memberships/ dues/ subscripti	3,000	3,000	3,000	3,000	3,000
54520-520 Textbooks	57,635	62,635	68,635	68,635	68,635
Total Operating	95,124	100,396	106,672	106,951	107,230
Total 5101 K-3 Basic	1,653,975	1,668,792	1,685,072	1,695,838	1,707,110

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
551 Elementary West Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools**

5102 4-8 Basic	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel					
12910-120 Chtr Sch Teacher	488,889	488,889	488,889	488,889	488,889
12996-291 Sick leave - retire/term	3,000	3,000	3,000	3,000	3,000
12997-291 Sick leave - annual	1,000	1,000	1,000	1,000	1,000
13554-150 P/T Teacher Assistant	12,916	12,916	12,916	12,916	12,916
15005-291 Supplements	41,803	41,803	41,803	41,803	41,803
15015-291 Payment in lieu of benefits	4,802	4,802	4,802	4,802	4,802
21000-221 Social Security- matching	42,270	42,270	42,270	42,270	42,270
22200-211 Retirement contribution - FRS	34,984	35,160	35,337	35,514	35,692
22500-211 ICMA - city portion	2,981	2,981	2,981	2,981	2,981
23000-231 Health Insurance	85,957	90,255	94,768	99,507	104,483
23100-232 Life Insurance	1,163	1,163	1,163	1,163	1,163
24000-241 Workers compensation	3,827	3,827	3,827	3,827	3,827
26300-211 General retiree health contrib	535	535	535	535	535
Total Personnel	724,127	728,601	733,291	738,207	743,361
Operating					
31310-310 Prof & Tech Services	200	200	200	200	200
40100-330 Travel/conferences	2,500	2,500	2,500	2,500	2,500
46250-351 R & M equipment	204	209	214	219	224
46800-350 Maintenance contracts	1,508	1,515	1,523	1,530	1,538
52182-513 Testing material	2,666	2,693	2,720	2,747	2,775
52590-590 Other Mat'l & Sply	9,595	9,691	9,788	9,886	9,985
52650-642 Equip < than \$1000	2,000	2,000	2,000	2,000	2,000
52653-644 Computer equipment < \$1000	758	765	773	780	788
54100-521 Memberships/ dues/ subscripti	2,000	2,000	2,000	2,000	2,000
54520-520 Textbooks	46,475	46,475	51,475	51,475	51,475
Total Operating	67,906	68,048	73,193	73,337	73,485
Total 5102 4-8 Basic	792,033	796,649	806,484	811,544	816,846

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
551 Elementary West Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools**

5250 Exceptional Student Prog	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel					
12558-120 Speech Therapist	22,910	22,910	22,910	22,910	22,910
12910-120 Chtr Sch Teacher	114,689	114,689	114,689	114,689	114,689
13140-140 Temp Sub Teacher	2,000	2,000	2,000	2,000	2,000
13683-160 Sch P/T Clerk Spec I	2,668	2,668	2,668	2,668	2,668
15005-291 Supplements	27,219	27,219	27,219	27,219	27,219
21000-221 Social Security- matching	12,969	12,969	12,969	12,969	12,969
22200-211 Retirement contribution - FRS	11,841	11,901	11,962	12,023	12,084
23000-231 Health Insurance	25,860	27,153	28,511	29,937	31,434
23100-232 Life Insurance	327	327	327	327	327
24000-241 Workers compensation	1,070	1,070	1,070	1,070	1,070
26300-211 General retiree health contrib	130	130	130	130	130
Total Personnel	221,683	223,036	224,455	225,942	227,500
Operating					
31310-310 Prof & Tech Services	3,500	3,500	3,500	3,500	3,500
47100-395 Printing	200	200	200	200	200
52590-590 Other Mat'l & Sply	1,768	1,785	1,803	1,821	1,839
52653-644 Computer equipment < \$1000	253	255	258	260	263
54520-520 Textbooks	2,000	2,000	2,000	2,000	2,000
Total Operating	7,721	7,740	7,761	7,781	7,802
Total 5250 Exceptional Student Prog	229,404	230,776	232,216	233,723	235,302

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
551 Elementary West Campus Expenditures

170 Charter Elementary Schools

569 Other human services

5051 Charter Elementary Schools

5901 Substitute Teachers	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel					
13140-140 Temp Sub Teacher	25,000	25,000	25,000	25,000	25,000
21000-221 Social Security- matching	1,913	1,913	1,913	1,913	1,913
22200-211 Retirement contribution - FRS	1,747	1,756	1,765	1,774	1,783
Total Personnel	28,660	28,669	28,678	28,687	28,696
Total 5901 Substitute Teachers	28,660	28,669	28,678	28,687	28,696

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
551 Elementary West Campus Expenditures

170 Charter Elementary Schools

569 Other human services

5051 Charter Elementary Schools

6120 Guidance Services	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel					
12956-130 School Counselor	40,381	40,381	40,381	40,381	40,381
15005-291 Supplements	9,900	9,900	9,900	9,900	9,900
21000-221 Social Security- matching	3,848	3,848	3,848	3,848	3,848
22200-211 Retirement contribution - FRS	3,515	3,534	3,553	3,572	3,591
23000-231 Health Insurance	10,344	10,862	11,406	11,977	12,576
23100-232 Life Insurance	96	96	96	96	96
24000-241 Workers compensation	308	308	308	308	308
26300-211 General retiree health contrib	52	52	52	52	52
Total Personnel	68,444	68,981	69,544	70,134	70,752
Operating					
52590-590 Other Mat'l & Sply	1,313	1,326	1,339	1,353	1,366
Total Operating	1,313	1,326	1,339	1,353	1,366
Total 6120 Guidance Services	69,757	70,307	70,883	71,487	72,118

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
551 Elementary West Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools**

6200 Instruct Media Services	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel					
12950-150 Teacher Assistant	15,118	15,118	15,118	15,118	15,118
12957-130 Media Specialist	42,160	42,160	42,160	42,160	42,160
15005-291 Supplements	6,800	6,800	6,800	6,800	6,800
15015-291 Payment in lieu of benefits	2,401	2,401	2,401	2,401	2,401
21000-221 Social Security- matching	5,088	5,088	5,088	5,088	5,088
22200-211 Retirement contribution - FRS	4,478	4,502	4,526	4,550	4,574
23000-231 Health Insurance	10,344	10,862	11,406	11,977	12,576
23100-232 Life Insurance	136	136	136	136	136
24000-241 Workers compensation	437	437	437	437	437
26300-211 General retiree health contrib	104	104	104	104	104
Total Personnel	87,066	87,608	88,176	88,771	89,394
Operating					
52650-642 Equip < than \$1000	1,000	1,000	1,000	1,000	1,000
52652-692 Software < than \$1000 &/or li	1,212	1,224	1,236	1,249	1,261
52653-644 Computer equipment < \$1000	303	306	309	312	315
54100-521 Memberships/ dues/ subscripti	1,000	1,000	1,000	1,000	1,000
54505-521 Media	5,000	5,000	5,000	5,000	5,000
54510-611 Media Books	8,000	8,000	8,000	8,000	8,000
Total Operating	16,515	16,530	16,545	16,561	16,576
Total 6200 Instruct Media Services	103,581	104,138	104,721	105,332	105,970

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
551 Elementary West Campus Expenditures

170	Charter Elementary Schools					
569	Other human services					
5051	Charter Elementary Schools					
6400	Instructional Staff Training ser	2014-15	2015-16	2016-17	2017-18	2018-19
Operating						
31310-310	Prof & Tech Services	4,500	4,500	4,500	4,500	4,500
	Total Operating	4,500	4,500	4,500	4,500	4,500
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Total 6400	Instructional Staff Trainin	4,500	4,500	4,500	4,500	4,500
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City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
551 Elementary West Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools**

7300 School Administration	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel					
12125-160 Sch Clerical Spec I	51,382	51,382	51,382	51,382	51,382
12138-160 Sch Clerical Spec II	21,082	21,082	21,082	21,082	21,082
12951-160 Registrar	13,290	13,290	13,290	13,290	13,290
12952-160 Bookkeeper	19,345	19,345	19,345	19,345	19,345
12953-110 Assistant Principal	80,577	80,577	80,577	80,577	80,577
12992-291 Vacation leave - retire/term	5,000	5,000	5,000	5,000	5,000
12996-291 Sick leave - retire/term	5,000	5,000	5,000	5,000	5,000
12997-291 Sick leave - annual	2,000	2,000	2,000	2,000	2,000
15005-291 Supplements	2,220	2,220	2,220	2,220	2,220
15015-291 Payment in lieu of benefits	2,401	2,401	2,401	2,401	2,401
21000-221 Social Security- matching	15,480	15,480	15,480	15,480	15,480
22200-211 Retirement contribution - FRS	10,850	10,905	10,960	11,016	11,072
22500-211 ICMA - city portion	2,269	2,269	2,269	2,269	2,269
23000-231 Health Insurance	44,789	47,029	49,381	51,851	54,444
23100-232 Life Insurance	441	441	441	441	441
24000-241 Workers compensation	1,418	1,418	1,418	1,418	1,418
26300-211 General retiree health contrib	277	277	277	277	277
Total Personnel	277,821	280,116	282,523	285,049	287,698
Operating					
31300-311 Professional services-Outside	15,000	15,000	15,000	15,000	15,000
31310-310 Prof & Tech Services	6,000	6,000	6,000	6,000	6,000
34989-310 Contractual service provider	121,206	121,206	121,206	121,206	121,206
41400-371 Postage	100	100	100	100	100
46250-351 R & M equipment	255	261	267	273	279
46800-350 Maintenance contracts	1,809	1,818	1,827	1,836	1,845
47100-395 Printing	1,000	1,000	1,000	1,000	1,000
49000-391 Legal/employment ads	3,000	3,000	3,000	3,000	3,000
52590-590 Other Mat'l & Sply	7,070	7,141	7,212	7,284	7,357
52650-642 Equip < than \$1000	3,600	3,600	3,600	3,600	3,600
52652-692 Software < than \$1000 &/or li	46,969	47,439	47,913	48,392	48,876
52653-644 Computer equipment < \$1000	10,241	10,344	10,447	10,552	10,657
52790-790 Miscellaneous Expense	100	100	100	100	100
54100-521 Memberships/ dues/ subscripti	2,200	2,200	2,200	2,200	2,200
Total Operating	218,550	219,209	219,872	220,543	221,220
Capital					
64039-643 Computer equipment not micr	10,376	10,895	11,440	27,012	28,362
64053-643 Micro computer	22,575	23,704	24,889	26,133	27,440

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
551 Elementary West Campus Expenditures

170	Charter Elementary Schools					
569	Other human services					
5051	Charter Elementary Schools					
7300	School Administration	2014-15	2015-16	2016-17	2017-18	2018-19
	Total Capital	32,951	34,599	36,329	53,145	55,802
Total 7300 School Administration		529,322	533,924	538,724	558,737	564,720

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
551 Elementary West Campus Expenditures

170	Charter Elementary Schools					
569	Other human services					
5051	Charter Elementary Schools					
7400	Facilities Acquisition & Constr	2014-15	2015-16	2016-17	2017-18	2018-19
Operating						
44360-360	Rentals	431,728	431,362	432,330	429,184	428,624
	Total Operating	431,728	431,362	432,330	429,184	428,624
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Total 7400	Facilities Acquisition & Co	431,728	431,362	432,330	429,184	428,624
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City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
551 Elementary West Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools**

7600 Food Services	2014-15	2015-16	2016-17	2017-18	2018-19
Operating					
31310-310 Prof & Tech Services	189,900	189,900	189,900	189,900	189,900
43380-380 Pub Ut Svc Othr Energ Sv	1,000	1,000	1,000	1,000	1,000
43430-430 Electricity	8,670	8,843	9,020	9,201	9,385
46150-350 R & M- land- building & impro	306	313	320	327	334
46250-351 R & M equipment	1,275	1,301	1,328	1,355	1,383
46800-350 Maintenance contracts	1,206	1,212	1,218	1,224	1,230
52650-642 Equip < than \$1000	1,000	1,000	1,000	1,000	1,000
52790-790 Miscellaneous Expense	500	500	500	500	500
52910-580 Commodity Consumption	16,248	16,573	16,904	17,242	17,587
Total Operating	220,105	220,642	221,190	221,749	222,319
Total 7600 Food Services	220,105	220,642	221,190	221,749	222,319

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
551 Elementary West Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools**

7800 Pupil Transfer Services	2014-15	2015-16	2016-17	2017-18	2018-19
Operating					
34300-390 Contract- laundry & cleaning	128	128	128	128	128
34990-310 Contractual services- other	185,832	185,832	185,832	185,832	185,832
41370-370 Communications	288	288	288	288	288
43380-380 Pub Ut Svc Othr Energ Sv	686	686	686	686	686
43430-430 Electricity	810	826	843	859	877
45000-370 Insurance	13,130	13,261	13,394	13,528	13,663
45320-320 Insurance & Bond Premium	721	728	736	743	750
46150-350 R & M- land- building & impro	204	209	214	219	224
46250-351 R & M equipment	77	79	81	83	85
46300-351 R & M motor vehicles	24,480	24,970	25,469	25,978	26,498
46800-350 Maintenance contracts	173	174	175	175	176
49000-391 Legal/employment ads	171	171	171	171	171
49105-370 License renewals	50	50	50	50	50
52540-451 Fuel	40,597	41,409	42,237	43,082	43,944
52600-642 Clothing/uniforms	657	657	657	657	657
52650-642 Equip < than \$1000	571	571	571	571	571
52790-790 Miscellaneous Expense	1,220	1,220	1,220	1,220	1,220
Total Operating	269,795	271,259	272,752	274,270	275,820
Capital					
64325-651 School bus	0	50,000	66,667	66,667	66,667
Total Capital	0	50,000	66,667	66,667	66,667
Total 7800 Pupil Transfer Services	269,795	321,259	339,419	340,937	342,487

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
551 Elementary West Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools**

7900 Operation of Plant	2014-15	2015-16	2016-17	2017-18	2018-19
Operating					
32100-312 Accounting and auditing fees	2,857	2,857	2,857	2,857	2,857
34500-350 Contract- building maintenanc	86,774	87,642	88,518	89,403	90,298
34990-310 Contractual services- other	10,221	10,221	10,221	10,221	10,221
41370-370 Communications	17,576	17,576	17,576	17,576	17,576
43380-380 Pub Ut Svc Othr Energ Sv	7,103	7,103	7,103	7,103	7,103
43430-430 Electricity	95,370	97,277	99,223	101,207	103,232
45320-320 Insurance & Bond Premium	85,879	86,738	87,605	88,482	89,366
46150-350 R & M- land- building & impro	49,124	50,107	51,110	52,133	53,176
46250-351 R & M equipment	2,550	2,601	2,654	2,708	2,763
49175-794 Administrative fees	109,711	110,259	110,811	111,365	111,922
49177-794 Bwd Administrative Fee	4,136	4,198	4,261	4,325	4,390
52200-510 Cleaning/janitorial supplies	1,243	1,243	1,243	1,243	1,243
52590-590 Other Mat'l & Sply	505	510	515	520	526
52650-642 Equip < than \$1000	1,000	1,000	1,000	1,000	1,000
52790-790 Miscellaneous Expense	500	500	500	500	500
Total Operating	474,549	479,832	485,197	490,643	496,173
Total 7900 Operation of Plant	474,549	479,832	485,197	490,643	496,173

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
551 Elementary West Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools**

9102 Child Care Supervision	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel					
13190-160 P/T After School Director	14,321	14,321	14,321	14,321	14,321
13403-160 P/T Bookkeeper	6,172	6,172	6,172	6,172	6,172
13556-160 P/T After School Care	80,022	80,022	80,022	80,022	80,022
13683-160 Sch P/T Clerk Spec I	5,335	5,335	5,335	5,335	5,335
21000-221 Social Security- matching	8,103	8,103	8,103	8,103	8,103
22200-211 Retirement contribution - FRS	7,402	7,440	7,478	7,516	7,554
24000-241 Workers compensation	821	821	821	821	821
Total Personnel	122,176	122,214	122,252	122,290	122,328
Operating					
31310-310 Prof & Tech Services	150	150	150	150	150
52590-590 Other Mat'l & Sply	2,020	2,040	2,061	2,081	2,102
52650-642 Equip < than \$1000	500	500	500	500	500
Total Operating	2,670	2,690	2,711	2,731	2,752
Total 9102 Child Care Supervision	124,846	124,904	124,963	125,021	125,080
Project 551 Elementary West Campus	4,932,255	5,015,754	5,074,377	5,117,382	5,149,945

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
552 Elementary Central Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools**

5101 K-3 Basic	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel					
12910-120 Chtr Sch Teacher	987,551	987,551	987,551	987,551	987,551
12996-291 Sick leave - retire/term	500	500	500	500	500
12997-291 Sick leave - annual	2,000	2,000	2,000	2,000	2,000
13554-150 P/T Teacher Assistant	51,664	51,664	51,664	51,664	51,664
15005-291 Supplements	80,911	80,911	80,911	80,911	80,911
15015-291 Payment in lieu of benefits	11,213	11,213	11,213	11,213	11,213
21000-221 Social Security- matching	86,762	86,762	86,762	86,762	86,762
22200-211 Retirement contribution - FRS	67,796	68,136	68,478	68,821	69,166
22500-211 ICMA - city portion	10,406	10,406	10,406	10,406	10,406
23000-231 Health Insurance	165,709	173,995	182,695	191,830	201,422
23100-232 Life Insurance	2,347	2,347	2,347	2,347	2,347
24000-241 Workers compensation	7,929	7,929	7,929	7,929	7,929
26300-211 General retiree health contrib	1,077	1,077	1,077	1,077	1,077
Total Personnel	1,475,865	1,484,491	1,493,533	1,503,011	1,512,948
Operating					
31310-310 Prof & Tech Services	1,000	1,000	1,000	1,000	1,000
40100-330 Travel/conferences	3,100	3,100	3,100	3,100	3,100
46250-351 R & M equipment	714	729	744	759	775
46800-350 Maintenance contracts	5,025	5,050	5,075	5,101	5,126
52182-513 Testing material	5,252	5,305	5,358	5,411	5,465
52590-590 Other Mat'l & Sply	22,220	22,442	22,667	22,893	23,122
52650-642 Equip < than \$1000	10,000	10,000	10,000	10,000	10,000
52653-644 Computer equipment < \$1000	1,515	1,530	1,545	1,561	1,577
54100-521 Memberships/ dues/ subscripti	2,500	2,500	2,500	2,500	2,500
54520-520 Textbooks	39,520	44,520	50,520	50,520	50,520
Total Operating	90,846	96,176	102,509	102,845	103,185
Total 5101 K-3 Basic	1,566,711	1,580,667	1,596,042	1,605,856	1,616,133

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
552 Elementary Central Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools**

5102 4-8 Basic	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel					
12910-120 Chtr Sch Teacher	460,722	460,722	460,722	460,722	460,722
12996-291 Sick leave - retire/term	500	500	500	500	500
12997-291 Sick leave - annual	2,000	2,000	2,000	2,000	2,000
13554-150 P/T Teacher Assistant	12,916	12,916	12,916	12,916	12,916
15005-291 Supplements	35,186	35,186	35,186	35,186	35,186
15015-291 Payment in lieu of benefits	5,595	5,595	5,595	5,595	5,595
21000-221 Social Security- matching	39,556	39,556	39,556	39,556	39,556
22200-211 Retirement contribution - FRS	32,515	32,679	32,844	33,009	33,175
22500-211 ICMA - city portion	3,019	3,019	3,019	3,019	3,019
23000-231 Health Insurance	82,543	86,671	91,005	95,556	100,334
23100-232 Life Insurance	1,095	1,095	1,095	1,095	1,095
24000-241 Workers compensation	3,613	3,613	3,613	3,613	3,613
26300-211 General retiree health contrib	535	535	535	535	535
Total Personnel	679,795	684,087	688,586	693,302	698,246
Operating					
31310-310 Prof & Tech Services	780	780	780	780	780
40100-330 Travel/conferences	1,500	1,500	1,500	1,500	1,500
46250-351 R & M equipment	816	833	850	867	885
46800-350 Maintenance contracts	2,412	2,424	2,436	2,448	2,461
52182-513 Testing material	3,535	3,570	3,606	3,642	3,679
52590-590 Other Mat'l & Sply	12,120	12,241	12,364	12,487	12,612
52650-642 Equip < than \$1000	6,000	6,000	6,000	6,000	6,000
52653-644 Computer equipment < \$1000	1,515	1,530	1,545	1,561	1,577
52790-790 Miscellaneous Expense	350	350	350	350	350
54100-521 Memberships/ dues/ subscripti	2,500	2,500	2,500	2,500	2,500
54520-520 Textbooks	29,300	29,300	34,300	34,300	34,300
Total Operating	60,828	61,028	66,231	66,435	66,644
Total 5102 4-8 Basic	740,623	745,115	754,817	759,737	764,890

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
552 Elementary Central Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools**

5250 Exceptional Student Prog	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel					
12558-120 Speech Therapist	23,469	23,469	23,469	23,469	23,469
12910-120 Chtr Sch Teacher	195,878	195,878	195,878	195,878	195,878
12996-291 Sick leave - retire/term	500	500	500	500	500
12997-291 Sick leave - annual	500	500	500	500	500
13140-140 Temp Sub Teacher	500	500	500	500	500
13554-150 P/T Teacher Assistant	6,458	6,458	6,458	6,458	6,458
15005-291 Supplements	38,042	38,042	38,042	38,042	38,042
15015-291 Payment in lieu of benefits	2,401	2,401	2,401	2,401	2,401
21000-221 Social Security- matching	20,489	20,489	20,489	20,489	20,489
22200-211 Retirement contribution - FRS	13,491	13,560	13,630	13,700	13,770
23000-231 Health Insurance	25,860	27,153	28,511	29,937	31,434
23100-232 Life Insurance	521	521	521	521	521
24000-241 Workers compensation	1,722	1,722	1,722	1,722	1,722
26300-211 General retiree health contrib	182	182	182	182	182
Total Personnel	330,013	331,375	332,803	334,299	335,866
Operating					
31310-310 Prof & Tech Services	2,500	2,500	2,500	2,500	2,500
34989-310 Contractual service provider	8,870	8,870	8,870	8,870	8,870
46250-351 R & M equipment	153	157	161	165	169
52590-590 Other Mat'l & Sply	1,515	1,530	1,545	1,561	1,577
52650-642 Equip < than \$1000	500	500	500	500	500
52652-692 Software < than \$1000 &/or li	152	153	155	156	158
52790-790 Miscellaneous Expense	150	150	150	150	150
54520-520 Textbooks	2,000	2,000	2,000	2,000	2,000
Total Operating	15,840	15,860	15,881	15,902	15,924
Total 5250 Exceptional Student Prog	345,853	347,235	348,684	350,201	351,790

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
552 Elementary Central Campus Expenditures

170 Charter Elementary Schools

569 Other human services

5051 Charter Elementary Schools

5901 Substitute Teachers	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel					
13140-140 Temp Sub Teacher	40,000	40,000	40,000	40,000	40,000
21000-221 Social Security- matching	3,060	3,060	3,060	3,060	3,060
22200-211 Retirement contribution - FRS	2,794	2,808	2,823	2,838	2,853
Total Personnel	45,854	45,868	45,883	45,898	45,913
Total 5901 Substitute Teachers	45,854	45,868	45,883	45,898	45,913

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
552 Elementary Central Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools**

6120 Guidance Services	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel					
12956-130 School Counselor	40,719	40,719	40,719	40,719	40,719
15005-291 Supplements	3,650	3,650	3,650	3,650	3,650
21000-221 Social Security- matching	3,396	3,396	3,396	3,396	3,396
22200-211 Retirement contribution - FRS	3,101	3,118	3,135	3,152	3,169
23000-231 Health Insurance	10,344	10,862	11,406	11,977	12,576
23100-232 Life Insurance	97	97	97	97	97
24000-241 Workers compensation	310	310	310	310	310
26300-211 General retiree health contrib	52	52	52	52	52
Total Personnel	61,669	62,204	62,765	63,353	63,969
Operating					
52590-590 Other Mat'l & Sply	8,080	8,161	8,242	8,325	8,408
52650-642 Equip < than \$1000	500	500	500	500	500
Total Operating	8,580	8,661	8,742	8,825	8,908
Total 6120 Guidance Services	70,249	70,865	71,507	72,178	72,877

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
552 Elementary Central Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools**

6200 Instruct Media Services	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel					
12957-130 Media Specialist	39,176	39,176	39,176	39,176	39,176
15005-291 Supplements	2,000	2,000	2,000	2,000	2,000
21000-221 Social Security- matching	3,150	3,150	3,150	3,150	3,150
22200-211 Retirement contribution - FRS	2,877	2,892	2,907	2,922	2,937
23000-231 Health Insurance	10,344	10,862	11,406	11,977	12,576
23100-232 Life Insurance	93	93	93	93	93
24000-241 Workers compensation	299	299	299	299	299
26300-211 General retiree health contrib	52	52	52	52	52
Total Personnel	57,991	58,524	59,083	59,669	60,283
Operating					
52590-590 Other Mat'l & Sply	404	408	412	416	420
52650-642 Equip < than \$1000	1,500	1,500	1,500	1,500	1,500
52652-692 Software < than \$1000 &/or li	2,020	2,040	2,061	2,081	2,102
54100-521 Memberships/ dues/ subscripti	1,000	1,000	1,000	1,000	1,000
54505-521 Media	5,000	5,000	5,000	5,000	5,000
54510-611 Media Books	8,000	8,000	8,000	8,000	8,000
Total Operating	17,924	17,948	17,973	17,997	18,022
Total 6200 Instruct Media Services	75,915	76,472	77,056	77,666	78,305

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
552 Elementary Central Campus Expenditures

170	Charter Elementary Schools					
569	Other human services					
5051	Charter Elementary Schools					
6400	Instructional Staff Training ser	2014-15	2015-16	2016-17	2017-18	2018-19
Operating						
31310-310	Prof & Tech Services	3,000	3,000	3,000	3,000	3,000
40100-330	Travel/conferences	2,500	2,500	2,500	2,500	2,500
	Total Operating	5,500	5,500	5,500	5,500	5,500
Total 6400 Instructional Staff Trainin		5,500	5,500	5,500	5,500	5,500

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
552 Elementary Central Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools****7300 School Administration**

	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel					
12125-160 Sch Clerical Spec I	42,570	42,570	42,570	42,570	42,570
12133-110 Sch Administrative Coor I	18,980	18,980	18,980	18,980	18,980
12136-160 Sch Micro Computer Technicia	17,844	17,844	17,844	17,844	17,844
12137-160 Charter Schools IT Systems A	34,948	34,948	34,948	34,948	34,948
12138-160 Sch Clerical Spec II	49,364	49,364	49,364	49,364	49,364
12951-160 Registrar	13,693	13,693	13,693	13,693	13,693
12952-160 Bookkeeper	21,134	21,134	21,134	21,134	21,134
12953-110 Assistant Principal	80,577	80,577	80,577	80,577	80,577
12970-110 Principal Central Campus	56,296	56,296	56,296	56,296	56,296
12992-291 Vacation leave - retire/term	500	500	500	500	500
12996-291 Sick leave - retire/term	500	500	500	500	500
12997-291 Sick leave - annual	500	500	500	500	500
15005-291 Supplements	2,840	2,840	2,840	2,840	2,840
15015-291 Payment in lieu of benefits	3,243	3,243	3,243	3,243	3,243
15116-291 Cell Phone Pay	720	720	720	720	720
21000-221 Social Security- matching	26,306	26,306	26,306	26,306	26,306
22200-211 Retirement contribution - FRS	16,464	16,548	16,632	16,717	16,803
22500-211 ICMA - city portion	7,186	7,186	7,186	7,186	7,186
23000-231 Health Insurance	69,204	72,665	76,299	80,114	84,120
23100-232 Life Insurance	799	799	799	799	799
24000-241 Workers compensation	2,561	2,561	2,561	2,561	2,561
26300-211 General retiree health contrib	418	418	418	418	418
Total Personnel	466,647	470,192	473,910	477,810	481,902

Operating

31300-311 Professional services-Outside	11,000	11,000	11,000	11,000	11,000
31310-310 Prof & Tech Services	7,500	7,500	7,500	7,500	7,500
34989-310 Contractual service provider	24,905	24,905	24,905	24,905	24,905
40100-330 Travel/conferences	1,500	1,500	1,500	1,500	1,500
41400-371 Postage	200	200	200	200	200
46250-351 R & M equipment	510	521	532	543	554
46800-350 Maintenance contracts	3,216	3,232	3,248	3,264	3,281
47100-395 Printing	3,200	3,200	3,200	3,200	3,200
49000-391 Legal/employment ads	1,000	1,000	1,000	1,000	1,000
52590-590 Other Mat'l & Sply	7,070	7,141	7,212	7,284	7,357
52650-642 Equip < than \$1000	2,500	2,500	2,500	2,500	2,500
52652-692 Software < than \$1000 &/or li	37,666	38,043	38,423	38,807	39,195
52653-644 Computer equipment < \$1000	10,241	10,344	10,447	10,552	10,657
52790-790 Miscellaneous Expense	200	200	200	200	200

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
552 Elementary Central Campus Expenditures

170	Charter Elementary Schools					
569	Other human services					
5051	Charter Elementary Schools					
7300	School Administration	2014-15	2015-16	2016-17	2017-18	2018-19
54100-521	Memberships/ dues/ subscripti	2,000	2,000	2,000	2,000	2,000
Total Operating		112,708	113,286	113,867	114,455	115,049
Capital						
64039-643	Computer equipment not micr	10,376	10,895	11,440	27,012	28,362
64053-643	Micro computer	22,575	23,704	24,889	26,133	27,440
64066-641	File cabinets- other	2,000	2,000	2,000	2,000	2,000
Total Capital		34,951	36,599	38,329	55,145	57,802
Total 7300 School Administration		614,306	620,077	626,106	647,410	654,753

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
552 Elementary Central Campus Expenditures

170	Charter Elementary Schools					
569	Other human services					
5051	Charter Elementary Schools					
7400	Facilities Acquisition & Constr	2014-15	2015-16	2016-17	2017-18	2018-19
Operating						
44360-360	Rentals	561,584	561,065	562,341	557,931	557,113
	Total Operating	561,584	561,065	562,341	557,931	557,113
Total 7400 Facilities Acquisition & Co		561,584	561,065	562,341	557,931	557,113

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
552 Elementary Central Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools****7600 Food Services**

	2014-15	2015-16	2016-17	2017-18	2018-19
Operating					
31310-310 Prof & Tech Services	176,822	176,822	176,822	176,822	176,822
43380-380 Pub Ut Svc Othr Energ Sv	1,000	1,000	1,000	1,000	1,000
43430-430 Electricity	11,730	11,965	12,204	12,448	12,697
46150-350 R & M- land- building & impro	306	313	320	327	334
46250-351 R & M equipment	1,275	1,301	1,328	1,355	1,383
46800-350 Maintenance contracts	1,206	1,212	1,218	1,224	1,230
52650-642 Equip < than \$1000	1,000	1,000	1,000	1,000	1,000
52790-790 Miscellaneous Expense	500	500	500	500	500
52910-580 Commodity Consumption	16,247	16,571	16,903	17,241	17,586
Total Operating	210,086	210,684	211,295	211,917	212,552
Total 7600 Food Services	210,086	210,684	211,295	211,917	212,552

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
552 Elementary Central Campus Expenditures

170	Charter Elementary Schools					
569	Other human services					
5051	Charter Elementary Schools					
7800	Pupil Transfer Services	2014-15	2015-16	2016-17	2017-18	2018-19
Operating						
34300-390	Contract- laundry & cleaning	128	128	128	128	128
34990-310	Contractual services- other	185,832	185,832	185,832	185,832	185,832
41370-370	Communications	285	285	285	285	285
43380-380	Pub Ut Svc Othr Energ Sv	686	686	686	686	686
43430-430	Electricity	786	802	818	835	851
45000-370	Insurance	14,764	14,912	15,061	15,212	15,364
45320-320	Insurance & Bond Premium	721	728	736	743	750
46150-350	R & M- land- building & impro	204	209	214	219	224
46250-351	R & M equipment	77	79	81	83	85
46300-351	R & M motor vehicles	24,480	24,970	25,469	25,978	26,498
46800-350	Maintenance contracts	173	174	175	175	176
49000-391	Legal/employment ads	171	171	171	171	171
49105-370	License renewals	50	50	50	50	50
52540-451	Fuel	40,597	41,409	42,237	43,082	43,944
52600-642	Clothing/uniforms	657	657	657	657	657
52650-642	Equip < than \$1000	571	571	571	571	571
52790-790	Miscellaneous Expense	1,187	1,187	1,187	1,187	1,187
Total Operating		271,369	272,850	274,358	275,894	277,459
Capital						
64325-651	School bus	0	50,000	66,667	66,667	66,667
Total Capital		0	50,000	66,667	66,667	66,667
Total 7800 Pupil Transfer Services		271,369	322,850	341,025	342,561	344,126

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
552 Elementary Central Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools**

7900 Operation of Plant	2014-15	2015-16	2016-17	2017-18	2018-19
Operating					
32100-312 Accounting and auditing fees	2,857	2,857	2,857	2,857	2,857
34500-350 Contract- building maintenanc	87,357	88,230	89,113	90,004	90,904
34990-310 Contractual services- other	23,008	23,008	23,008	23,008	23,008
41370-370 Communications	6,392	6,392	6,392	6,392	6,392
43380-380 Pub Ut Svc Othr Energ Sv	8,382	8,382	8,382	8,382	8,382
43430-430 Electricity	96,798	98,734	100,709	102,723	104,777
45320-320 Insurance & Bond Premium	85,879	86,738	87,605	88,482	89,366
46150-350 R & M- land- building & impro	65,780	67,096	68,438	69,807	71,204
46250-351 R & M equipment	1,020	1,041	1,062	1,084	1,106
49175-794 Administrative fees	109,710	110,258	110,810	111,364	111,921
49177-794 Bwd Administrative Fee	4,136	4,198	4,261	4,325	4,390
52200-510 Cleaning/janitorial supplies	1,245	1,245	1,245	1,245	1,245
52590-590 Other Mat'l & Sply	505	510	515	520	526
52650-642 Equip < than \$1000	1,000	1,000	1,000	1,000	1,000
52790-790 Miscellaneous Expense	500	500	500	500	500
Total Operating	494,569	500,189	505,897	511,693	517,578
Total 7900 Operation of Plant	494,569	500,189	505,897	511,693	517,578

City of Pembroke Pines, Florida
Broward County Sponsored Charter Schools
552 Elementary Central Campus Expenditures

170 Charter Elementary Schools**569 Other human services****5051 Charter Elementary Schools**

9102 Child Care Supervision	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel					
13190-160 P/T After School Director	35,802	35,802	35,802	35,802	35,802
13403-160 P/T Bookkeeper	6,172	6,172	6,172	6,172	6,172
13556-160 P/T After School Care	73,792	73,792	73,792	73,792	73,792
13683-160 Sch P/T Clerk Spec I	5,335	5,335	5,335	5,335	5,335
21000-221 Social Security- matching	9,270	9,270	9,270	9,270	9,270
22200-211 Retirement contribution - FRS	8,469	8,512	8,555	8,598	8,641
24000-241 Workers compensation	938	938	938	938	938
Total Personnel	139,778	139,821	139,864	139,907	139,950
Operating					
31310-310 Prof & Tech Services	150	150	150	150	150
52590-590 Other Mat'l & Sply	1,515	1,530	1,545	1,561	1,577
52650-642 Equip < than \$1000	900	900	900	900	900
Total Operating	2,565	2,580	2,595	2,611	2,627
Total 9102 Child Care Supervision	142,343	142,401	142,459	142,518	142,577
Project 552 Elementary Central Camp	5,144,962	5,228,988	5,288,612	5,331,066	5,364,107

Total Charter Elementary Schools	15,683,379	15,939,290	16,124,592	16,257,428	16,361,505
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Student Demographics - Race and Sex by Grade Level

School Year: 2013/2014

CTY OF PEMBROKE PINES CHRTR ES - 5051

Criteria selected: All grade levels

	ASIAN			BLACK			HISPANIC			MULTI			NATIVE			WHITE			Total
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
01	13	15	28	37	39	76	70	77	147	1	5	6				37	24	61	318
02	13	12	25	49	38	87	76	70	146	2	1	3				32	26	58	319
03	16	12	28	26	22	48	75	86	161	3	3	6				33	38	71	314
04	9	8	17	31	37	68	89	79	168	2	1	3	4	3	7	35	29	64	327
05	6	11	17	38	43	81	79	66	145	9	4	13				36	36	72	328
KG	8	10	18	37	46	83	69	101	170	4	2	6				26	17	43	320
Total	65	68	133	218	225	443	458	479	937	21	16	37	4	3	7	199	170	369	1,926

Student Demographics - Race and Sex by Grade Level

School Year: 2013/2014

CTY OF PEMBROKE PINES CHRTR ES - 5051

Criteria selected: All grade levels

	ASIAN			BLACK			HISPANIC			MULTI			NATIVE			WHITE		
	F	M	% of Grand	F	M	% of Grand	F	M	% of Grand	F	M	% of Grand	F	M	% of Grand	F	M	% of Grand
01	1%	1%	1%	2%	2%	4%	4%	4%	8%	0%	0%	0%				2%	1%	3%
02	1%	1%	1%	3%	2%	5%	4%	4%	8%	0%	0%	0%				2%	1%	3%
03	1%	1%	1%	1%	1%	2%	4%	4%	8%	0%	0%	0%				2%	2%	4%
04	0%	0%	1%	2%	2%	4%	5%	4%	9%	0%	0%	0%	0%	0%	0%	2%	2%	3%
05	0%	1%	1%	2%	2%	4%	4%	3%	8%	0%	0%	1%				2%	2%	4%
KG	0%	1%	1%	2%	2%	4%	4%	5%	9%	0%	0%	0%				1%	1%	2%
% of Grand	3%	4%	7%	11%	12%	23%	24%	25%	49%	1%	1%	2%	0%	0%	0%	10%	9%	19%

Student Demographics - Race and Sex by Grade Level

School Year: 2013/2014

CTY OF PEMBROKE PINES CHRTR ES - 5051

Criteria selected: All grade levels

	Female	Male	Total
01	158	160	318
02	172	147	319
03	153	161	314
04	170	157	327
05	168	160	328
KG	144	176	320
Total	965	961	1,926

	Female	Male	% of Grand
02	9%	8%	17%
03	8%	8%	16%
04	9%	8%	17%
05	9%	8%	17%
KG	7%	9%	17%
01	8%	8%	17%
% of Grand	50%	50%	100%

City of Pembroke Pines

CHARTER SCHOOL REGISTRATION

School Year _____
 Enrollment Date: ____/____/____
 Current grade: _____

SHADED AREAS FOR OFFICIAL USE ONLY

School Name _____		FSI# _____		Teacher _____	
1. Student Legal Name: _____		Student SS#: _____			
Last First MI		Bldg.:		Optional Apt.:	
2. Address: _____		3. City: _____		4. Enrolled by: _____	
Zip: _____		Home Phone: _____		6. Work Phone: _____	
5. Mother/Guardian: _____		7. Place of Business: _____		8. Occupation: _____	
10. Father/Guardian: _____		11. Work Phone: _____		9. Last Grade: _____	
12. Place of Business: _____		13. Occupation: _____		14. Last Grade: _____	
15. Student Grade Level: _____		16. Sex <input type="checkbox"/> M <input type="checkbox"/> F		17. Race: <input type="checkbox"/> WNH <input type="checkbox"/> BNH <input type="checkbox"/> H <input type="checkbox"/> A/PI <input type="checkbox"/> Am/Ind <input type="checkbox"/> I	
18. Previously attended a Broward County School: <input type="checkbox"/> Yes <input type="checkbox"/> No		19. Date Withdrawn: _____		20. Grade: _____	
21. School Name: _____		22. Reassignment: <input type="checkbox"/> Yes <input type="checkbox"/> No			
23. Attend a Preschool Program during the year prior to kindergarten enrollment: <input type="checkbox"/> Pre-K Early I <input type="checkbox"/> Head Start <input type="checkbox"/> Pre-K Disabilities <input type="checkbox"/> Migrant Pre-K <input type="checkbox"/> Subsidized Child Care <input type="checkbox"/> Nonsubsidized child care					
24. Last School Attended: _____		25. Date Withdrawn: _____		26. Grade: _____	
27. Address: _____		City: _____		State: _____ Zip: _____	
28. Birth Date: ____/____/____		29. Birthplace: (City) _____ (State) _____			
30. High Risk Medical Condition(s): _____					
Health Examination Certificate: <input type="checkbox"/> Yes <input type="checkbox"/> No Overall Immunization Status: _____					
31. In Exceptional Student Program: <input type="checkbox"/> Yes <input type="checkbox"/> No Name of Program: _____					
32. Marital Status of Parents: <input type="checkbox"/> Married <input type="checkbox"/> Divorced <input type="checkbox"/> Separated <input type="checkbox"/> Widow(er) <input type="checkbox"/> Other					
33. Pupil Lives With: <input type="checkbox"/> Both Parents <input type="checkbox"/> Father <input type="checkbox"/> Mother <input type="checkbox"/> Other (explain) _____					
34. Does your child have any problems which would affect his/her participation in any of the school program? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please explain : _____					
35. Other Emergency Contact Telephone Numbers: Name: _____ () _____ - _____ Name: _____ () _____ - _____					
36. EMERGENCY: In case of emergency 911 will be called and your child will be taken to the nearest hospital if deemed necessary					
37. Children will be released to those persons listed below. In order to release children to ANYONE ELSE, the school must have written or verbal permission from the legal or guardian. Name: _____ Phone: () _____ - _____ Relationship: _____ Name: _____ Phone: () _____ - _____ Relationship: _____					
38. Permission for Photograph (print, media, video): <input type="checkbox"/> Yes <input type="checkbox"/> No					
LEP Code: _____ (Please Circle) LY LF LP LZ ZZ Date of Entry into USA ____/____/____ mo day yr					
39. Is a language other than English used in the home? <input type="checkbox"/> Yes If yes, language used: _____ <input type="checkbox"/> No					
40. Did the student have a first language other than English? <input type="checkbox"/> Yes <input type="checkbox"/> No					
41. Does the student most frequently speak a language other than English? <input type="checkbox"/> Yes If yes, language spoken: _____ <input type="checkbox"/> No					

Parent/Guardian Signature

Parent/Guardian Signature

Date

Date

Discipline Incident Summary

Current School Year: 2013/2014

Sort: Incident Cd, School, School Year, Grade

INCIDENT: 01 - DISOBEDIENCE/INSUBORDINATION

SCHOOL: CTY OF PEMBROKE PINES CHRTR ES -

SCHOOL YEAR: 2013

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
03									1					1	1
04									1					1	1
05									1					1	1
									3					3	3

INCIDENT: 02 - INSULTING/PROFANE/OBSCENE LANG

SCHOOL: CTY OF PEMBROKE PINES CHRTR ES -

SCHOOL YEAR: 2013

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
05										2				2	2
KG			1				1								1
			1				1			2				2	3

INCIDENT: 50 - SEXUAL HARASSMENT

SCHOOL: CTY OF PEMBROKE PINES CHRTR ES -

SCHOOL YEAR: 2013

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
03									1					1	1
									1					1	1

INCIDENT: A5 - ASSAULT/THREAT (MEDIUM)

SCHOOL: CTY OF PEMBROKE PINES CHRTR ES -

SCHOOL YEAR: 2013

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
04													1	1	1
													1	1	1

INCIDENT: ED - ELECTRONIC DEVICES- OFFENSIVE

SCHOOL: CTY OF PEMBROKE PINES CHRTR ES -

SCHOOL YEAR: 2013

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
04									2					2	2
									2					2	2

INCIDENT: HA - HARRASSMENT

SCHOOL: CTY OF PEMBROKE PINES CHRTR ES -

SCHOOL YEAR: 2013

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
04										1				1	1
										1				1	1

INCIDENT: SB - UNRULY/DISRUPTIVE BEHAVIOR

SCHOOL: CTY OF PEMBROKE PINES CHRTR ES -

SCHOOL YEAR: 2013

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
01									2	5		1		8	8
02		1	2			1	4			7			1	8	12
03								1	5	6				12	12
04		2					2		8	2			7	17	19

Discipline Incident Summary

Current School Year: 2013/2014

Sort: Incident Cd, School, School Year, Grade

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
05		2	4				6	1	16	15		1	2	35	41
KG		1					1		7	13			2	22	23
		<u>6</u>	<u>6</u>			<u>1</u>	<u>13</u>	<u>2</u>	<u>38</u>	<u>48</u>		<u>2</u>	<u>12</u>	<u>102</u>	<u>115</u>

INCIDENT: SM - CUMULATIVE ADMIN REFERRALS(5+)

SCHOOL: CTY OF PEMBROKE PINES CHRTR ES -

SCHOOL YEAR: 2013

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
02										2				2	2
05									2					2	2
									<u>2</u>	<u>2</u>				<u>4</u>	<u>4</u>

INCIDENT: T5 - PETTY THEFT < \$300

SCHOOL: CTY OF PEMBROKE PINES CHRTR ES -

SCHOOL YEAR: 2013

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
02									1	1				2	2
03									1	2			1	4	4
KG		1					1								1
		<u>1</u>					<u>1</u>		<u>2</u>	<u>3</u>			<u>1</u>	<u>6</u>	<u>7</u>

INCIDENT: T6 - GRAND THEFT >= \$300

SCHOOL: CTY OF PEMBROKE PINES CHRTR ES -

SCHOOL YEAR: 2013

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
04		1					1								1
KG		1					1								1
		<u>2</u>					<u>2</u>								<u>2</u>

INCIDENT: V4 - VANDALISM/DAMAGE PROP <\$1000

SCHOOL: CTY OF PEMBROKE PINES CHRTR ES -

SCHOOL YEAR: 2013

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
03									1	1			1	3	3
									<u>1</u>	<u>1</u>			<u>1</u>	<u>3</u>	<u>3</u>

INCIDENT: WB - WEAPONS- CLASS B (POSSESSION)

SCHOOL: CTY OF PEMBROKE PINES CHRTR ES -

SCHOOL YEAR: 2013

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
02									1					1	1
03									2					2	2
KG										1				1	1
									<u>3</u>	<u>1</u>				<u>4</u>	<u>4</u>

INCIDENT: Z3 - TECHNOLOGY - INAPPROPRIATE USE

SCHOOL: CTY OF PEMBROKE PINES CHRTR ES -

SCHOOL YEAR: 2013

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
04		1				2	3			2				2	5
05						1	1			1			1	2	3
		<u>1</u>				<u>3</u>	<u>4</u>			<u>3</u>			<u>1</u>	<u>4</u>	<u>8</u>

INCIDENT: Z7 - LEVEL 1 -BUS VIOLATIONS

Discipline Incident Summary

Current School Year: 2013/2014

Sort: Incident Cd, School, School Year, Grade

SCHOOL: CTY OF PEMBROKE PINES CHRTR ES -

SCHOOL YEAR: 2013

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
02			1				1								1
03									1					1	1
04									1					1	1
KG						2	2								2
			1			2	3		2					2	5

INCIDENT: Z8 - LEVEL 2 - BUS VIOLATIONS

SCHOOL: CTY OF PEMBROKE PINES CHRTR ES -

SCHOOL YEAR: 2013

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
01										3				3	3
02										4				4	4
03									1	3			1	5	5
04									1				1	2	2
05										1				1	1
KG						2	2			2			1	3	5
						2	2		2	13			3	18	20

INCIDENT: Z9 - LEVEL 3 -BUS VIOLATIONS

SCHOOL: CTY OF PEMBROKE PINES CHRTR ES -

SCHOOL YEAR: 2013

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
03									1					1	1
04		1					1		4					4	5
		1					1		5					5	6

INCIDENT: ZA - BULLYING

SCHOOL: CTY OF PEMBROKE PINES CHRTR ES -

SCHOOL YEAR: 2013

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
04		1					1			2				2	3
05													1	1	1
		1					1			2			1	3	4

INCIDENT: ZB - CHEATING- MAJOR

SCHOOL: CTY OF PEMBROKE PINES CHRTR ES -

SCHOOL YEAR: 2013

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
05						1	1						1	1	2
						1	1						1	1	2

INCIDENT: ZF - CLASS/SCHOOL RULES VIOLATION

SCHOOL: CTY OF PEMBROKE PINES CHRTR ES -

SCHOOL YEAR: 2013

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
01									2	3				5	5
02										8				8	8
03		1					1		5	5				10	11
04		2	2			2	6		3					3	9
05		2	4				6		10	8			1	19	25
KG		1					1		6	1			1	8	9

Discipline Incident Summary

Current School Year: 2013/2014

Sort: Incident Cd, School, School Year, Grade

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
		6	6			2	14		26	25			2	53	67

INCIDENT: ZI - FIGHT -MINOR/ALTERCATION/CONF

SCHOOL: CTY OF PEMBROKE PINES CHRTR ES -

SCHOOL YEAR: 2013

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
05									1	1				2	2
									1	1				2	2

INCIDENT: ZJ - UNATH SALE/DIST NON-CRIM MAT

SCHOOL: CTY OF PEMBROKE PINES CHRTR ES -

SCHOOL YEAR: 2013

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
02			1				1								1
			1				1								1

INCIDENT: ZN - ASSAULT/THREAT (NON-CRIMINAL)

SCHOOL: CTY OF PEMBROKE PINES CHRTR ES -

SCHOOL YEAR: 2013

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
02			1		1		2								2
03									1					1	1
04		1	2			1	4		1				2	3	7
		1	3		1	1	6		2				2	4	10

INCIDENT: ZY - CELL PHONE VIOLATION

SCHOOL: CTY OF PEMBROKE PINES CHRTR ES -

SCHOOL YEAR: 2013

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
03		1					1								1
05						1	1								1
		1				1	2								2

Discipline Incident Summary

Current School Year: 2013/2014

Sort: SY, Schl, Incident Cd, Grade

SCHOOL: CTY OF PEMBROKE PINES CHRTR ES - 5051

SCHOOL YEAR: 2014

INCIDENT: 02 - INSULTING/PROFANE/OBSCENE LANG

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
05						1	1								1
						1	1								1

INCIDENT: 22 - BATTERY

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
04									1					1	1
05		1					1								1
KG										3				3	3
		1					1		1	3				4	5

INCIDENT: SB - UNRULY/DISRUPTIVE BEHAVIOR

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
01		1					1		1	2				3	4
02									2	2				4	4
03										1			1	2	2
04										1				1	1
05						1	1		1	1			1	3	4
KG		1					1		3	9		4		16	17
		2				1	3		7	16		4	2	29	32

INCIDENT: T5 - PETTY THEFT < \$300

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
03			1				1			2				2	3
			1				1			2				2	3

INCIDENT: Z7 - LEVEL 1 -BUS VIOLATIONS

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
04									1					1	1
05									1					1	1
									2					2	2

INCIDENT: Z8 - LEVEL 2 - BUS VIOLATIONS

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
01								1		1				2	2
02										1				1	1
03									1	1				2	2
05						1	1								1
						1	1	1	1	3				5	6

INCIDENT: Z9 - LEVEL 3 -BUS VIOLATIONS

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
05		1					1								1
		1					1								1

INCIDENT: ZB - CHEATING- MAJOR

GR	FA	FB	FH	FI	FM	FW	F TI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
05			1				1								1
			1				1								1

INCIDENT: ZN - ASSAULT/THREAT (NON-CRIMINAL)

Current School Year: 2013/2014

Discipline Incident Summary

Sort: SY, Schl, Incident Cd, Grade

INCIDENT: ZN - ASSAULT/THREAT (NON-CRIMINAL)

<u>GR</u>	<u>FA</u>	<u>FB</u>	<u>FH</u>	<u>FI</u>	<u>FM</u>	<u>FW</u>	<u>F TI</u>	<u>MA</u>	<u>MB</u>	<u>MH</u>	<u>MI</u>	<u>MM</u>	<u>MW</u>	<u>MTI</u>	<u>StdT TI</u>
02									1					1	1
KG												1		1	1
									<u>1</u>			<u>1</u>		<u>2</u>	<u>2</u>

INCIDENT: ZX - PROFANITY TO STAFF MEMBER

<u>GR</u>	<u>FA</u>	<u>FB</u>	<u>FH</u>	<u>FI</u>	<u>FM</u>	<u>FW</u>	<u>F TI</u>	<u>MA</u>	<u>MB</u>	<u>MH</u>	<u>MI</u>	<u>MM</u>	<u>MW</u>	<u>MTI</u>	<u>StdT TI</u>
KG												1		1	1
												<u>1</u>		<u>1</u>	<u>1</u>

School Total: 54

Female

A:

B: 4

H: 2

I:

M:

W: 3

TL: 9

Male:

A: 1

B: 12

H:24

I:

M: 6

W: 2

TL: 45

Appendix E - Organizational Performance - Health and Safety

Page: 1

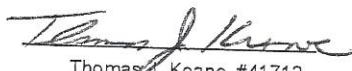
Safety Department
4200A N.W. 10th Avenue
Oakland Park, FL 33309
(754) 321-4200

Comprehensive Safety Inspection Audit State Requirements for Educational Facilities

Fiscal Year: 2012-2013
Broward County School District - Charter Schools
City of Pembroke Pines Charter Elem-Ctrl Loc. No: 5053
12350 Sheridan Street
Pembroke Pines, FL 33026
(954) 322-3330

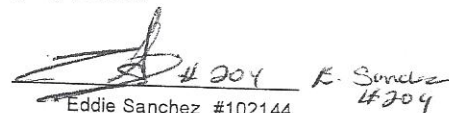
Initial Inspection: Aug 13, 2012

Pembroke Pines Fire Rescue
10100 Pines Blvd.
Pembroke Pines, FL 33025
(954) 435-6531


Thomas J. Keane #41712

Municipal Firesafety Inspector

[x] Fire Safety [x] Casualty [x] Sanitation


Eddie Sanchez #102144
Municipal Firesafety Inspector
(Fire Violations only)

69A-58	Pri	Location		Type	Est.	Deficiency Description and Corrective Action Required	# of Times Cited	Scheduled for Correction Not Later Than	Current Year Status	Work Order #
No. Sub Para.		Bldg No.	Room No.	Def. M-O-C	Cost					
* 10 12 g	C	A	000			post exit diagrams in each room <i>Showing primary & secondary exit rtes.</i>				
* 16 g 02	F	A	001			discontinue use of piggybacked surge strips <i>Beneath reception desk</i>	2			
* 16 f1 14	B	A	104			remove adapters				
01 01 09	B	A	110			Provide master keys for key box <i>No access this room.</i>				
* 16 f1 09	B	A	110			remove extension cords	1			
16 g0 3	B	A	111			Remove electric appliance from room <i>Remove lamp from home from premises.</i>				
01 01 09	B	A	112			Provide master keys for key box <i>No access this room.</i>				
* 16 f1 09	B	A	112			remove extension cords	1			
* 11 a8 01	F	A	124			reinspect fire extinguishers <i>Extinguisher has expired tag.</i>				
13 u1 6a	B	A	130			Provide signage to read the following: <i>Room #130 sign missing digit.</i>				
* 16 f1 14	B	A	131			remove adapters				
* 09 a0 01	B	A	135			repair ceilings <i>Repair hole in ceiling.</i>				
16 g0 3	B	A	136			Remove electric appliance from room <i>Remove space heater from premises.</i>				
01 01 09	B	A	137			Provide master keys for key box <i>No access this room.</i>				
01 01 09	B	A	138			Provide master keys for key box <i>No access this room.</i>				
01 01 09	B	A	143			Provide master keys for key box <i>No access this room.</i>				
13 u1 6a	B	A	9599			Provide signage to read the following: <i>"FDC for Administration Bldg."</i>	1			
* 11 a3 3	B	A	9599			post fire dept. connection sign <i>Post sign stating which building siamese serves.</i>	2			
13 u1 6a	B	A	9698			Provide signage to read the following: <i>Provide red marker for drive for FDCs.</i>	1			
10 b5 a	C	A	LOBBY			install railings min 24" on windows <i>Nd chairrails 1-1/2", 24"-36" aff all</i>				
cs 01 31	B	A	CLINIC			Provide Maintenance Log for AED <i>AED Pediatric Pads will expire end of August.</i>				
13 h1 a1	B	A	CLINIC			supply and install lockable medicine cabinet <i>Medications/chemical cabinets must be locked.</i>				
* 16 g 02	F	A	RECEPTIO			discontinue use of piggybacked surge strips <i>Under reception desk.</i>	1			
15 b6 02	B	E	000			install tile at water fountain min. 4'	6			
09 a 29	B	E	000			remove unrated cloth/paper covering window <i>Remove all paper from windows/doors</i>	1			
* 13 a2 a6	B	E	102			remove improperly stored chemicals <i>Secure cleaning chemicals in cabinet.</i>	1			

Comprehensive Safety Inspection Audit
State Requirements for Educational Facilities

Safety Department
4200A N.W. 10th Avenue
Oakland Park, FL 33309
(754) 321-4200

Fiscal Year: 2012-2013

Broward County School District - Charter Schools
City of Pembroke Pines Charter Elem-Ctrl Loc. No: 5053
12350 Sheridan Street
Pembroke Pines, FL 33026
(954) 322-3330

Initial Inspection: Aug 13, 2012

Pembroke Pines Fire Rescue
10100 Pines Blvd.
Pembroke Pines, FL 33025
(954) 435-6531

69A-58 No.	Sub Para.	Pri	Location		Type Def. M-O-C	Est. Cost	Deficiency Description and Corrective Action Required	# of Times Cited	Scheduled for Correction Not Later Than	Current Year Status	Work Order #
			Bldg No.	Room No.							
*	13 a2 a6	B	E	102			remove improperly stored chemicals <i>Secure cleaning chemicals in cabinet.</i>	1			
*	13 a2 a6	B	E	105			remove improperly stored chemicals <i>Secure cleaning chemicals in cabinets.</i>	1			
	16 g0 3	B	E	107			Remove electric appliance from room <i>Remove lamp from home from premises.</i>				
	01 01 01	A	E	107			Remove plug in air fresheners				
*	16 g 02	F	E	107			discontinue use of piggybacked surge strips	1			
*	09 a3 1	E	E	107			remove drapes < fire spread standard				
*	13 a2 a6	B	E	107			remove improperly stored chemicals <i>Secure cleaning chemicals in cabinet.</i>	1			
*	13 a2 a6	B	E	107			remove improperly stored chemicals <i>Secure/lock cleaning chemicals in cabinets.</i>				
*	13 a2 a6	B	E	110			remove improperly stored chemicals <i>Secure cleaning chemicals in cabinet.</i>	1			
*	15 b 5	B	E	112			Remove storage from electrical room. <i>Telecommunications Room Comb. Storage</i>	2			
*	16 f1 09	B	E	112			remove extension cords				
*	16 g 02	F	E	115			discontinue use of piggybacked surge strips				
*	08 c 3	F	E	116			Remove hasp/padlock from door <i>Accepted by AHJ.</i>			V	
*	08 c 3	F	E	118			Remove hasp/padlock from door <i>Accepted by AHJ.</i>			V	
*	08 c 3	F	E	118			Remove hasp/padlock from door <i>Accepted by AHJ.</i>			V	
*	08 c 3	F	E	118A			Remove hasp/padlock from door <i>Accepted by AHJ.</i>			V	
	01 01 09	B	E	123			Provide master keys for key box <i>No access need key in city box.</i>	2			
	01 01 09	B	E	123			Provide master keys for key box <i>No access this room.</i>	1			
*	13 a2 a6	B	E	133			remove improperly stored chemicals <i>Secure cleaning chemicals in cabinet.</i>	1			
*	16 g 02	F	E	135			discontinue use of piggybacked surge strips	1			
*	13 a2 a6	B	E	135			remove improperly stored chemicals <i>Secure cleaning chemicals in cabinet.</i>	1			
*	10 e 2	E	E	137			seal horizontal openings <i>Fire caulk conduit penetrations.</i>				
*	10 e 5	E	E	137			seal vertical openings <i>Fire caulk conduit penetrations.</i>				
	16 g0 3	B	E	139			Remove electric appliance from room <i>Remove lamp from home from premises.</i>				
	01 01 01	A	E	139			Remove plug in air fresheners				
*	16 g 02	F	E	139			discontinue use of piggybacked surge strips	1			
*	16 g 02	F	E	139			discontinue use of piggybacked surge strips <i>See duplicate.</i>			V	

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		Bldg No.	Room No.							
* 13 a2 a6	B	E	139			remove improperly stored chemicals <i>Secure cleaning chemicals in cabinet.</i>	1			
01 02 01	B	E	140			Strap TV's to mobile cart	1			
* 16 g 02	F	E	140			discontinue use of piggybacked surge strips				
00 01 88	B	E	140			provide/secure metal shelves for storage area <i>teacher resource room.</i>	4			
* 13 a2 a6	B	E	140			remove improperly stored chemicals <i>Secure cleaning chemicals in cabinet.</i>	1			
* 16 f1 13	B	E	140			repair electrical outlet <i>Ground plug stuck in GFCI.</i>			C	
01 02 01	B	E	144			Strap TV's to mobile cart	1			
* 16 g 02	F	E	144			discontinue use of piggybacked surge strips	1			
* 13 a2 a6	B	E	144			remove improperly stored chemicals <i>Secure cleaning chemicals in cabinet.</i>	1			
12 g1 0	A	E	144			repair cabinets/casework <i>Sink cabinet door.</i>	2			
16 g0 3	B	E	202			Remove electric appliance from room <i>Remove 2 lamps from home from premises.</i>				
* 16 g 02	F	E	206			discontinue use of piggybacked surge strips	1			
* 13 a2 a6	B	E	206			remove improperly stored chemicals <i>Secure cleaning chemicals in cabinet.</i>	1			
* 16 g 02	F	E	207			discontinue use of piggybacked surge strips				
* 13 a2 a6	B	E	207			remove improperly stored chemicals <i>Secure cleaning chemicals in cabinet.</i>	1			
* 10 e 2	E	E	223			seal horizontal openings <i>Fire caulk conduit penetrations.</i>				
* 10 e 5	E	E	223			seal vertical openings <i>Fire caulk conduit penetrations.</i>				
* 09 a3 1	E	E	225			remove drapes < fire spread standard <i>Flame retard. treat drapes or remove.</i>	1			
00 00 50	A	E	225A			Remove Guillotine Paper Cutters <i>teachers lounge</i>	2			
16 g0 3	B	E	225A			Remove electric appliance from room <i>Remove oil warming ceramic from premises.</i>				
16 g 02	B	E	225A			remove microwave/toaster from classroom <i>Remove toaster oven lounge</i>	2			
16 g0 3	B	E	226			Remove electric appliance from room <i>Remv. lamp frm. home frm. premises.</i>	2			
* 16 g 02	F	E	226			discontinue use of piggybacked surge strips	2			
* 16 g 02	F	E	226			discontinue use of piggybacked surge strips <i>See duplicate.</i>			V	
* cs 01 10	B	E	227			Remove storage from restroom	1			
01 01 01	A	E	230			Remove plug in air fresheners				
* 16 g 02	F	E	230			discontinue use of piggybacked surge strips <i>See duplicate.</i>			V	

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			Bldg No.	Room No.							
*	16 g 02	F	E	230			discontinue use of piggybacked surge strips	2			
*	13 a2 a6	B	E	230			remove improperly stored chemicals <i>Secure cleaning chemicals in cabinet.</i>	1			
*	16 f1 15	B	E	230			remove unsafe electric equipment <i>Remove tempoary light fixture from classrm./lab.</i>			C	
	16 g0 3	B	E	231			Remove electric appliance from room <i>Remove lamp from home from premises.</i>				
	00 02 88	B	E	231			Secure bookcase/cabinet/shelving to wall <i>In classroom.</i>	1			
*	16 g 02	F	E	231			discontinue use of piggybacked surge strips	3			
*	16 g 02	F	E	231			discontinue use of piggybacked surge strips <i>See duplicate.</i>			V	
*	16 f1 09	B	E	231			remove extension cords				
*	13 a2 a6	B	E	231			remove improperly stored chemicals <i>Secure cleaning chemicals in cabinet.</i>	1			
	09 a 29	B	E	231			remove unrated cloth/paper covering window				
	01 02 01	B	E	235			Strap TV's to mobile cart	1			
*	16 g 02	F	E	235			discontinue use of piggybacked surge strips	3			
*	16 g 02	F	E	235			discontinue use of piggybacked surge strips <i>See duplicate.</i>			V	
*	13 a2 a6	B	E	235			remove improperly stored chemicals <i>Secure cleaning supplies in cabinet.</i>	1			
	16 g0 3	B	E	237			Remove electric appliance from room <i>Remove oil warming ceramic from premises.</i>				
	16 g0 3	B	E	237			Remove electric appliance from room <i>Remove lamp from home from premises.</i>	1			
	01 01 01	A	E	237			Remove plug in air fresheners	1			
	00 02 88	B	E	237			Secure bookcase/cabinet/shelving to wall <i>In classroom.</i>	1			
	01 02 01	B	E	237			Strap TV's to mobile cart	1			
*	16 g 02	F	E	237			discontinue use of piggybacked surge strips	2			
*	16 g 02	F	E	237			discontinue use of piggybacked surge strips <i>See duplicate.</i>			V	
*	16 g 02	F	E	237			discontinue use of piggybacked surge strips	2			
*	13 a2 a6	B	E	237			remove improperly stored chemicals <i>Secure cleaning chemicals in cabinet.</i>	1			
	16 g0 3	B	E	241			Remove electric appliance from room <i>Remove toaster oven from premises.</i>				
	00 02 88	B	E	241			Secure bookcase/cabinet/shelving to wall <i>In classroom.</i>	1			
	01 02 01	B	E	241			Strap TV's to mobile cart	1			
*	16 g 02	F	E	241			discontinue use of piggybacked surge strips	2			

Appendix E - Organizational Performance - Health and Safety

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			Bldg No.	Room No.							
*	16 g 02	F	E	241			discontinue use of piggybacked surge strips <i>See duplicate.</i>			V	
*	13 a2 a6	B	E	241			remove improperly stored chemicals <i>Secure cleaning chemicals in cabinet.</i>	1			
	00 02 88	B	E	242			Secure bookcase/cabinet/shelving to wall <i>In classroom.</i>	1			
*	16 g 02	F	E	242			discontinue use of piggybacked surge strips	1			
*	09 a3 1	E	E	242			remove drapes < fire spread standard <i>Hankchiefs hung from windows.</i>				
*	13 a2 a6	B	E	242			remove improperly stored chemicals <i>Secure cleaning chemicals in cabinet.</i>	1			
	13 p2 8	F	E	243			repair damaged equipment <i>faucet in sink</i>	4			
	00 02 88	B	E	246			Secure bookcase/cabinet/shelving to wall <i>In classroom.</i>	1			
	01 02 01	B	E	246			Strap TV's to mobile cart				
*	16 g 02	F	E	246			discontinue use of piggybacked surge strips	1			
	13 u1 6a	B	E	9599			Provide signage to read the following: <i>"FDC E Building"</i>	1			
	10 10 11	B	E	9599			Remove sign <i>Remv. FDC sign from backflow preventer.</i>			C	
*	11 a3 3	B	E	9599			post fire dept. connection sign <i>Post sign stating which bldg. siamese serves.</i>	2			
	13 u1 6a	B	E	CLSRMS			Provide signage to read the following: <i>Provide numbers for all intermediate rooms.</i>				
	00 02 88	B	E	CLSRMS			Secure bookcase/cabinet/shelving to wall <i>In all classrooms.</i>				
*	10 12 g	C	E	CLSRMS			post exit diagrams in each room <i>Correct compass orientations on evac. diagrams.</i>				
	13 u1 6a	B	E	STAIRS			Provide signage to read the following: <i>Door swing inward signs faded at stairs.</i>	1			
*	10 g 1	F	E	BACKFLO			inspect fire sprinkler system <i>Repair red tagged and leaking backflow.</i>				
	01 02 01	B	E	CLSRMS			Strap TV's to mobile cart <i>In all classrooms.</i>				
	15 a4 1	B	E	TOILETS			provide proper ventilation <i>Need exhaust fans for toilets.</i>				
	00 00 50	A	E	102/105			Remove Guillotine Paper Cutters <i>In room between 102 & 105.</i>				
	00 02 88	B	E	124&128			Secure bookcase/cabinet/shelving to wall <i>In classrooms.</i>	1			
*	13 a2 a6	B	E	129&133			remove improperly stored chemicals <i>Secure cleaning chemicals in cabinets.</i>	1			
*	09 b0 01	B	E	140/144			repair ceiling tiles <i>Room between 140 & 144.</i>				
	00 02 88	B	E	202&206			Secure bookcase/cabinet/shelving to wall <i>In classrooms.</i>	1			
*	16 g 02	F	E	202&206			discontinue use of piggybacked surge strips <i>In workroom between 202 & 206.</i>	1			
*	08 c 3	F	E	217&218			Remove hasp/padlock from door	1			

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			Bldg No.	Room No.							
*	16 g 02	F	E	226/230			discontinue use of piggybacked surge strips <i>In intermediate room.</i>				
*	16 g 02	F	E	230&226			discontinue use of piggybacked surge strips <i>In intervening room.</i>	1			
	00 00 50	A	E	242/246			Remove Guillotine Paper Cutters <i>Frm intermediate room.</i>				
	16 g 03	B	E	242/246			remove coffeepot/hotplate from classroom <i>Coffee maker in intermediate room.</i>				
	cs 01 20	B	E	CUSTODIA			Repair unsafe/broken equipment <i>Surge/receptacle has brown charring spot.</i>	1			
*	10 g 7a	F	E	CUSTODIA			Replace fire sprinkler head <i>Need additional head in spare sprinkler box.</i>				
*	16 g 02	F	E	CUSTODIA			discontinue use of piggybacked surge strips	1			
*	16 g 02	F	E	CUSTODIA			discontinue use of piggybacked surge strips				
*	10 g 2	F	E	CUSTODIA			install fire sprinkler repair kit <i>Need six spare sprklr heads in box at riser.</i>	1			
*	09 b0 01	B	E	CUSTODIA			repair ceiling tiles <i>Main custodial office exterior entry.</i>				
*	10 c 3	B	E	W. STAIR			remove storage under stairs				

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69A-58 No.	Sub Para.	Pri	Location		Type Def. M-O-C	Est. Cost	Deficiency Description and Corrective Action Required	# of Times Cited	Scheduled for Correction Not Later Than	Current Year Status	Work Order #
			Bldg No.	Room No.							
*	13 u1 06	B	0	9599			install warning sign <i>Provide signage at all siamese conn. indic. bldg.</i>	2			
*	10 12 g	C	0	ALL ROOM			post exit diagrams in each room <i>Directional Arrow Wrong all evac. diagrams.</i>	2			
*	13 u1 06	B	9698	STU. DRP			install warning sign <i>Install tactile warning both sides of crosswalk</i>	2			

Total Non-Fire Safety Deficiencies 59

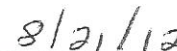
Total Fire Safety Deficiencies(*): 74 (Includes 0 Serious Life Safety Deficiencies**)

Total Deficiencies Cited: 133

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)


Signature of Facility Administrator Attesting to Fire Exit Drills
and Review of Report Acknowledging Awareness of Discovered Deficiencies.



Signature Date

Signature of the respective authority having jurisdiction's firesafety inspector signifies compliance with Section 1013.12(2)(c), F. S.
Signature of the respective school district's firesafety inspector signifies compliance with Section 1013.12(1)(c), F.S.

All fire doors visually inspected for compliance with NFPA 7.2.1.15 ☐ Yes ☐ No

Scheduled Re-inspection Date no later than: Jun 20, 2013


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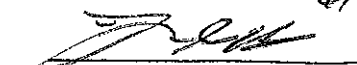
Broward County School District - Charter Schools
City of Pembroke Pines Charter Elem.-East Loc. No: 5052
10801 Pembroke Road
Pembroke Pines, FL 33025
(954) 433-4800

Initial Inspection: Aug 15, 2012
Pembroke Pines Fire Rescue
10100 Pines Blvd.
Pembroke Pines, FL 33025
(954) 435-6531


Thomas J. Keane #41712

Municipal Firesafety Inspector

[x] Fire Safety [x] Casualty [x] Sanitation


* Lee S. Bennett #92365

Municipal Firesafety Inspector
(Fire Violations only)

69A-58 No.	Sub Para.	Pri	Location		Type Def. M-O-C	Est. Cost	Deficiency Description and Corrective Action Required	# of Times Cited	Scheduled for Correction Not Later Than	Current Year Status	Work Order #
			Bldg No.	Room No.							
*	12 a	F	A	000			remove combustible materials <i>Tropical grass hut/rope/paper not permitted.</i>			C	
	16 g 02	B	A	316			remove microwave/toaster from classroom <i>Breakroom, toaster oven.</i>			C	
*	16 e6 a	D	A	351			install strobe light <i>Common use space needs strobe.</i>	2			
	16 g0 3	B	A	352			Remove electric appliance from room <i>Remove lamp from home from premises.</i>				
	16 g0 3	B	A	353			Remove electric appliance from room <i>Remove lamp from home from premises.</i>				
*	16 e6 a	D	A	353			install strobe light <i>Common use space needs strobe.</i>	2			
	16 g0 3	B	A	354			Remove electric appliance from room <i>Remove lamp from home from premises.</i>				
*	16 a 2	C	A	CAFE			repair electric exit sign <i>Cafe exit signs not oper. in emerg. mode.</i>	1			
*	12 a	F	A	SHED			remove combustible materials <i>Remove all old paints & solvents from premises.</i>				
	13 u1 6a	B	A	9599			Provide signage to read the following: <i>Prov. NFPA 704 Plac. for LPG Tank @ Tower.</i>	1			
	02 I3 7	B	A	9699			Playground: Repair/Replace Equipment <i>Bridge Platforms rusted-broken</i>	3			
	02 I3 7	B	A	9699			Playground: Repair/Replace Equipment <i>Check all platforms for structural integrity</i>	3			
	02 I3 7	B	A	9699			Playground: Repair/Replace Equipment <i>Steps rusted, plastic peeling.</i>	3			
	13 u1 6a	B	A	ADMIN			Provide signage to read the following: <i>"FACP Inside" on door from admin. to cust. area.</i>				
	13 u1 6a	B	A	GASTANK			Provide signage to read the following: <i>"Empty-No Gas Inside" at LPG tank at tower.</i>				
*	16 f1 09	B	A	GIRLSRR			remove extension cords <i>See new item below.</i>			V	
*	09 b0 01	B	A	GIRLSRR			repair ceiling tiles <i>In girls grp. toilet in admin.</i>	1			
*	13 a2 a7	B	A	JANITOR			install 1/2 inch lip on chemical shelving <i>Bookcase</i>	3			
*	16 g 02	F	A	KITCHEN			discontinue use of piggybacked surge strips				
*	16 f1 07	B	A	KITCHEN			install gfci within 6 ft water supply <i>Receptacles under counter by sink.</i>				
*	16 c 1	C	A	TOILETS			Repair battery lighting <i>In corridor o/s toilets in admin.</i>				
*	16 c 1	C	A	TOILETS			Repair battery lighting <i>In girls and boys group toilets.</i>				
	05 00 01	B	A	TOILETS			Replace glass mirror w/reflective metal mirror <i>In boys and girls group toilets.</i>				
*	08 aa 04	B	A	CONFERE			Check threshold dropoff >1/2" AFF <i>Permitted by FFPC.</i>			V	
*	16 c 1	C	A	CONFERE			Repair battery lighting <i>Repair malf. emerg. lgt. conf. rm.</i>				

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No. Sub Para.		Bldg No.	Room No.	M-O-C						
* 16 a 21	F	A	CORRIDOR			Repair electric exit sign (bulbs) <i>Exit lgt. not oper. in emerg. mode admin. corr.</i>	1			
* 08 c 5	E	A	CORRIDOR			remove door stops <i>Dr.frm.Admin.to Kitchen/Service Corridor.</i>	1			
* 09 a0 01	B	A	CORRIDOR			repair ceilings <i>Repair hole in ceiling in corridor o/s kitchen.</i>			C	
* 16 f1 01	B	A	CUSTODIA			install junction box cover <i>On ceiling in custodial storeroom.</i>				
* 10 e 5	E	A	CUSTODIA			seal vertical openings <i>At ceiling above open junction box elbow in strm.</i>				
* 16 e 2	D	A	ELECTRIC			repair fire alarm system <i>Prov. mech. lockout for FA Circ. Breaker.</i>			C	
* 08 c 5	E	A	KIT.STRM			remove door stops <i>Remove corridor door stop.</i>	2			
* 08 c 5	E	A	KITCH.ST			remove door stops <i>Remove corridor door stops, kitchen storage rm.</i>	1			
* 16 g 02	F	A	RECEPTIO			discontinue use of piggybacked surge strips <i>At reception desk.</i>				
* 02 c 03	B	A	RECEPTIO			fence in electric transformer (8') <i>O/S reception pad mount. A/C nds. 6' high fence</i>				
* 12 a	F	E	000			remove combustible materials <i>Tropical grass hut/rope/paper not permitted.</i>			C	
* 12 g 1	C	E	102			remove furnishings blocking exit <i>Or secure bookshelf to wall under esc.wind.</i>				
* 16 f1 11	B	E	104B			repair exposed wiring <i>Remv. or properly install track lgt. wiring.</i>	1			
13 p 7	F	E	106			secure equipment to floor <i>shelves</i>	4			
* 16 f1 02	B	E	108			install electric receptacle cover			C	
* 13 a2 a6	B	E	109			remove improperly stored chemicals <i>Secure cabinets w/cleaning chemicals.</i>	1			
* 16 f1 02	B	E	110			install electric receptacle cover			C	
* 10 g 1	F	L	000			inspect fire sprinkler system <i>Fire Sprklr. & Backflow Needs Insp. & Tag</i>			C	
* 12 a	F	L	000			remove combustible materials <i>Tropical grass hut/rope/paper not permitted.</i>			C	
* 12 b 2	C	L	115			remove equipment blocking exit <i>File cabinet blocking exit from.mech.rm.</i>				
00 02 88	B	L	117			Secure bookcase/cabinet/shelving to wall <i>In classroom.</i>	1			
13 u1 6a	B	L	9599			Provide signage to read the following: <i>"Bldg."L" Only" at FDC/Siamese.</i>	1			
* 10 g 1	F	L	CORRIDOR			inspect fire sprinkler system <i>Inspect & tag fire sprinkler riser in wall cabinet.</i>			C	
* 12 a	F	M	000			remove combustible materials <i>Tropical grass hut/rope/paper not permitted.</i>			C	
* 09 b0 01	B	M	112			repair ceiling tiles <i>Replace missing ceiling tile.</i>				
16 g0 3	B	M	120			Remove electric appliance from room <i>Remove lamp from home from premises.</i>				
00 02 88	B	M	120			Secure bookcase/cabinet/shelving to wall <i>Two</i>			C	

Comprehensive Safety Inspection Audit State Requirements for Educational Facilities

Safety Department
4200A N.W. 10th Avenue
Oakland Park, FL 33309
(754) 321-4200

Fiscal Year: 2012-2013
Broward County School District - Charter Schools
City of Pembroke Pines Charter Elem.-East Loc. No: 5052
10801 Pembroke Road
Pembroke Pines, FL 33025
(954) 433-4800

Initial Inspection: Aug 15, 2012

Pembroke Pines Fire Rescue
10100 Pines Blvd.
Pembroke Pines, FL 33025
(954) 435-6531

69A-58	Pri	Location		Type Def.	Est. Cost	Deficiency Description and Corrective Action Required	# of Times Cited	Scheduled for Correction Not Later Than	Current Year Status	Work Order #
No. Sub Para.		Bldg No.	Room No.	M-O-C						
* 15 b 5	B	M	123			Remove storage from electrical room.			C	
* 16 e 2	D	M	123			repair fire alarm system <i>Provide mech.lock for FACP circ.breaker.</i>				
00 02 88	B	M	214			Secure bookcase/cabinet/shelving to wall <i>In classroom.</i>			C	
* 16 e 2	D	M	214			repair fire alarm system <i>Broken strobe on ext.wall o/s #214.</i>				
00 02 88	B	M	219			Secure bookcase/cabinet/shelving to wall <i>In classroom.</i>			C	
* 12 a	F	M	219			remove combustible materials <i>Remove plastic decorations on wall in corridor.</i>				
* 12 g 1	C	M	219			remove furnishings blocking exit <i>Bookshelf obstructs access to escape wind.</i>				
16 g0 3	B	M	224			Remove electric appliance from room <i>Remove lamp from home from premises.</i>				
00 02 88	B	M	224			Secure bookcase/cabinet/shelving to wall <i>In classroom.</i>			C	
00 02 88	B	M	225			Secure bookcase/cabinet/shelving to wall <i>two</i>			C	
* 10 A 5	B	M	225			remove artwork/material > 20% wall space				
* 10 c 2	C	M	225			remove exit obstructions <i>Remove shelving in frt. of emerg.esc.wind.</i>	1			
09 a 29	B	M	225			remove unrated cloth/paper covering window				
* 10 e 2	E	M	FACP			seal horizontal openings <i>Fire Caulk all conduit penetrations.</i>			C	
13 p2 8	F	M	8088			repair damaged equipment <i>Repair speaker bracket on o/s wall.</i>				
15 a4 1	B	M	TOILETS			provide proper ventilation <i>Provide exhaust fans to ext. for all toilets.</i>				
00 02 88	B	M	202&206			Secure bookcase/cabinet/shelving to wall <i>In classrooms.</i>			C	
* 08 a 02	B	M	CORRIDOR			repair door (metal) <i>South corridor exit door & hardware sticking.</i>				
* 12 a	F	P	000			remove combustible materials <i>Tropical grass hut/rope/paper not permitted.</i>			C	
* 16 f1 15	B	P	111			remove unsafe electric equipment <i>Remove lamp from home from premises.</i>				
* 13 a2 a6	B	P	145			remove improperly stored chemicals <i>Secure cleaning chemicals in cabinets.</i>	1			
12 g1 0	A	P	145			repair cabinets/casework <i>Repair broken cabinet doors.</i>	1			
16 g0 3	B	P	165			Remove electric appliance from room <i>Remove skillet from premises.</i>				
* 13 a2 a6	B	P	165			remove improperly stored chemicals <i>Secure cleaning chemicals in cabinets.</i>	1			
* 16 f1 13	B	P	165			repair electrical outlet <i>Replace short circuited elec.receptacle.</i>				
* 16 g 02	F	P	174			discontinue use of piggybacked surge strips				
16 g0 3	B	P	176			Remove electric appliance from room <i>Remove clay warming light frm.premises.</i>			C	

**Comprehensive Safety Inspection Audit
State Requirements for Educational Facilities**

Safety Department
4200A N.W. 10th Avenue
Oakland Park, FL 33309
(754) 321-4200

Fiscal Year: 2012-2013
Broward County School District - Charter Schools
City of Pembroke Pines Charter Elem.-East Loc. No: 5052
10801 Pembroke Road
Pembroke Pines, FL 33025
(954) 433-4800

Initial Inspection: Aug 15, 2012

Pembroke Pines Fire Rescue
10100 Pines Blvd.
Pembroke Pines, FL 33025
(954) 435-6531

69A-58	Pri	Location		Type Def.	Est. Cost	Deficiency Description and Corrective Action Required	# of Times Cited	Scheduled for Correction Not Later Than	Current Year Status	Work Order #
No. Sub Para.		Bldg No.	Room No.	M-O-C						
16 g0 3	B	P	176			Remove electric appliance from room <i>Two lamps from home remv.frm. premises.</i>			C	
* 16 c 1	C	P	178			Repair battery lighting				
05 00 01	B	P	178			Replace glass mirror w/reflective metal mirror <i>In classroom.</i>				
01 02 01	B	P	178			Strap TV's to mobile cart			C	
* 16 g 02	F	P	178			discontinue use of piggybacked surge strips				
* 16 e 2	D	P	FACP			repair fire alarm system <i>Prov. mech. lock-out for FA Circ. Breaker.</i>	2			
13 p2 8	F	P	8088			repair damaged equipment <i>Repair outdoor speaker bracket.</i>				
96 09 4a	B	P	CLSRMS.			Provide engineering inspection <i>Nd.plans,permit & insp.for new commun.drs.</i>				
* 16 a	C	P	140/144			install illuminated exit sign <i>Over new communicating drs.frm.clsrms.</i>				
* 09 c1 01	B	P	140/144			install proper hardware (door) <i>Lever type non-locking on new commun.doors.</i>				
* 16 a	C	P	145/149			install illuminated exit sign <i>Over new communicating drs.frm. clsrms.</i>				
* 09 c1 01	B	P	145/149			install proper hardware (door) <i>Lever type non-locking on new commun.doors.</i>				
* 13 a2 a6	B	P	161&162			remove improperly stored chemicals <i>Secure cleaning chemicals in cabinets.</i>	1			
* 16 a	C	P	161/165			install illuminated exit sign <i>Over new communicating doors frm.clsrms.</i>				
* 09 c1 01	B	P	161/165			install proper hardware (door) <i>Lever type non-locking on new commun.doors.</i>				
* 13 a2 a6	B	P	167&171			remove improperly stored chemicals <i>Secure cleaning chemicals in cabinets.</i>	1			
* 16 a	C	P	167/171			install illuminated exit sign <i>Over new communicating drs.from clsrms.</i>				
* 09 c1 01	B	P	167/171			install proper hardware (door) <i>Lever type non-locking on new commun.doors.</i>				
* 15 b 5	B	PK	151			Remove storage from electrical room. <i>CER Room.</i>	2			
* 13 a2 a6	B	ALL	CLSRMS			remove improperly stored chemicals <i>Secure/lock all cleaning chemicals in cabinets.</i>				

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Comprehensive Safety Inspection Audit
State Requirements for Educational Facilities

Initial Inspection: Aug 15, 2012

Safety Department
4200A N.W. 10th Avenue
Oakland Park, FL 33309
(754) 321-4200Fiscal Year: 2012-2013
Broward County School District - Charter Schools
City of Pembroke Pines Charter Elem.-East Loc. No: 5052
10801 Pembroke Road
Pembroke Pines, FL 33025
(954) 433-4800Pembroke Pines Fire Rescue
10100 Pines Blvd.
Pembroke Pines, FL 33025
(954) 435-6531

69A-58	Pri	Location		Type Def.	Est. Cost	Deficiency Description and Corrective Action Required	# of Times Cited	Scheduled for Correction Not Later Than	Current Year Status	Work Order #
No. Sub Para.		Bldg No.	Room No.	M-O-C						
* T L E F		0	000			Install Fish Number <i>all areas, rooms</i>	3			
00 02 88	B	0	000			Secure bookcase/cabinet/shelving to wall <i>All classrooms, all buildings.</i>	2			
15 b6 02	B	0	000			Install tile at water fountain min. 4' <i>all fountains</i>	6			
* 13 a2 c3	B	0	OUTSIDE			secure gas cylinders <i>Document LP Gas Tank Purged Outside Kit.</i>	2			
02 d5 1	B	9698	DROP OFF			repair holes in asphalt walkway <i>Repair cracked concrete/asphalt at bus drop off.</i>	1			
02 I 6	B	9699	PLYGRD.			Playground: Add sand to 12" depth <i>Add mulch to 9" depth at entry/exit pts. to equip.</i>	1			
02 I 10	B	9699	PLYGRD.			Playground: Need proper clearance for equip <i>Need 6' soft surface fall zone all plygrd. equip</i>	1			

Total Non-Fire Safety Deficiencies 28

Total Fire Safety Deficiencies(*): 53 (Includes 0 Serious Life Safety Deficiencies**)

Total Deficiencies Cited: 81

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)

 Signature of Facility Administrator Attesting to Fire Exit Drills
and Review of Report Acknowledging Awareness of Discovered Deficiencies.


 Signature Date

Signature of the respective authority having jurisdiction's firesafety inspector signifies compliance with Section 1013.12(2)(c), F. S.

Signature of the respective school district's firesafety inspector signifies compliance with Section 1013.12(1)(c), F.S.

All fire doors visually inspected for compliance with NFPA 7.2.1.15 ☐ Yes ☐ No

Scheduled Re-inspection Date no later than: Jun 20, 2013

Appendix E - Organizational Performance - Fire and Safety

Page: 1

Safety Department
4200A N.W. 10th Avenue
Oakland Park, FL 33309
(754) 321-4200

**Comprehensive Safety Inspection Audit
State Requirements for Educational Facilities**

Fiscal Year: 2012-2013
Broward County School District - Charter Schools
City of Pembroke Pines Charter Elem.-West Loc. No: 5051
1680 Southwest 184th Avenue
Pembroke Pines, FL 33025
(954) 450-6990

Initial Inspection: Aug 07, 2012

Pembroke Pines Fire Rescue
10100 Pines Blvd.
Pembroke Pines, FL 33025
(954) 435-6531



Thomas J. Keane #41712
Municipal Firesafety Inspector

[x] Fire Safety [x] Casualty [x] Sanitation



* Mario Martinez #105682
Municipal Firesafety Inspector
(Fire Violations only)

69A-58 No.	Sub Para.	Pri	Location		Type Def. M-O-C	Est. Cost	Deficiency Description and Corrective Action Required	# of Times Cited	Scheduled for Correction Not Later Than	Current Year Status	Work Order #
			Bldg No.	Room No.							
	00 02 88	B	E	000			Secure bookcase/cabinet/shelving to wall <i>In all classrooms.</i>				
*	10 12 g	C	E	000			post exit diagrams in each room <i>Evac. diagrams must show second route.</i>				
*	13 a2 a6	B	E	000			remove improperly stored chemicals <i>Hand sanitizer storage to comply w/FFPC.</i>				
	02 13 5	B	E	000			remove sharp objects <i>Round or guard all sharp cabinet edges.</i>	1			
*	16 f1 15	B	E	107			remove unsafe electric equipment <i>Remove heater bulb/light from premises.</i>	1			
	01 01 09	B	E	117			Provide master keys for key box <i>No key in Knox Box for access to kitchen.</i>	1			
*	16 f1 09	B	E	136			remove extension cords			C	
	01 01 09	B	E	143			Provide master keys for key box <i>No access this room.</i>				
*	13 a2 a6	B	E	144			remove improperly stored chemicals <i>Secure cleaning chemicals in cabinet.</i>	1			
*	13 a2 a6	B	E	147			remove improperly stored chemicals <i>Secure cleaning chemicals in locked cabinets.</i>				
*	16 f1 02	B	E	163			install electric receptacle cover <i>Broken GFCI receptacle cover.</i>				
*	13 a2 a6	B	E	166			remove improperly stored chemicals <i>Secure cleaning chemicals in locked cabinets.</i>				
*	13 a2 a6	B	E	168			remove improperly stored chemicals <i>Secure cleaning chemicals in locked cabinet.</i>	1			
*	09 b0 01	B	E	186			repair ceiling tiles <i>Ceiling tile water damaged.</i>				
*	10 a6 1	B	E	189			Install Door Closure				
*	16 c 1	C	E	191			Repair battery lighting				
*	16 e3 1	D	E	FACP			post fire alarm tag <i>FACP Insp. tag expired. Insp., tag & log entry req.</i>				
	13 u1 6a	B	E	8088			Provide signage to read the following: <i>Post 1680 SW184th Ave numbrs. wall above entr.</i>	2			
	13 u1 6a	B	E	9698			Provide signage to read the following: <i>Prov. blue hyd. and red FDC markers in drive.</i>			C	
	10 b5 a	C	E	LOBBY			install railings min 24" on windows <i>Nd. chairrails 1-1/2"-24"-36" affstrfnt. wind. & drs.</i>	1			
	cs 01 31	B	E	CLINIC			Provide Maintenance Log for AED <i>AED pads & battery expiring soon.</i>				
*	cs 01 10	B	E	CLINIC			Remove storage from restroom <i>Clinic restroom.</i>				
*	16 c 1	C	E	CLINIC			Repair battery lighting <i>In clinic restroom.</i>				
*	16 c 1	C	E	COPYRM			Repair battery lighting <i>In copy room main office.</i>				
*	08 a 01	B	E	KITCHEN			repair door (wood) <i>Restroom not permitted to open to kitchen.</i>				

Comprehensive Safety Inspection Audit State Requirements for Educational Facilities

Initial Inspection: Aug 07, 2012

Safety Department
4200A N.W. 10th Avenue
Oakland Park, FL 33309
(754) 321-4200

Fiscal Year: 2012-2013
Broward County School District - Charter Schools
City of Pembroke Pines Charter Elem.-West Loc. No: 5051
1680 Southwest 184th Avenue
Pembroke Pines, FL 33025
(954) 450-6990

Pembroke Pines Fire Rescue
10100 Pines Blvd.
Pembroke Pines, FL 33025
(954) 435-6531

69A-58	Pri	Location		Type	Est.	Deficiency Description and Corrective Action Required	# of Times Cited	Scheduled for Correction Not Later Than	Current Year Status	Work Order #
No. Sub Para.		Bldg No.	Room No.	Def. M-O-C	Cost					
01 01 09	B	E	116/117			Provide master keys for key box <i>No access these rooms.</i>				
* 13 a2 a6	B	E	128&135			remove improperly stored chemicals <i>Secure cleaning chemicals in cabinets.</i>	1			
10 b5 a	C	E	CORRIDOR			install railings min 24" on windows <i>Nd.chairrails 1-1/2", 24"-36"aff all gls doors.</i>				
10 b5 a	C	E	CORRIDOR			install railings min 24" on windows <i>Nd.chairrails 1-1/2", 24"-36"aff all gls.storefronts.</i>				
* 16 c 1	C	E	PORTABLE			Repair battery lighting <i>Repair emergency lighting in portable.</i>	1			
* 09 a3 1	E	E	PRINCIPA			remove drapes < fire spread standard <i>Flame retard.treat drapes or remove.</i>	1			

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Comprehensive Safety Inspection Audit State Requirements for Educational Facilities

Safety Department
4200A N.W. 10th Avenue
Oakland Park, FL 33309
(754) 321-4200

Fiscal Year: 2012-2013
Broward County School District - Charter Schools
City of Pembroke Pines Charter Elem.-West Loc. No: 5051
1680 Southwest 184th Avenue
Pembroke Pines, FL 33025
(954) 450-6990

Initial Inspection: Aug 07, 2012
Pembroke Pines Fire Rescue
10100 Pines Blvd.
Pembroke Pines, FL 33025
(954) 435-6531

69A-58	Pri	Location		Type Def.	Est. Cost	Deficiency Description and Corrective Action Required	# of Times Cited	Scheduled for Correction Not Later Than	Current Year Status	Work Order #
No. Sub Para.		Bldg No.	Room No.	M-O-C						
15 b6 02	B	0	000			install tile at water fountain min. 4' all water fountains	6			

Total Non-Fire Safety Deficiencies 11

Total Fire Safety Deficiencies(*): 19 (Includes 0 Serious Life Safety Deficiencies**)

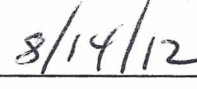
Total Deficiencies Cited: 30

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)



Signature of Facility Administrator Attesting to Fire Exit Drills
and Review of Report Acknowledging Awareness of Discovered Deficiencies.



Signature Date

Signature of the respective authority having jurisdiction's firesafety inspector signifies compliance with Section 1013.12(2)(c), F. S.

Signature of the respective school district's firesafety inspector signifies compliance with Section 1013.12(1)(c), F.S.

All fire doors visually inspected for compliance with NFPA 7.2.1.15 ☐ Yes ☐ No

Scheduled Re-inspection Date no later than: Jun 20, 2013

Appendix E – Organizational Performance – Health Report

Userid: CastilloYP

Geocoded 26.029376/-80.311750

FOOD SERVICE STATE OF FLORIDA DEPARTMENT OF HEALTH COUNTY HEALTH DEPARTMENT FOOD SERVICE INSPECTION REPORT

PURPOSE:

- ☐ ROUTINE ☒ REINSPECTION
☐ CONSTRUCT. ☐ CHANGE OF OWNER
☐ COMPLAINT ☐ CONSULTATION
☐ QA SURVEY ☐ EPIDEMIOLOGY (use other)
☐ OTHER

TYPE: School (more than 9 months)



NAME Central Campus Charter School

ADDRESS 12350 Sheridan Street CITY Pembroke Pines

OWNER City of Pembroke Pines ZIP 33026

PERSON IN CHARGE Juana Delgado PHONE (954) 322-3330

EMAIL jdelgado@pinescharter.net

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
11:45	12:05	01/24/2013	27127	06-48-01338

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. Reservice 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

Reach In 38, 35
 Freezer 0, 6
 Sanitizer 400ppm
 Milk 41, 40
 Chicken 143, 145

Email report

Email report

INSPECTION CONDUCTED BY: Yadaira Castillo

PHONE: (954) 467-4700 ex. 4218

INSPECTION COND SIGNATURE: *Yadaira Castillo*

FAX #:

COPY OF REPORT RECEIVED BY: *Yadaira Castillo*

DATE: 01/24/2013

Appendix E – Organizational Performance – Health Report

FOOD SERVICE

Userid: CastilloYP

Geocoded 25.993526/-80.289427

STATE OF FLORIDA DEPARTMENT OF HEALTH COUNTY HEALTH DEPARTMENT FOOD SERVICE INSPECTION REPORT

PURPOSE:

- ☒ ROUTINE ☐ REINSPECTION
☐ CONSTRUCT. ☐ CHANGE OF OWNER
☐ COMPLAINT ☐ CONSULTATION
☐ QA SURVEY ☐ EPIDEMIOLOGY (use other)
☐ OTHER

TYPE: School (9 months or less)



NAME Pembroke Pines Charter East

ADDRESS 10801 Pembroke Road CITY Pembroke Pines

OWNER City of Pembroke Pines ZIP 33026

PERSON IN CHARGE Nelqui PHONE (954) 437-1111

EMAIL njimenez@pinescharter.net

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
11:15	11:38	09/27/2013	27127	06-48-00986

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. Reservice 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

Hot and cold water in all sinks
 Walk In 38
 Milk Temp 41
 Pizza 148

INSPECTION CONDUCTED BY: Yadaira Castillo

PHONE: (954) 467-4700 ex. 4218

INSPECTION COND SIGNATURE: Yadaira Castillo

FAX #:

COPY OF REPORT RECEIVED BY: Emiled

DATE: 09/27/2013

DH Form 4023, 1/05 (Obsolete Previous Editions)

Appendix E – Organizational Performance – Health Report

Userid: CastilloYP

FOOD SERVICE

STATE OF FLORIDA DEPARTMENT OF HEALTH COUNTY HEALTH DEPARTMENT FOOD SERVICE INSPECTION REPORT

Geocoded 25.993351/-80.392362

PURPOSE:

- ☒ ROUTINE ☐ REINSPECTION
☐ CONSTRUCT ☐ CHANGE OF OWNER
☐ COMPLAINT ☐ CONSULTATION
☐ QA SURVEY ☐ EPIDEMIOLOGY (use other)
☐ OTHER

TYPE: School (9 months or less)



RESULTS:

- ☒ Satisfactory
☐ Incomplete
☐ Unsatisfactory
☐ OUT OF BUSINESS

Correct Violations by

- ☐ Next Inspection
☐ 8:00 AM on

NAME Pembroke Pines Charter West

ADDRESS 1680 SW 184 Avenue CITY Pembroke Pines

OWNER City of Pembroke Pines ZIP 33027

PERSON IN CHARGE Flowers, Devam PHONE (954) 442-7408

EMAIL dflowers@pinescharter.net

BEGIN TIME	END TIME	DATE ASSESSED	POSITION #	EXISTING FACILITIES - PERMIT NUMBER
11:55	12:15	05/10/2013	27127	06-48-00967

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. Reservice 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

Hot water in all sinks
 Reach in 36
 Milk 40
 Sanitizer 400ppm

Email report

INSPECTION CONDUCTED BY: Yadaira Castillo

PHONE: (954) 467-4700 ex. 4218

INSPECTION COND SIGNATURE: Yadaira Castillo

COPY OF REPORT RECEIVED BY: Emailed

DATE: 5/10/2013

DH Form 4023, 1/05 (Obsoletes Previous Editions)

**CITY OF PEMBROKE PINES FIRE-RESCUE****Occupancy Inspection Form****Class One Department**

Building Desc: **CHARTER CENTRAL BLDG Cafe**
Building Address: **12350 SHERIDAN ST**
Building Owner: **CITY OF PEMBROKE PINES**

City: **PEMBROKE PINES**
Zip: **33026**
Phone: **954-435-4500**

Fire Inspector: **246 Martinez, Mario**Inspection Date: **10/10/13**Re-inspection Date: **11/09/13**

Inspection Type: **Annual Inspection**
Fixed Property Use: **High school/junior high school/middle scho**

Square Footage: **10** Number Units: **1**
PPFD Building#: **F10142**

Violations/Status

L) Improper use of extension cords (NFPA-1:6-1.5)
L) Combustible storage too close to heat source, (3) foot min (NFPA-230:3-2.2.4)
HK) Excessive accumulation of combustible materials (NFPA-1:12-1.1)
M) Compressed gas cylinder valve not protected as required while not in use (NFPA-1:21-5.3)
y Site Referral

Inspectors Comments

1) Electrical meter room #132 has combustible boxes stored in thi area that must be removed.2) The orange extension cord next to the register must be changed for a surge potected cord.3) The compressed gas cylinders in the jantors room must be chained to the wall.

Date: **10/10/2013**Time: **7:45:52 AM**

Inspector: **246 Martinez, Mario**
(954) 435-6531 Ext. 508

*** The owner, operator, or occupant shall be responsible for compliance with the Fire Code. ***

City Ordinance, Section 150.32, effective October 01, 2007, adopted fees for Annual Fire Safety Inspections and Re-inspections. New tenants will not receive an initial Annual Inspection bill prior to 8 months from the date of approval for occupancy from the Fire Department. For the fee schedule and a copy of the City Ordinance visit [HTTP://WWW.PPINES.COM/FIRE/INSPECTION-FEES.HTML](http://www.ppines.com/fire/inspection-fees.html)



CITY OF PEMBROKE PINES FIRE- RESCUE



Occupancy Inspection Form

Class One Department

Building Desc: CHARTER CENTRAL BLDG Locker Room
 Building Address: 12350 SHERIDAN ST
 Building Owner: CITY OF PEMBROKE PINES

City: PEMBROKE PINES
 Zip: 33026
 Phone: 954-435-4500

Inspector: 246 Martinez, Mario

Inspection Date: 10/10/13

Re-inspection Date: 11/09/13

Inspection Type: Annual Inspection
 Building Property Use: Elementary school, including kindergarten

Square Footage: 0
 PPFD Building#: F10144

Number Units:

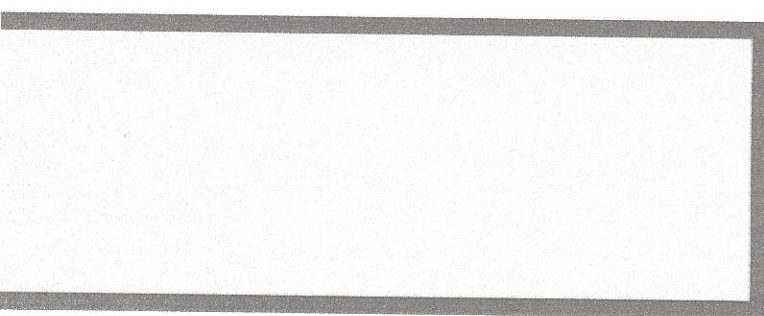
Violations/Status

Improper use of extension cords
 outlets overloaded
 e Referral

(NFPA-1:6-1.5)
 (NFPA-70:210-21(b)(2))

Inspectors Comments

A three way adapter in the coaches office must be changed for a surge protected type.



Date: 10/10/2013

Time: 7:50:48 AM

Inspector: 246 Martinez, Mario
 (954) 435-6531 Ext: 508

*** The owner, operator, or occupant shall be responsible for compliance with the Fire Code. ***

City Ordinance, Section 150.32, effective October 01, 2007, adopted fees for Annual Fire Safety Inspections and Re-inspections. New tenants will not receive an initial Annual Inspection bill prior to 8 months from the date of approval for occupancy from the Fire Department. For the fee schedule and a copy of the City Ordinance visit [HTTP://WWW.PPINES.COM/FIRE/INSPECTION-FEES.HTML](http://www.ppines.com/fire/inspection-fees.html)

City of Pembroke Pines Fire Prevention Bureau
 10100 Pines Boulevard, Building B, 2nd Floor
 Pembroke Pines, FL 33026
 Phone: 954-435-6531

Building Desc: CHARTER CENTRAL BLDG Middle City: PEMBROKE PINES
Building Address: 12350 SHERIDAN ST Zip: 33026
Building Owner: CITY OF PEMBROKE PINES Phone: 954-435-4500

Fire Inspector: 246 Martinez, Mario Ext: 508 Inspection Date: 10/10/13 Re-inspection Date: 11/09/13

Inspection Type: Annual Inspection Square Footage: 0 Number Units: 1
Fixed Property Use: High school/junior high school/middle scho PPF Building#: F10145

Violations/Status

(EL) Improper use of extension cords (NFPA-1-6-1.5)
(EL) Breaker panel obstructed (NFPA-70-110-26)
(EL) Combustible storage too close to heat source, (3) foot min (NFPA-230-3-2.2.4)
City Site Referral

Inspectors Comments

1) There is combustible storage tht mut be removed from the following rooms, 223, 226, 1342) There are unaproved
lams in the following rooms, 246, 237,230, 107, 3) Microwave oven in room 237 must be removedAppliances such as
toasters, coffee makers, mircowaves and residential type lighting are not allowed in educational classrooms.

*** The owner, operator, or occupant shall be responsible for compliance with the Fire Code. ***

City Ordinance, Section 150.32, effective October 01, 2007, adopted fees for Annual Fire Safety Inspections
and Re-inspections. New tenants will not receive an initial Annual Inspection bill prior to 8 months from the
date of approval for occupancy from the Fire Department. For the fee schedule and the City Ordinance visit
[HTTP://WWW.PPINES.COM/FIRE/INSPECTION-FEES.HTML](http://www.ppines.com/fire/inspection-fees.html)

City of Pembroke Pines Fire Prevention Bureau
10100 Pines Boulevard, Building B, 2nd Floor
Pembroke Pines, FL 33026
Phone: 954-435-6531

Building Desc: CHARTER CENTRAL BLDG Locker Room City: PEMBROKE PINES
Building Address: 12350 SHERIDAN ST Zip: 33026
Building Owner: CITY OF PEMBROKE PINES Phone: 954-435-4500

Fire Inspector: 246 Martinez, Mario Ext: 508 Inspection Date: 10/10/13 Re-inspection Date: 11/09/13

Inspection Type: Annual Inspection Square Footage: 0 Number Units: 1
Fixed Property Use: Elementary school, including kindergarten PPFID Building#: F10144

Violations/Status

(EL) Improper use of extension cords (NFPA-1:6-1.5)
(EL) Outlets overloaded (NFPA-70:210-21(b)(2))
City Site Referral

Inspectors Comments

The three way adapter in the coaches office must be changed for a surge protected type.

DONE

*** The owner, operator, or occupant shall be responsible for compliance with the Fire Code. ***

City Ordinance, Section 150.32, effective October 01, 2007, adopted fees for Annual Fire Safety Inspections and Re-inspections. New tenants will not receive an initial Annual Inspection bill prior to 8 months from the date of approval for occupancy from the Fire Department. For the fee schedule and the City Ordinance visit [HTTP://WWW.PPINES.COM/FIRE/INSPECTION-FEES.HTML](http://www.ppines.com/fire/inspection-fees.html)

City of Pembroke Pines Fire Prevention Bureau
10100 Pines Boulevard, Building B, 2nd Floor
Pembroke Pines, FL 33026
Phone: 954-435-6531

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Appendix F - Organizational Performance - Fire Inspection

Building Desc: CHARTER CENTRAL BLDG BLDG Y City: PEMBROKE PINES
Building Address: 12350 SHERIDAN ST Zip: 33026
Building Owner: CITY OF PEMBROKE PINES Phone: 954-437-1115

Fire Inspector: 246 Martinez, Mario Ext: 508 Inspection Date: 10/10/13 Re-inspection Date: 11/09/13

Inspection Type: Annual Inspection Square Footage: 11280 Number Units: 16
Fixed Property Use: High school/junior high school/middle scho PPF Building#: F10147

Violations/Status

(EL) Improper use of extension cords (NFPA-1-6-1.5)
(EL) Combustible storage too close to heat source, (3) foot min (NFPA-230-3-2.2.4)
City Site Referral

Inspectors Comments

1)Electrical meter room 118 has combustible storage that must be removed2) Ceiling tile in room 119 must be replaced3)Extension cords and microwave in room 204 must be changed for a surge protected type.4) The toaster and window covering on the door must be removed.5) The paper cutter must be removed from room 212.

*** The owner, operator, or occupant shall be responsible for compliance with the Fire Code. ***

City Ordinance, Section 150.32, effective October 01, 2007, adopted fees for Annual Fire Safety Inspections and Re-inspections. New tenants will not receive an initial Annual Inspection bill prior to 8 months from the date of approval for occupancy from the Fire Department. For the fee schedule and the City Ordinance visit [HTTP://WWW.PPINES.COM/FIRE/INSPECTION-FEES.HTML](http://www.ppines.com/fire/inspection-fees.html)

City of Pembroke Pines Fire Prevention Bureau
10100 Pines Boulevard, Building B, 2nd Floor
Pembroke Pines, FL 33026
Phone: 954-435-6531

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Building Desc: CHARTER CENTRAL BLDG Elem City: PEMBROKE PINES
Building Address: 12350 SHERIDAN ST Zip: 33026
Building Owner: CITY OF PEMBROKE PINES Phone: 954-435-4500

Fire Inspector: 246 Martinez, Mario Ext: 508 Inspection Date: 10/10/13 Re-inspection Date: 11/09/13

Inspection Type: Annual Inspection Square Footage: 0 Number Units: 1
Fixed Property Use: Elementary school, including kindergarten PPF Building#: F10143

Violations/Status

(GHK) Existing life safety features not required (Maintain or remove)
City Site Referral

(NFPA-1:1-10.3)

Inspectors Comments

All material, carpets and draperies that are not fire treated from the manufacture must be treated with an approved product and you must also provide cut sheets showing the product information.

*** The owner, operator, or occupant shall be responsible for compliance with the Fire Code. ***

City Ordinance, Section 150.32, effective October 01, 2007, adopted fees for Annual Fire Safety Inspections and Re-inspections. New tenants will not receive an initial Annual Inspection bill prior to 8 months from the date of approval for occupancy from the Fire Department. For the fee schedule and the City Ordinance visit [HTTP://WWW.PPINES.COM/FIRE/INSPECTION-FEES.HTML](http://www.ppines.com/fire/inspection-fees.html)

City of Pembroke Pines Fire Prevention Bureau
10100 Pines Boulevard, Building B, 2nd Floor
Pembroke Pines, FL 33026
Phone: 954-435-6531

Building Desc: CHARTER CENTRAL BLDG Cafe City: PEMBROKE PINES
Building Address: 12350 SHERIDAN ST Zip: 33026
Building Owner: CITY OF PEMBROKE PINES Phone: 954-435-4500

Fire Inspector: 246 Martinez, Mario Ext: 508 Inspection Date: 10/10/13 Re-inspection Date: 11/09/13

Inspection Type: Annual Inspection Square Footage: 10 Number Units: 1
Fixed Property Use: High school/junior high school/middle scho PPF Building#: F10142

Violations/Status

(EL) Improper use of extension cords	(NFPA-1:6-1.5)
(EL) Combustible storage too close to heat source, (3) foot min	(NFPA-230:3-2.2.4)
(GHK) Excessive accumulation of combustible materials	(NFPA-1:12-1.1)
(HM) Compressed gas cylinder valve not protected as required while not in use	(NFPA-1:21-5.3)
City Site Referral	

Inspectors Comments

1) Electrical meter room #132 has combustible boxes stored in the area that must be removed. 2) The orange extension cord next to the register must be changed for a surge protected cord. 3) The compressed gas cylinders in the janitors room must be chained to the wall. *done*

*** The owner, operator, or occupant shall be responsible for compliance with the Fire Code. ***

City Ordinance, Section 150.32, effective October 01, 2007, adopted fees for Annual Fire Safety Inspections and Re-inspections. New tenants will not receive an initial Annual Inspection bill prior to 8 months from the date of approval for occupancy from the Fire Department. For the fee schedule and the City Ordinance visit [HTTP://WWW.PPINES.COM/FIRE/INSPECTION-FEES.HTML](http://www.ppines.com/fire/inspection-fees.html)

City of Pembroke Pines Fire Prevention Bureau
10100 Pines Boulevard, Building B, 2nd Floor
Pembroke Pines, FL 33026
Phone: 954-435-6531

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Appendix F - Organizational Performance - Fire Inspection



Pizzo, Kimberly <kpizzo@pinescharter.net>

Fwd: PPFD PB AI Results - 246 Martinez, Mario

Bass, Kenneth <kbass@pinescharter.net>

Fri, Oct 25, 2013 at 8:46 AM

To: "Alfonso, Maximino" <malfonso@ppines.com>

Cc: "Jahn, Sharon" <sjahn@pinescharter.net>, "Pizzo, Kimberly" <kpizzo@pinescharter.net>, "Montoto, Linda" <lmontoto@pinescharter.net>

Please take all appropriate action to ensure that the noted violations are corrected ASAP .

CHARTER CENTRAL BLDG BLDG Y

1)Electrical meter room 118 has combustible storage that must be removed2) Ceiling tile in room 119 must be replaced3)Extension cords and microwave in room 204 must be changed for a surge protected type.4) The toaster and window covering on the door must be removed.5) The paper cutter must be removed from room 212.

Kenneth Bass

Principal

City of Pembroke Pines Charter School - Central Campus

12350 Sheridan Street

Pembroke Pines, FL 33026

954-322-3300

www.pinescharter.net

"Knowledge Is Good" - Emil Faber

The City of Pembroke Pines is a public entity subject to Chapter 119 of the Florida statutes concerning public records. Email messages are covered under Chapter 119 and are thus subject to public records disclosure. All email messages sent and received are captured by our server and retained as public records.

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CITY OF PEMBROKE PINES FIRE- RESCUE

BUILDING INSPECTION FORM



ISO Class One Department

Building Desc: CHARTER SCHOOL EARLY DEVELOPMENT CTR City: PEMBROKE PINES
 Building Address: 10801 PEMBROKE RD Zip: 33026
 Building Owner: CHARTER SCHOOL Phone: 954-931-3693

Fire Inspector: 461 Phang, Damian Inspection Date: 10/02/13 Re-inspection Date:

Inspection Type: Annual Inspection Square Footage: 13568 Number Units: 10
 Fixed Property Use: Elementary school, including kindergarten PPFD Building#: E50421

Violations/Status

Passed Inspection/Violations Corrected

Inspectors Comments

Passed 2013 Annual Fire Inspection ;) Maintain clearance in front of all electrical rooms. Maintain fire extinguisher in Room 100C.

City of Pembroke Pines Fire Prevention Bureau
 10100 Pines Boulevard, Building B, 2nd Floor
 Pembroke Pines, FL 33026
 Phone: 954-435-6531



CITY OF PEMBROKE PINES FIRE- RESCUE

BUILDING INSPECTION FORM



ISO Class One Department

Building Desc: [CHARTER ELEMENTARY SCHOOL EAST-ADMIN](#) City: [PEMBROKE PINES](#)
 Building Address: [10801 PEMBROKE RD](#) Zip: [33026](#)
 Building Owner: [CITY OF PEMBROKE PINES](#) Phone: [954-931-3693](#)

Fire Inspector: [461 Phang, Damian](#) Inspection Date: [10/02/13](#) Re-inspection Date:

Inspection Type: [Annual Inspection](#) Square Footage: [11000](#) Number Units: [1](#)
 Fixed Property Use: [Elementary school, including kindergarten](#) PPFD Building#: [E50422](#)

Violations/Status

Passed Inspection/Violations Corrected

Inspectors Comments

Passed 2013 Annual Fire Inspection ;) Note: C174 Remove piggyback surge. C178 Replace burnt outlet.

City of Pembroke Pines Fire Prevention Bureau
 10100 Pines Boulevard, Building B, 2nd Floor
 Pembroke Pines, FL 33026
 Phone: 954-435-6531



CITY OF PEMBROKE PINES FIRE- RESCUE

BUILDING INSPECTION FORM



ISO Class One Department

Building Desc: **CHARTER ELEMENTARY SCHOOL EAST-CLASSRMS A** City: **PEMBROKE PINES**
 Building Address: **10801 PEMBROKE RD** Zip: **33026**
 Building Owner: **CITY OF PEMBROKE PINES** Phone: **954-437-1111**

Fire Inspector: **461 Phang, Damian** Inspection Date: **10/02/13** Re-inspection Date:

Inspection Type: **Annual Inspection** Square Footage: **11000** Number Units: **1**
 Fixed Property Use: **Elementary school, including kindergarten** PPF Building#: **E50423**

Violations/Status

Passed Inspection/Violations Corrected

Inspectors Comments

Passed 2013 Annual Fire Inspection ;) Note: Remove piggyback surge by front desk. Repair emergency light [boys & gils restroom][kitchen storage]. Install missing outlet cover [copy room].

City of Pembroke Pines Fire Prevention Bureau
 10100 Pines Boulevard, Building B, 2nd Floor
 Pembroke Pines, FL 33026
 Phone: 954-435-6531



CITY OF PEMBROKE PINES FIRE- RESCUE

BUILDING INSPECTION FORM



ISO Class One Department

Building Desc: **CHARTER ELEMENTARY SCHOOL EAST-CLASSRMS B** City: **PEMBROKE PINES**
 Building Address: **10801 PEMBROKE RD** Zip: **33026**
 Building Owner: **CITY OF PEMBROKE PINES** Phone: **954-437-1111**

Fire Inspector: **461 Phang, Damian** Inspection Date: **10/02/13** Re-inspection Date:

Inspection Type: **Annual Inspection** Square Footage: **11000** Number Units: **1**
 Fixed Property Use: **Elementary school, including kindergarten** PPFD Building#: **E50424**

Violations/Status

Passed Inspection/Violations Corrected

Inspectors Comments

Passed 2013 Annual Fire Inspection ;)

City of Pembroke Pines Fire Prevention Bureau
 10100 Pines Boulevard, Building B, 2nd Floor
 Pembroke Pines, FL 33026
 Phone: 954-435-6531



CITY OF PEMBROKE PINES FIRE- RESCUE

BUILDING INSPECTION FORM



ISO Class One Department

Building Desc: **CHARTER ELEMENTARY SCHOOL EAST-CLASSRMS C** City: **PEMBROKE PINES**
 Building Address: **10801 PEMBROKE RD** Zip: **33026**
 Building Owner: **CITY OF PEMBROKE PINES** Phone: **954-431-4500**

Fire Inspector: **461 Phang, Damian** Inspection Date: **10/02/13** Re-inspection Date:

Inspection Type: **Annual Inspection** Square Footage: **4434** Number Units: **6**
 Fixed Property Use: **Elementary school, including kindergarten** PPFD Building#: **E50425**

Violations/Status

Passed Inspection/Violations Corrected

Inspectors Comments

Passed 2013 Annual Fire Inspection ;)Note: C224 Remove table lamp from classroom.

City of Pembroke Pines Fire Prevention Bureau
 10100 Pines Boulevard, Building B, 2nd Floor
 Pembroke Pines, FL 33026
 Phone: 954-435-6531

Appendix F - Organizational Performance - Fire Inspection



CITY OF PEMBROKE PINES FIRE- RESCUE

Occupancy Inspection Form



ISO Class One Department

Business Name: K-5/WEST ELEMENTARY CHARTER SCHOOL/EARLY DEVELOP.CTR City: PEMBROKE PINES
Business Address: 10100 PINES BLVD Zip: 33029
Business Owner: CITY OF PEMBROKE PINES Phone: 954-431-4500

Fire Inspector: 246 Martinez, Mario Inspection Date: 10/10/13 Re-inspection Date: 11/09/13

Inspection Type: Annual Inspection Square Footage: 33124
Fixed Property Use: Elementary school, including kindergarten PPFID Occupancy#: L5006

Violations/Status

(Ex) Knox box required or proper keys not provided (N.F.P.A.-1:3-6)
(Ex) FDC not maintained properly (N.F.P.A.-25:9.7.1)
(Ex) FDC identification sign serving more than one location (NFPA-14:4-3.5.3)
City Site Referral

Inspectors Comments

1) The FDC at the front of the building is missing the caps and the FDC serving sign needs to be mounted on a pole behind the FDC so it is visible from the sidewalk. 2) Keys for the kitchen, room 189 and 143 are needed for the kinox box



Date: 10/10/2013
Time: 10:33:38 AM
Inspector: 246 Martinez, Mario
(954) 435-6531 Ext. 508

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City of Pembroke Pines Fire Prevention Bureau
10100 Pines Boulevard, Occupancy B, 2nd Floor
Pembroke Pines, FL 33026
Phone: 954-435-6531

Appendix F – Organizational Performance – Fire Inspection

ADVANCED SYSTEMS, INC.

1415 South 30th Avenue
Hollywood, Florida 33020
(954) 921-2224

JOB WORK ORDER

31237

DATE OF ORDER 7-17-12	
CUSTOMER'S ORDER NO.	PHONE
MECHANIC Gary	HELPER
STARTING DATE 7/17/12	
BILL TO PEMBROKE PINES CENTRAL CAMPUS	ORDER TAKEN BY STEPHANIE
ADDRESS 12350 SHERIDAN STREET	<input checked="" type="checkbox"/> DAY WORK <input type="checkbox"/> CONTRACT <input type="checkbox"/> EXTRA
CITY PEMBROKE PINES, FL 33026	
JOB NAME AND LOCATION SANIE	
JOB PHONE	

DESCRIPTION OF WORK:

**ANNUAL FIRE SPRINKLER INSPECTION
AND TEST**

**ANNUAL FIRE BACKFLOW CERTIFICATION
A FULL FORWARD FLOW TEST NOT INCLUDED**

TOTAL MATERIALS	
TOTAL LABOR	
TAX	
DATE COMPLETED 7/18/12	WORK ORDERED BY Ralph Kunz
TOTAL AMOUNT	\$

Signature **D. Watts**

☐ No one home

☐ Total amount due
for above work; or

☐ Total billing to
be mailed after
completion
of work

I hereby acknowledge the satisfactory completion
of the above described work.



1965

ADVANCED SYSTEMS INC.

COMPLETE FIRE PROTECTION SERVICES

Form for Inspection, Testing and maintenance of Fire Sprinkler Systems

Information on this form covers the minimum requirements of NFPA25-2002 for fire sprinkler systems connected to distribution systems without supplemental tanks or fire pumps. Separate forms are available to inspect, test and maintain fire pumps and water tanks. Additional forms are also available for standpipe and hose systems, private fire service mains, water spray fixed systems and foam-water sprinkler systems. More frequent inspection, testing and maintenance may be necessary depending on the conditions of the occupancy and the water supply.

Owner: PEMBROKE PINES CENTRAL CAMPUS
 Owner's Address: 12350 SHERIDAN STREET PEMBROKE PINES, FL 33026
 Property Being Inspected: SAME
 Property Address: _____
 Date of Inspection: 7-17-12 All responses refer to the current inspection performed on this date 7-17-12
 This inspection is (check one) ☒ Daily ☐ Weekly ☐ Monthly ☐ Quarterly ☐ Semiannual ☒ Annual ☐ Third Year ☐ Fifth Year
 Note: All questions are to be answered Yes, No, or Not applicable. All "No" answers are to be explained in the comments portion of this form.

Part I - Owner's Section

- A. Is the building occupied? ☒ Yes ☐ No ☐ N/A
 B. Has the occupancy classification and hazard of contents remained the same since the last inspection? ☒ Yes ☐ No ☐ N/A
 C. Are all fire protection systems in service? ☒ Yes ☐ No ☐ N/A
 D. Has the system remained in service without modification since the last inspection? ☒ Yes ☐ No ☐ N/A
 E. Was the system free of actuation of devices or alarms since the last inspection? ☒ Yes ☐ No ☐ N/A
DICK WATTS
 Owner or representative (print name)
D. Watts 7/19/12
 Signature and Date

Part II - Inspector's Section

A. Inspections

1. Daily Inspection Item

- Enclosures around dry-pipe valves (without low temperature alarms) maintaining a minimum of 40° F? ☐ Yes ☐ No ☒ N/A

2. Weekly Inspection Items

- Relief port on reduced pressure backflow prevention assemblies continuous discharge? ☒ Yes ☐ No ☒ N/A

3. Weekly Inspection items which can be performed monthly if the items are electrically supervised or secured with locks

- A. Gauges on dry, preaction and deluge systems in good condition and showing normal air and water pressure? ☐ Yes ☐ No ☒ N/A

B. Control valves and isolation valves on backflow prevention devices:

1. In correct (open or closed) position? ☒ Yes ☐ No ☐ N/A
 2. Sealed, locked or supervised and accessible? ☒ Yes ☐ No ☐ N/A

4. Monthly Inspection Items

A. Preaction and Deluge Valves:

1. Free from physical damage? ☐ Yes ☐ No ☒ N/A
 2. Trim valves in appropriate (open or closed) position and no leakage from valve seat? ☐ Yes ☐ No ☒ N/A
 3. Electrical components in service? ☒ Yes ☐ No ☐ N/A

B. Dry-Pipe Valves:

1. Free from physical damage? ☐ Yes ☐ No ☒ N/A
 2. Trim valves in appropriate (open or closed) position? ☐ Yes ☐ No ☒ N/A
 3. No leakage from intermediate chamber? ☐ Yes ☐ No ☒ N/A

C. Sprinkler wrench with spare sprinklers?

- ☒ Yes ☐ No ☐ N/A

D. Gauges on wet-pipe system in good condition and showing normal water supply pressure?

- ☒ Yes ☐ No ☐ N/A

E. Alarm Valves

1. Gauges show normal supply water pressure? ☐ Yes ☐ No ☒ N/A
 2. Free from physical damage? ☐ Yes ☐ No ☒ N/A
 3. Valves in correct (open or closed) position? ☐ Yes ☐ No ☒ N/A
 4. No leakage from retarding chamber or drains? ☐ Yes ☐ No ☒ N/A

5. Quarterly Inspection Items

A. Sprinkler Pressure Regulating Control Valves:

1. In open position and not leaking? ☐ Yes ☐ No ☒ N/A

5. Quarterly Inspection Items (Continued)

2. Maintaining downstream pressure per design criteria? ☐ Yes ☐ No ☒ N/A
 3. In good condition and handwheels not broken? ☐ Yes ☐ No ☒ N/A

B. Fire Department Connections:

1. Visible and accessible? ☒ Yes ☐ No ☐ N/A
 2. Coupling and swivels not damaged and rotate smoothly? ☒ Yes ☐ No ☐ N/A
 3. Plugs or caps in place and undamaged? ☒ Yes ☐ No ☐ N/A
 4. Gaskets in place and in good condition? ☒ Yes ☐ No ☐ N/A
 5. Identification sign(s) in place? ☐ Yes ☐ No ☐ N/A
 6. Check valve is not leaking? ☒ Yes ☐ No ☐ N/A
 7. Automatic drain valve in place and operating properly? ☐ Yes ☐ No ☒ N/A

(Note: If plugs or caps are not in place, inspect the interior for obstructions and verify that the valve clapper is operational over its full range.)

- C. Alarm devices free from physical damage? ☒ Yes ☐ No ☐ N/A
 D. Hydraulic nameplate, if provided, securely attached to riser and legible? ☒ Yes ☐ No ☐ N/A

6. Annual Inspection Items

- A. Proper number and type of spare sprinklers? ☒ Yes ☐ No ☐ N/A

B. Visible sprinklers:

1. Free of corrosion? ☒ Yes ☐ No ☐ N/A
 2. Free of obstructions to spray patterns? ☒ Yes ☐ No ☐ N/A
 3. Free of foreign materials including paint? ☒ Yes ☐ No ☐ N/A
 4. Free of physical damage? ☒ Yes ☐ No ☐ N/A

C. Visible pipe:

1. In good condition? ☒ Yes ☐ No ☐ N/A
 2. Free of mechanical damage and not leaking? ☒ Yes ☐ No ☐ N/A
 3. No external corrosion? ☒ Yes ☐ No ☐ N/A
 4. Properly aligned? ☒ Yes ☐ No ☐ N/A
 5. No external loads? ☒ Yes ☐ No ☐ N/A

D. Visible pipe hangers and seismic braces not damaged or loose?

- ☒ Yes ☐ No ☐ N/A

E. Must be done before cold weather

1. Adequate heat in areas with wet piping? ☒ Yes ☐ No ☐ N/A
 2. Low temperature alarms in dry-pipe, preaction and deluge valve enclosures functioning? ☐ Yes ☐ No ☒ N/A
 3. Interior of pipe in preaction and dry-pipe systems which passes through freezers free of ice blockage? ☐ Yes ☐ No ☒ N/A

7. Annual, or every fifth year for valves which can be reset without opening:

- Interior of dry-pipe, preaction and deluge valves passed internal inspection?

8. Fifth Year Inspection Items

- A. Alarm valves and their associated strainers, filters and restriction orifices passed internal inspection? ☐ Yes ☐ No ☒ N/A
 B. Check Valves internally inspected and all parts operate properly move freely and are in good condition? ☐ Yes ☐ No ☒ N/A
 C. Strainers, filters, restricted orifices and diaphragm chambers on dry-pipe, preaction and deluge valves passed internal inspection? ☐ Yes ☐ No ☒ N/A

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COMPLETE FIRE PROTECTION SERVICES

P.P. CENTRAL CAMPUS

B. Testing

The following tests are to be performed at the noted intervals. Report any failures on Part III of this form

1. Quarterly Tests

- A. Main Drain Test = SEE REPORT ☒ Yes ☐ No ☐ N/A
 1. Record static pressure NA psi and residual pressure NA psi
 2. Was flow observed? ☒ Yes ☐ No ☐ N/A
 3. Are results comparable to pressures from last test? ☒ Yes ☐ No ☐ N/A

B. Water flow alarm devices passed test?

1. Inspectors test connection opened? (wet pipe when not in freezing weather) ☒ Yes ☐ No ☐ N/A
 2. Bypass connection opened? (wet-pipe systems in freezing weather, dry-pipe, preaction or deluge) ☒ Yes ☐ No ☐ N/A
 3. Alarms actuated and flow observed? ☒ Yes ☐ No ☐ N/A

C. Control valves (except OS&Y and gear-operated indicating butterfly valves) opened until spring or torsion is felt in the rod, then closed back one-quarter turn?

- D. Dry-pipe and preaction systems
 1. Priming water level correct? ☐ Yes ☐ No ☒ N/A
 2. Low air pressure signal passed test? ☐ Yes ☐ No ☒ N/A
 E. Quick opening device passed test? ☐ Yes ☐ No ☒ N/A
 F. Valve supervisory switches indicate movement? ☒ Yes ☐ No ☐ N/A

2. Annual Tests

- A. Are all sprinklers in service dated 1920 or later? ☒ Yes ☐ No ☐ N/A
 B. Fast Response sprinklers in service for less than 20 years? ☒ Yes ☐ No ☐ N/A
 If "no" test sample now and every 10 years.
 C. Standard sprinklers less than 50 years old? ☒ Yes ☐ No ☐ N/A
 If "no" has a sample been tested within 10 years? ☒ Yes ☐ No ☐ N/A
 If "no" test sample now and every 10 years.

- D. Specific gravity of antifreeze correct? ☐ Yes ☐ No ☒ N/A
 E. All control valves operated through full range and returned to normal position? ☒ Yes ☐ No ☐ N/A
 F. Low temperature alarms in dry-pipe, preaction and deluge valve enclosures passed test? ☐ Yes ☐ No ☒ N/A

G. Preaction and deluge valve full flow trip test: (except deluge valves where water can't be discharged)

- (Test all systems together which will operate simultaneously.)
 1. Water discharge from all nozzles unimpeded? ☐ Yes ☐ No ☒ N/A
 2. Pressure reading at hydraulically most remote nozzle NA psi
 3. Residual pressure reading at valve NA psi
 Was flow observed? ☐ Yes ☐ No ☒ N/A
 4. Are above readings comparable to design values? ☐ Yes ☐ No ☒ N/A
 5. Manual activation devices passed full flow test? ☐ Yes ☐ No ☒ N/A
 6. Automatic air pressure maintenance devices passed test? ☐ Yes ☐ No ☒ N/A

H. Dry-pipe valve partial flow trip test:

1. Record initial air pressure NA psi and water pressure NA psi
 2. Record tripping air pressure NA psi and tripping time NA (sec.)
 I. Automatic air maintenance devices on dry-pipe and preaction systems passed test? ☐ Yes ☐ No ☒ N/A
 J. Backflow devices passed backflow test? ☐ Yes ☐ No ☒ N/A
 K. Backflow devices passed full flow test? ☐ Yes ☐ No ☒ N/A
 L. All sprinkler pressure regulating control valves passed full flow test? ☐ Yes ☐ No ☒ N/A

3. Dry-pipe full flow trip test to be done every third year:

- A. Record initial air pressure NA psi and water pressure NA psi
 B. Record tripping air pressure NA psi and tripping time NA (sec.)
 C. Was water delivered to inspectors test connection? ☐ Yes ☐ No ☒ N/A
 D. Are above results comparable to previous tests? ☐ Yes ☐ No ☒ N/A

4. Tests to be done every fifth year:

- A. Extra High, Very Extra High and Ultra High Temperature sprinklers tested? ☐ Yes ☐ No ☒ N/A
 B. Gauges checked against calibrated gauge or replaced? ☐ Yes ☐ No ☒ N/A

C. Maintenance

1. Regular Maintenance Items

- A. If sprinklers have been replaced, were they proper replacements? ☐ Yes ☐ No ☒ N/A
 B. Air leaks in dry-pipe systems resulting in air pressure loss more than 10 psi/week repaired? ☐ Yes ☐ No ☒ N/A
 C. Dry-pipe systems being maintained in dry conditions? ☐ Yes ☐ No ☒ N/A
 D. If any of the following were discovered, was an obstruction investigation conducted and the system flushed? ☐ Yes ☐ No ☒ N/A

Explain reason(s) and obstruction investigation findings in Part III.

- Defective intake screen for pumps taking suction from open sources.
- Obstructive material discharged during waterflow test.
- Foreign materials found in dry-pipe valves, check valves or pumps.
- Heavy discoloration of water during drain test or plugging of inspector's test connection.
- Plugging of sprinklers found during activation or alterations.
- Plugging found in piping dismantled during alterations.
- Failure to flush yard piping or surrounding public mains following new installation or repairs.
- Record of broken mains in the vicinity.
- Abnormally frequent false-tripping of dry-pipe valves.
- System is returned to service after an extended period out of service (greater than one year).
- There is reason to believe the system contains sodium silicate or its derivatives.

2. Annual Maintenance Items

- A. Operating stem of all OS&Y valves lubricated, completely closed, and reopened? ☒ Yes ☐ No ☐ N/A
 B. Interior of dry-pipe, preaction and deluge valves cleaned? ☐ Yes ☐ No ☒ N/A
 C. Low points drained in dry-pipe, preaction and deluge systems prior to the onset of freezing weather? ☐ Yes ☐ No ☒ N/A
 D. Sprinklers and spray nozzles protecting commercial cooking equipment and ventilating systems replaced except for bulb type which show no signs of grease buildup? ☐ Yes ☐ No ☒ N/A

Part III - Comments (Any "No" answers, test failures or other problems found with the standpipe and hose system must be explained here.)

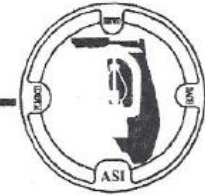
SEE VALVE CHART

SEE Report

Part IV - Inspector's Information

Inspector: Gary C Knowles
 Company: ADVANCED SYSTEMS INC. 03746500012008
 Company's Address: 1415 SOUTH 30TH AVENUE, HOLLYWOOD, FL 33020
 I state that the information on this form is correct at the time and place of my inspection, and that all equipment tested at this time was left in operational condition upon completion of this inspection except as noted in Part III above.

Signature of Inspector: [Signature] Date: 7-18-12



ADVANCED SYSTEMS INC

Since 1965

FIRE PROTECTION CONTRACTOR

NAME OF FACILITY P.P. CENTRAL CAMPUS

DATE 7-17-12

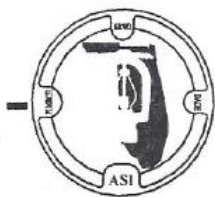
PAGE 1 OF 2

FIRE SPRINKLER INSPECTION REPORT—VALVE CHART

LOCATION	FLOOR	TAMPER	FLOW	TIME (SEC)	SIZE	TYPE	NOTES
ADMINISTRATION	1	OK	N/A	NA	4"	OS&Y	SUCTION BACKFLOW
ADMINISTRATION	1	OK	N/A	NA	4"	OS&Y	DISCHARGE BACKFLOW
ADMINISTRATION	1	OK	OK	47	2½"	B.F.	MAIN CONTROL S.W. CLOSET RM 104
ELEMENTARY SCHOOL	1	OK	N/A	NA	6"	OS&Y	SUCTION BACKFLOW
ELEMENTARY SCHOOL	1	OK	N/A	NA	6"	OS&Y	DISCHARGE BACKFLOW
ELEMENTARY SCHOOL	1	OK	OK	36	3"	B.F.	1 ST FLOOR CONTROL N. MAINT. ROOM
ELEMENTARY SCHOOL	1	OK	OK	40	3"	B.F.	2 ND FLOOR CONTROL N. MAINT. ROOM
GYM	1	OK	N/A	NA	4"	OS&Y	SUCTION BACKFLOW
GYM	1	OK	N/A	NA	4"	OS&Y	DISCHARGE BACKFLOW
GYM	1	OK	OK	32	2½"	B.F.	MAIN CONTROL ROOM # 116
CAFETERIA	1	OK	N/A	NA	4"	OS&Y	SUCTION BACKFLOW
CAFETERIA	1	OK	N/A	NA	4"	OS&Y	DISCHARGE BACKFLOW
CAFETERIA	1	OK	OK	44	3"	B.F.	MAIN CONTROL ROOM # 128 N.E.
MIDDLE SCHOOL	1	OK	N/A	NA	6"	OS&Y	SUCTION BACKFLOW
MIDDLE SCHOOL	1	OK	N/A	NA	6"	OS&Y	DISCHARGE BACKFLOW
MIDDLE SCHOOL	1	OK	OK	31	3"	B.F.	1 ST FLOOR CONTROL ROOM # 120
MIDDLE SCHOOL	1	OK	OK	26	3"	B.F.	2 ND FLOOR CONTROL ROOM # 120
PRE - K	1	OK	N/A	NA	4"	OS&Y	SUCTION BACKFLOW
PRE - K	1	OK	N/A	NA	4"	OS&Y	DISCHARGE BACKFLOW
PRE - K	1	OK	OK	25	2½"	B.F.	MAIN CONTROL N.W. OUTSIDE
NORTH EAST - Y - BUILDING	1	OK	N/A	N/A	4"	B.F.	CITY SIDE BACKFLOW
NORTH EAST - Y - BUILDING	1	OK	OK	35	4"	B.F.	SYSTEM SIDE BACKFLOW

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NAME OF FACILITY P.P. CENTRAL CAMPUS

DATE 7-17-12PAGE 2 OF 2

FIRE SPRINKLER INSPECTION REPORT—VALVE CHART

LOCATION	FLOOR	TAMPER	FLOW	TIME (SEC)	SIZE	TYPE	NOTES
ADMINISTRATION	1						MAIN DRAIN TEST = 1¼"
	1						STATIC = 71
	1						RESIDUAL = 53 TIME = 15sec
ELEMENTARY SCHOOL	1						MAIN DRAIN TEST = 1¼"
	1						STATIC = 66
	1						RESIDUAL = 56 TIME = 15sec
GYM	1						MAIN DRAIN TEST = 1¼"
	1						STATIC = 71
	1						RESIDUAL = 57 TIME = 15sec
CAFETERIA	1						MAIN DRAIN TEST = 1¼"
	1						STATIC = 77
	1						RESIDUAL = 65 TIME = 15sec
MIDDLE SCHOOL	1						MAIN DRAIN TEST = 1¼"
	1						STATIC = 65
	1						RESIDUAL = 55 TIME = 15sec
PRE - K	1						MAIN DRAIN TEST = 1¼"
	1						STATIC = 70
	1						RESIDUAL = 60 TIME = 15sec
Y - BUILDING	1						MAIN DRAIN TEST = 1¼"
	1						STATIC = 77
	1						RESIDUAL = 63 TIME = 15sec

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PP Central Campus

NAME OF FACILITY

DATE 7-17-12

PAGE 1 OF

INSPECTION DEFICIENCY REPORT

LOCATION	FLOOR	DEFICIENCY NOTES	CORRECTION'S
Administration	1	No Control Valve signs	Install on Riser 1 control Valve sign on on Back Flow
			Install 2 signs
Elementary	1	No Control Valve signs	Install 4 Control Valve sign on with chain
Gym	1	No Control Valve signs	Install 3 control Valve signs
Cafeteria	1	No Control Valve signs	Install 3 Control Valve signs
Middle School	1	No Control Valve Signs	Install 4 Control Valve sign
Pre-K	1	No control Valve signs	Install 3 control Valve signs
Administration	1	3/4 #1 Check Fail	Replace #1 Check and Clean and Flush 3/4 Back Flow ReTest
Elementary	1	6" Both Checks Failed	Replace Both Checks and ReTest
Gym	1	discharge osy on Backflow	Repack 4" Valve
		Need to be Repacked	and Replace Bolts & NUTS
		and new Bolts & NUTS	
Cafeteria	1	#1 4" Check Failed	Replace #1 Check Valve and ReTest

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ADVANCED SYSTEMS INC

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FIRE PROTECTION CONTRACTOR BACKFLOW CERTIFICATION REPORT

NAME OF FACILITY: P.P. CENTRAL CAMPUSDATE OF TEST: 7-18-12 WATER METER # 11760097ANNUAL FIRE INSPECTION IN ACCORDANCE WITH NFPA 25 INSPECTION: COMPLETE ~~INCOMPLETE~~CUSTOMER AND CONTACT PERSON : MIDDLE SCHOOL JERRY ROCKSTREET ADDRESS : 12350 SHERIDAN STREETCITY : PEMBROKE PINES STATE : FLA. TEL# _____LOCATION OF ASSEMBLY : NORTH WEST OF BUILDING FIRE LINE : BY-PASSTYPE OF ASSEMBLY DC ☐ SC ☐ SCDV ☐ DCDA ☒ RPDA ☐ OTHER ☐ SIZE: 3/4"MANUFACTURER : AMES MODEL : 2000 B SERIAL NO. 19933INLET LINE PRESSURE 75 PSI FIRE SYSTEM BYPASS Water meter reading 0000170
☒ Bypass isolation valve are in the open position

CHECK VALVE # 1	RELIEF VALVE	CHECK VALVE # 2	MAIN DRAIN FLOW TEST
<input type="checkbox"/> Leaked <input checked="" type="checkbox"/> Closed tight diff. pressure across check Valve <u>1.6</u> PSI #2 Shut off Valve held <input checked="" type="checkbox"/> leaks <input type="checkbox"/>	Opened at: _____ PSI did not open <input type="checkbox"/>	<input type="checkbox"/> Leaked <input checked="" type="checkbox"/> Closed Tight Diff. Pressure Across Check Valve <u>1.6</u> PSI	Size of Drain _____ Static PSI _____ Before Flow Residual _____ PSI Static PSI _____ After Flow
Repair : Explain Below <input type="checkbox"/> Cleaned Only <input type="checkbox"/> Cleaned and replaced Rubber Kit <input type="checkbox"/> CV Assembly <input type="checkbox"/>	Repair: Explain Below <input type="checkbox"/> Cleaned Only <input type="checkbox"/> Cleaned and Replaced: Rubber Kit <input type="checkbox"/> RV Assembly <input type="checkbox"/>	Repair: Explain Below <input type="checkbox"/> Cleaned Only <input type="checkbox"/> Cleaned and Replaced: Rubber Kit <input type="checkbox"/> RV Assembly <input type="checkbox"/>	Repair: Explain Below <input type="checkbox"/> _____ _____

TEST AFTER REPAIRS

Diff. Pressure Across # 1 CV _____ PSI	Opened At: _____ PSI	Diff. Pressure Across # 2 CV _____ PSI	Main Drain Flow Test or Pump Performance Inspec. Satisfactory <input type="checkbox"/> Yes <input type="checkbox"/> No
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NOTE: ALL REPAIRS MUST BE COMPLETED WITHIN () DAYS.

Remarks _____

Passed ☒ Failed _____ Repair Date _____ Fire Sprinkler Contractors License # 03234600011982Test Equip. Used MIDWEST 830 Calibration Date 3-8-12 Test Kit Serial # 132700

I HEREBY CERTIFY THAT THIS DATE IS ACCURATE AND REFLECTS THE PROPER OPERATION AND MAINTENANCE OF THE ASSEMBLY.

CERTIFIED TESTER SIGNATURE [Signature] PRINT NAME Gary C KnowlesBACKFLOW TESTER CERTIFICATION # 17987 EXPIRATION DATE 12-31-121415 SOUTH 30TH AVENUE • HOLLYWOOD, FLORIDA • 33020

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ADVANCED SYSTEMS INC

Since 1965

FIRE PROTECTION CONTRACTOR BACKFLOW CERTIFICATION REPORT

NAME OF FACILITY: P.P. CENTRAL CAMPUSDATE OF TEST: 7-18-12WATER METER # 11760097ANNUAL FIRE INSPECTION IN ACCORDANCE WITH NFPA 25 INSPECTION: COMPLETE ~~INCOMPLETE~~CUSTOMER AND CONTACT PERSON : MIDDLE SCHOOLJERRY ROCKSTREET ADDRESS : 12350 SHERIDAN STREETCITY : PEMBROKE PINESSTATE : FLA.

TEL# _____

LOCATION OF ASSEMBLY : NORTH WEST OF BUILDING FIRE LINE : MAINTYPE OF ASSEMBLY DC ☐ SC ☐ SCDV ☐ DCDA ☒ RPDA ☐ OTHER ☐ SIZE: 6"MANUFACTURER : AMESMODEL : 3000 SESERIAL NO. 100011-0602INLET LINE PRESSURE 75 PSIFIRE SYSTEM BYPASS Water meter reading 0000170
☒ Bypass isolation valve are in the open position

CHECK VALVE # 1	RELIEF VALVE	CHECK VALVE # 2	MAIN DRAIN FLOW TEST
<input type="checkbox"/> Leaked <input checked="" type="checkbox"/> Closed tight diff. pressure across check Valve <u>1.9</u> PSI #2 Shut off Valve held <input checked="" type="checkbox"/> leaks <input type="checkbox"/>	Opened at: _____ PSI did not open <input type="checkbox"/>	<input type="checkbox"/> Leaked <input checked="" type="checkbox"/> Closed Tight Diff. Pressure Across Check Valve <u>2.4</u> PSI	Size of Drain _____ Static PSI _____ Before Flow Residual _____ PSI Static PSI _____ After Flow
Repair : Explain Below <input type="checkbox"/> Cleaned Only <input type="checkbox"/> Cleaned and replaced Rubber Kit <input type="checkbox"/> CV Assembly <input type="checkbox"/>	Repair: Explain Below <input type="checkbox"/> Cleaned Only <input type="checkbox"/> Cleaned and Replaced: Rubber Kit <input type="checkbox"/> RV Assembly <input type="checkbox"/>	Repair: Explain Below <input type="checkbox"/> Cleaned Only <input type="checkbox"/> Cleaned and Replaced: Rubber Kit <input type="checkbox"/> RV Assembly <input type="checkbox"/>	Repair: Explain Below <input type="checkbox"/> _____ _____

TEST AFTER REPAIRS

Diff. Pressure Across # 1 CV _____ PSI	Opened At: _____ PSI	Diff. Pressure Across # 2 CV _____ PSI	Main Drain Flow Test or Pump Performance Inspec. Satisfactory <input type="checkbox"/> Yes <input type="checkbox"/> No
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NOTE: ALL REPAIRS MUST BE COMPLETED WITHIN () DAYS.

Remarks _____

Passed ☒ Failed _____ Repair Date _____Fire Sprinkler Contractors License # 03234600012982Test Equip. Used MIDWEST 830Calibration Date 3-8-12Test Kit Serial # 132700I HEREBY CERTIFY THAT THIS DATE IS ACCURATE AND REFLECTS THE PROPER OPERATION AND
MAINTENANCE OF THE ASSEMBLE.

CERTIFIED TESTER SIGNATURE _____

PRINT NAME Gary C KnowlesBACKFLOW TESTER CERTIFICATION # 17987EXPIRATION DATE 12-31-121415 SOUTH 30TH AVENUE • HOLLYWOOD, FLORIDA • 33020

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ADVANCED SYSTEMS INC

Since 1965

FIRE PROTECTION CONTRACTOR BACKFLOW CERTIFICATION REPORT

NAME OF FACILITY: P.P. CENTRAL CAMPUSDATE OF TEST: 7-18-12WATER METER # 17227189ANNUAL FIRE INSPECTION IN ACCORDANCE WITH NFPA 25 INSPECTION: COMPLETE ~~INCOMPLETE~~CUSTOMER AND CONTACT PERSON: PRE-K JERRY ROCKSTREET ADDRESS: 12350 SHERIDAN STREETCITY: PEMBROKE PINES STATE: FLA. TEL# _____LOCATION OF ASSEMBLY: NORTH WEST OF BUILDING FIRE LINE: BY-PASSTYPE OF ASSEMBLY DC ☐ SC ☐ SCDV ☐ DCDA ☒ RPDA ☐ OTHER ☐ SIZE: 3/4"MANUFACTURER: AMES MODEL: 2000 B SERIAL NO. 21472INLET LINE PRESSURE 75 PSIFIRE SYSTEM BYPASS Water meter reading 0000200
☒ Bypass isolation valve are in the open position

CHECK VALVE # 1	RELIEF VALVE	CHECK VALVE # 2	MAIN DRAIN FLOW TEST
<input type="checkbox"/> Leaked <input checked="" type="checkbox"/> Closed tight diff. pressure across check Valve <u>1.4</u> PSI #2 Shut off Valve held <input checked="" type="checkbox"/> leaks <input type="checkbox"/>	Opened at: _____ PSI did not open <input type="checkbox"/>	<input type="checkbox"/> Leaked <input checked="" type="checkbox"/> Closed Tight Diff. Pressure Across Check Valve <u>1.8</u> PSI	Size of Drain _____ Static PSI _____ Before Flow Residual _____ PSI Static PSI _____ After Flow
Repair: Explain Below <input type="checkbox"/> Cleaned Only <input type="checkbox"/> Cleaned and replaced Rubber Kit <input type="checkbox"/> CV Assembly <input type="checkbox"/>	Repair: Explain Below <input type="checkbox"/> Cleaned Only <input type="checkbox"/> Cleaned and Replaced: Rubber Kit <input type="checkbox"/> RV Assembly <input type="checkbox"/>	Repair: Explain Below <input type="checkbox"/> Cleaned Only <input type="checkbox"/> Cleaned and Replaced: Rubber Kit <input type="checkbox"/> RV Assembly <input type="checkbox"/>	Repair: Explain Below <input type="checkbox"/> _____ _____

TEST AFTER REPAIRS

Diff. Pressure Across # 1 CV _____ PSI	Opened At: _____ PSI	Diff. Pressure Across # 2 CV _____ PSI	Main Drain Flow Test or Pump Performance Inspec. Satisfactory <input type="checkbox"/> Yes <input type="checkbox"/> No
---	-------------------------	---	--

NOTE: ALL REPAIRS MUST BE COMPLETED WITHIN () DAYS.

Remarks _____

Passed ☒ Failed _____ Repair Date _____ Fire Sprinkler Contractors License # 03234600017982Test Equip. Used MIDWEST 830 Calibration Date 3-8-12 Test Kit Serial # 132700I HEREBY CERTIFY THAT THIS DATE IS ACCURATE AND REFLECTS THE PROPER OPERATION AND
MAINTENANCE OF THE ASSEMBLY.CERTIFIED TESTER SIGNATURE [Signature] PRINT NAME Gary C KnowlesBACKFLOW TESTER CERTIFICATION # 17987 EXPIRATION DATE 12-31-121415 SOUTH 30TH AVENUE • HOLLYWOOD, FLORIDA • 33020

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ADVANCED SYSTEMS, INC.

1415 South 30th Avenue
Hollywood, Florida 33020
(954) 921-2224

JOB WORK ORDER**30866**

DATE OF ORDER

4-13-13

CUSTOMER'S ORDER NO.	PHONE	MECHANIC Gary	HELPER	STARTING DATE 1/1
BILL TO City of Pembroke Pines			ORDER TAKEN BY Stephanie	
ADDRESS			<input type="checkbox"/> DAY WORK <input checked="" type="checkbox"/> CONTRACT <input type="checkbox"/> EXTRA	
CITY				
JOB NAME AND LOCATION East Campus School "L"				
10801 Pembroke Rd.			JOB PHONE	

DESCRIPTION OF WORK:

Annual Fire Sprinkler + Backflow
Test

	TOTAL MATERIALS		
	TOTAL LABOR		
	TAX		
DATE COMPLETED 5/24/13	WORK ORDERED BY Tom Lapoma	TOTAL AMOUNT	\$

Signature

Andrew Jackson

☐ No one home☐ Total amount due for above work: or☐ Total billing to be mailed after completion of work

I hereby acknowledge the satisfactory completion of the above described work.



1965

ADVANCED SYSTEMS INC.

COMPLETE FIRE PROTECTION SERVICES

Form for Inspection, Testing and maintenance of Fire Sprinkler Systems

Information on this form covers the minimum requirements of NFPA25 for fire sprinkler systems connected to distribution systems without supplemental tanks or fire pumps. Separate forms are available to inspect, test and maintain fire pumps and water tanks. Additional forms are also available for standpipe and hose systems, private fire service mains, water spray fixed systems and foam-water sprinkler systems. More frequent inspection, testing and maintenance may be necessary depending on the conditions of the occupancy and the water supply.

Owner: City of Pembroke Pines
 Owner's Address: East campus School "C"
 Property Being Inspected: 10800 Pembroke Rd Pembroke Pines
 Property Address: 10800 Pembroke Rd Pembroke Pines
 Date of Inspection: 5-24-13 All responses refer to the current inspection performed on this date 5-24-13
 This inspection is (check one) ☐ Daily ☐ Weekly ☐ Monthly ☐ Quarterly ☒ Semiannual ☐ Annual ☐ Third Year ☐ Fifth Year
 Note: All questions are to be answered Yes, No, or Not applicable. All "No" answers are to be explained in the comments portion of this form.

Part I - Owner's Section

- A. Is the building occupied? ☒ Yes ☐ No ☐ N/A
 B. Has the occupancy classification and hazard of contents remained the same since the last inspection? ☒ Yes ☐ No ☐ N/A
 C. Are all fire protection systems in service? ☒ Yes ☐ No ☐ N/A
 D. Has the system remained in service without modification since the last inspection? ☒ Yes ☐ No ☐ N/A
 E. Was the system free of actuation of devices or alarms since the last inspection? ☒ Yes ☐ No ☐ N/A
Andrew P. Jackson 5/24/13
 Owner or representative (print name) Signature and Date

Part II - Inspector's Section

A. Inspections

1. Daily Inspection Item

- Enclosures around dry-pipe valves (without low temperature alarms) maintaining a minimum of 40° F? ☐ Yes ☐ No ☒ N/A

2. Weekly Inspection Items

- Relief port on reduced pressure backflow prevention assemblies continuous discharge? ☐ Yes ☐ No ☒ N/A

3. Weekly Inspection items which can be performed monthly if the items are electrically supervised or secured with locks

- A. Gauges on dry, preaction and deluge systems in good condition and showing normal air and water pressure? ☐ Yes ☐ No ☒ N/A
 B. Control valves and isolation valves on backflow prevention devices:
 1. In correct (open or closed) position? ☒ Yes ☐ No ☐ N/A
 2. Sealed, locked or supervised and accessible? ☒ Yes ☐ No ☐ N/A

4. Monthly Inspection Items

- A. Preaction and Deluge Valves:
 1. Free from physical damage? ☐ Yes ☐ No ☒ N/A
 2. Trim valves in appropriate (open or closed) position and no leakage from valve seat? ☐ Yes ☐ No ☒ N/A
 3. Electrical components in service? ☐ Yes ☐ No ☒ N/A
 B. Dry-Pipe Valves:
 1. Free from physical damage? ☐ Yes ☐ No ☒ N/A
 2. Trim valves in appropriate (open or closed) position? ☐ Yes ☐ No ☒ N/A
 3. No leakage from intermediate chamber? ☐ Yes ☐ No ☒ N/A

- C. Sprinkler wrench with spare sprinklers? ☒ Yes ☐ No ☐ N/A
 D. Gauges on wet-pipe system in good condition and showing normal water supply pressure? ☒ Yes ☐ No ☐ N/A
 E. Alarm Valves:
 1. Gauges show normal supply water pressure? ☐ Yes ☐ No ☒ N/A
 2. Free from physical damage? ☐ Yes ☐ No ☒ N/A
 3. Valves in correct (open or closed) position? ☐ Yes ☐ No ☒ N/A
 4. No leakage from retarding chamber or drains? ☐ Yes ☐ No ☒ N/A

5. Quarterly Inspection Items
 A. Sprinkler Pressure Regulating Control Valves:
 1. In open position and not leaking? ☐ Yes ☐ No ☒ N/A

5. Quarterly Inspection Items (Continued)

2. Maintaining downstream pressure per design criteria? ☐ Yes ☐ No ☒ N/A
 3. In good condition and handwheels not broken? ☐ Yes ☐ No ☒ N/A
 B. Fire Department Connections:
 1. Visible and accessible? ☒ Yes ☐ No ☐ N/A
 2. Coupling and swivels not damaged and rotate smoothly? ☒ Yes ☐ No ☐ N/A
 3. Plugs or caps in place and undamaged? ☒ Yes ☐ No ☐ N/A
 4. Gaskets in place and in good condition? ☒ Yes ☐ No ☐ N/A
 5. Identification sign(s) in place? ☒ Yes ☐ No ☐ N/A
 6. Check valve is not leaking? ☒ Yes ☐ No ☐ N/A
 7. Automatic drain valve in place and operating properly? ☐ Yes ☐ No ☒ N/A

8. Fire department connection clapper(s) is in place and operating properly. ☒ Yes ☐ No ☐ N/A

(Note: If plugs or caps are not in place, inspect the interior for obstructions and verify that the valve clapper is operational over its full range.)

- C. Alarm devices free from physical damage? ☒ Yes ☐ No ☐ N/A
 D. Hydraulic nameplate, if provided, securely attached to riser and legible? ☒ Yes ☐ No ☐ N/A

6. Annual Inspection Items

- A. Proper number and type of spare sprinklers? ☒ Yes ☐ No ☐ N/A
 B. Visible sprinklers:
 1. Free of corrosion? ☒ Yes ☐ No ☐ N/A
 2. Free of obstructions to spray patterns? ☒ Yes ☐ No ☐ N/A
 3. Free of foreign materials including paint? ☒ Yes ☐ No ☐ N/A
 4. Free of physical damage? ☒ Yes ☐ No ☐ N/A

- C. Visible pipe:
 1. In good condition? ☒ Yes ☐ No ☐ N/A
 2. Free of mechanical damage and not leaking? ☒ Yes ☐ No ☐ N/A
 3. No external corrosion? ☒ Yes ☐ No ☐ N/A
 4. Properly aligned? ☒ Yes ☐ No ☐ N/A
 5. No external loads? ☒ Yes ☐ No ☐ N/A

- D. Visible pipe hangers and seismic braces not damaged or loose? ☒ Yes ☐ No ☐ N/A

- E. Must be done before cold weather
 1. Adequate heat in areas with wet piping? ☒ Yes ☐ No ☐ N/A
 2. Low temperature alarms in dry-pipe, preaction and deluge valve enclosures functioning? ☐ Yes ☐ No ☒ N/A
 3. Interior of pipe in preaction and dry-pipe systems which passes through freezers free of ice blockage? ☐ Yes ☐ No ☒ N/A

7. Annual, or every fifth year for valves which can be reset without opening:
 Interior of dry-pipe, preaction and deluge valves passed internal inspection?

8. Fifth Year Inspection Items

- A. Alarm valves and their associated strainers, filters and restriction orifices passed internal inspection? ☐ Yes ☐ No ☒ N/A
 B. Check Valves internally inspected and all parts operate properly move freely and are in good condition? ☐ Yes ☐ No ☒ N/A
 C. Strainers, filters, restricted orifices and diaphragm chambers on dry-pipe, preaction and deluge valves passed internal inspection? ☐ Yes ☐ No ☒ N/A

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ADVANCED SYSTEMS INC.

COMPLETE FIRE PROTECTION SERVICES

B. Testing

The following tests are to be performed at the noted intervals. Report any failures on Part III of this form

1. Quarterly Tests

- A. Main Drain Test = 1"
- Record static pressure 55 psi and residual pressure 45 psi
 ☒ Yes ☐ No ☐ N/A
 - Was flow observed? ☒ Yes ☐ No ☐ N/A
 - Are results comparable to pressures from last test? ☐ Yes ☐ No ☒ N/A
- B. Water flow alarm devices passed test? ☒ Yes ☐ No ☐ N/A
- Inspectors test connection opened? (wet pipe when not in freezing weather) ☒ Yes ☐ No ☐ N/A
 - Bypass connection opened? (wet-pipe systems in freezing weather, dry-pipe, preaction or deluge) ☐ Yes ☐ No ☒ N/A
 - Alarms actuated and flow observed? ☒ Yes ☐ No ☐ N/A
- C. Control valves (except OS&Y and gear-operated indicating butterfly valves) opened until spring or torsion is felt in the rod, then closed back one-quarter turn? ☒ Yes ☐ No ☐ N/A
- D. Dry-pipe and preaction systems
- Priming water level correct? ☐ Yes ☐ No ☒ N/A
 - Low air pressure signal passed test? ☐ Yes ☐ No ☒ N/A
- E. Quick opening device passed test? ☐ Yes ☐ No ☒ N/A
- F. Valve supervisory switches indicate movement? ☒ Yes ☐ No ☐ N/A

2. Annual Tests

- A. Are all sprinklers in service dated 1920 or later? ☒ Yes ☐ No ☐ N/A
- B. Fast Response sprinklers in service for less than 20 years? ☒ Yes ☐ No ☐ N/A
- If "no" test sample now and every 10 years.
- C. Standard sprinklers less than 50 years old? ☒ Yes ☐ No ☐ N/A
- If "no" has a sample been tested within 10 years? ☒ Yes ☐ No ☐ N/A
- If "no" test sample now and every 10 years.
- D. Specific gravity of antifreeze correct? ☐ Yes ☐ No ☒ N/A
- E. All control valves operated through full range and returned to normal position? ☒ Yes ☐ No ☐ N/A
- F. Low temperature alarms in dry-pipe, preaction and deluge valve enclosures passed test? ☐ Yes ☐ No ☒ N/A
- G. Preaction and deluge valve full flow trip test: (except deluge valves where water can't be discharged)
- (Test all systems together which will operate simultaneously.)
- Water discharge from all nozzles unimpeded? ☐ Yes ☐ No ☒ N/A
 - Pressure reading at hydraulically most remote nozzle NA psi
 - Residual pressure reading at valve NA psi
 - Was flow observed? ☐ Yes ☐ No ☒ N/A
 - Are above readings comparable to design values? ☐ Yes ☐ No ☒ N/A
 - Manual activation devices passed full flow test? ☐ Yes ☐ No ☒ N/A
 - Automatic air pressure maintenance devices passed test? ☐ Yes ☐ No ☒ N/A
- H. Dry-pipe valve partial flow trip test: NA
- Record initial air pressure NA psi and water pressure NA psi
 - Record tripping air pressure NA psi and tripping time NA (sec.)
- I. Automatic air maintenance devices on dry-pipe and preaction systems passed test? ☐ Yes ☐ No ☒ N/A
- J. Backflow devices passed backflow test? ☒ Yes ☐ No ☐ N/A
- K. Backflow devices passed full flow test? ☐ Yes ☐ No ☒ N/A
- L. All sprinkler pressure regulating control valves passed full flow test? ☐ Yes ☐ No ☒ N/A

3. Dry-pipe full flow trip test to be done every third year:

- A. Record initial air pressure NA psi and water pressure NA psi
- B. Record tripping air pressure NA psi and tripping time NA (sec.)
- C. Was water delivered to inspectors test connection? ☐ Yes ☐ No ☒ N/A
- D. Are above results comparable to previous tests? ☐ Yes ☐ No ☒ N/A

4. Tests to be done every fifth year:

- A. Extra High, Very Extra High and Ultra High Temperature sprinklers tested? ☐ Yes ☐ No ☒ N/A
- B. Gauges checked against calibrated gauge or replaced? ☐ Yes ☐ No ☒ N/A

C. Maintenance**1. Regular Maintenance Items**

- A. If sprinklers have been replaced, were they proper replacements? ☐ Yes ☐ No ☒ N/A
- B. Air leaks in dry-pipe systems resulting in air pressure loss more than 10 psi/week repaired? ☐ Yes ☐ No ☒ N/A
- C. Dry-pipe systems being maintained in dry conditions? ☐ Yes ☐ No ☒ N/A
- D. If any of the following were discovered, was an obstruction investigation conducted and the system flushed? ☐ Yes ☐ No ☒ N/A
- Explain reason(s) and obstruction investigation findings in Part III.**
- Defective intake screen for pumps taking suction from open sources.
 - Obstructive material discharged during waterflow test.
 - Foreign materials found in dry-pipe valves, check valves or pumps.
 - Heavy discoloration of water during drain test or plugging of inspector's test connection.
 - Plugging of sprinklers found during activation or alterations.
 - Plugging found in piping dismantled during alterations.
 - Failure to flush yard piping or surrounding public mains following new installation or repairs.
 - Record of broken mains in the vicinity.
 - Abnormally frequent false-tripping of dry-pipe valves.
 - System is returned to service after an extended period out of service (greater than one year).
 - There is reason to believe the system contains sodium silicate or its derivatives.

2. Annual Maintenance Items

- A. Operating stem of all OS&Y valves lubricated, completely closed, and reopened? ☒ Yes ☐ No ☐ N/A
- B. Interior of dry-pipe, preaction and deluge valves cleaned? ☐ Yes ☐ No ☒ N/A
- C. Low points drained in dry-pipe, preaction and deluge systems prior to the onset of freezing weather? ☐ Yes ☐ No ☒ N/A
- D. Sprinklers and spray nozzles protecting commercial cooking equipment and ventilating systems replaced except for bulb type which show no signs of grease buildup? ☐ Yes ☐ No ☒ N/A

Part III - Comments (Any "No" answers, test failures or other problems found with the standpipe and hose system must be explained here.)

SEE Valve Chart

Part IV - Inspector's Information

Inspector: Gary C Knowles

Company: ADVANCED SYSTEMS INC.

Company's Address: 1415 SOUTH 30TH AVENUE, HOLLYWOOD, FL 33020

I state that the information on this form is correct at the time and place of my inspection, and that all equipment tested at this time was left in operational condition upon completion of this inspection except as noted in Part III above.

[Signature] 5-24-13

Signature of Inspector Date

Since 1965

NAME OF FACILITY

P.P. EAST CAMPUS BLD - L

DATE 5-24-13

PAGE 1 OF 1

[illegible]

Name of Facility

Page

P.P. School "L" of

of

Date 5-24-13

Inspector Gary C Kroll/es

Fire Protection Contractor

Corrective Action Report

[illegible]



ADVANCED SYSTEMS INC

Since 1965

FIRE PROTECTION CONTRACTOR BACKFLOW CERTIFICATION REPORT

NAME OF FACILITY: P.P. EAST CAMPUS BLD - LDATE OF TEST: 4-20-13 WATER METER # 35032727ANNUAL FIRE INSPECTION IN ACCORDANCE WITH NFPA 25 INSPECTION: COMPLETE ~~INCOMPLETE~~ ☐CUSTOMER AND CONTACT PERSON: TOMSTREET ADDRESS: 10801 PEMBROKE ROADCITY: PEMBROKE PINES STATE: FLA. TEL# _____LOCATION OF ASSEMBLY: SOUTH OF BUILDING FIRE LINE : MAINTYPE OF ASSEMBLY DC ☐ SC ☐ SCDV ☐ DCDA ☒ RPDA ☐ OTHER ☐ SIZE: 4"MANUFACTURER: WILKINS MODEL: 350ADA SERIAL NO. V19377INLET LINE PRESSURE 70 PSI FIRE SYSTEM BYPASS Water meter reading 90000900
☒ Bypass isolation valve are in the open position

CHECK VALVE # 1	RELIEF VALVE	CHECK VALVE # 2	MAIN DRAIN FLOW TEST
<input type="checkbox"/> Leaked <input checked="" type="checkbox"/> Closed tight diff. pressure across check Valve <u>4.4</u> PSI #2 Shut off Valve held <input checked="" type="checkbox"/> leaks <input type="checkbox"/>	Opened at: _____ PSI did not open <input type="checkbox"/>	<input type="checkbox"/> Leaked <input checked="" type="checkbox"/> Closed Tight Diff. Pressure Across Check Valve <u>4.4</u> PSI	Size of Drain <u>1"</u> Static PSI <u>55</u> Before Flow Residual <u>45</u> PSI Static PSI <u>55</u> After Flow
Repair : Explain Below <input type="checkbox"/> Cleaned Only <input type="checkbox"/> Cleaned and replaced Rubber Kit <input type="checkbox"/> CV Assembly <input type="checkbox"/>	Repair: Explain Below <input type="checkbox"/> Cleaned Only <input type="checkbox"/> Cleaned and Replaced: Rubber Kit <input type="checkbox"/> RV Assembly <input type="checkbox"/>	Repair: Explain Below <input type="checkbox"/> Cleaned Only <input type="checkbox"/> Cleaned and Replaced: Rubber Kit <input type="checkbox"/> RV Assembly <input type="checkbox"/>	Repair: Explain Below <input type="checkbox"/> _____ _____

TEST AFTER REPAIRS

Diff. Pressure Across # 1 CV _____ PSI	Opened At: _____ PSI	Diff. Pressure Across # 2 CV _____ PSI	Main Drain Flow Test or Pump Performance Inspec. Satisfactory <input type="checkbox"/> Yes <input type="checkbox"/> No
---	-------------------------	---	--

NOTE: ALL REPAIRS MUST BE COMPLETED WITHIN () DAYS.

Remarks _____

Passed ☒ Failed _____ Repair Date _____ Fire Sprinkler Contractors License # _____Test Equip. Used MIDWEST 830 Calibration Date 3-12-13 Test Kit Serial # 132700

I HEREBY CERTIFY THAT THIS DATE IS ACCURATE AND REFLECTS THE PROPER OPERATION AND MAINTENANCE OF THE ASSEMBLY.

CERTIFIED TESTER SIGNATURE [Signature] PRINT NAME Geny C KnowerBACKFLOW TESTER CERTIFICATION # 17987 EXPIRATION DATE 12-31-151415 SOUTH 30TH AVENUE • HOLLYWOOD, FLORIDA • 33020

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ADVANCED SYSTEMS INC

Since 1965

FIRE PROTECTION CONTRACTOR BACKFLOW CERTIFICATION REPORT

NAME OF FACILITY: P.P. EAST CAMPUS BLD - LDATE OF TEST: 4-20-13 WATER METER # 35032727ANNUAL FIRE INSPECTION IN ACCORDANCE WITH NFPA 25 INSPECTION: COMPLETE ~~INCOMPLETE~~ ☐CUSTOMER AND CONTACT PERSON: TOMSTREET ADDRESS: 10801 PEMBROKE ROADCITY: PEMBROKE PINES STATE: FLA. TEL# _____LOCATION OF ASSEMBLY: SOUTH OF BUILDING FIRE LINE : BY-PASSTYPE OF ASSEMBLY DC ☐ SC ☐ SCDV ☐ DCDA ☒ RPDA ☐ OTHER ☐ SIZE: 3/4MANUFACTURER: WILKINS MODEL: 950 XL SERIAL NO. 2984497INLET LINE PRESSURE 70 PSI FIRE SYSTEM BYPASS Water meter reading 00000 90
☒ Bypass isolation valve are in the open position

CHECK VALVE # 1	RELIEF VALVE	CHECK VALVE # 2	MAIN DRAIN FLOW TEST
<input type="checkbox"/> Leaked <input checked="" type="checkbox"/> Closed tight diff. pressure across check Valve <u>2.3</u> PSI #2 Shut off Valve held <input checked="" type="checkbox"/> leaks <input type="checkbox"/>	Opened at: _____ PSI did not open <input type="checkbox"/>	<input type="checkbox"/> Leaked <input checked="" type="checkbox"/> Closed Tight Diff. Pressure Across Check Valve <u>2.4</u> PSI	Size of Drain <u>1"</u> Static PSI <u>55</u> Before Flow Residual <u>45</u> PSI Static PSI <u>55</u> After Flow
Repair : Explain Below <input type="checkbox"/> Cleaned Only <input type="checkbox"/> Cleaned and replaced Rubber Kit <input type="checkbox"/> CV Assembly <input type="checkbox"/>	Repair: Explain Below <input type="checkbox"/> Cleaned Only <input type="checkbox"/> Cleaned and Replaced: Rubber Kit <input type="checkbox"/> RV Assembly <input type="checkbox"/>	Repair: Explain Below <input type="checkbox"/> Cleaned Only <input type="checkbox"/> Cleaned and Replaced: Rubber Kit <input type="checkbox"/> RV Assembly <input type="checkbox"/>	Repair: Explain Below <input type="checkbox"/> _____ _____

TEST AFTER REPAIRS

Diff. Pressure Across # 1 CV _____ PSI	Opened At: _____ PSI	Diff. Pressure Across # 2 CV _____ PSI	Main Drain Flow Test or Pump Performance Inspec. Satisfactory <input type="checkbox"/> Yes <input type="checkbox"/> No
---	-------------------------	---	--

NOTE: ALL REPAIRS MUST BE COMPLETED WITHIN () DAYS.

Remarks _____

Passed ☒ Failed _____ Repair Date _____ Fire Sprinkler Contractors License # _____Test Equip. Used MIDWEST 830 Calibration Date 3-12-13 Test Kit Serial # 132700I HEREBY CERTIFY THAT THIS DATE IS ACCURATE AND REFLECTS THE PROPER OPERATION AND
MAINTENANCE OF THE ASSEMBLY.CERTIFIED TESTER SIGNATURE [Signature] PRINT NAME Gary C KnalesBACKFLOW TESTER CERTIFICATION # 17987 EXPIRATION DATE 12-31-151415 SOUTH 30TH AVENUE • HOLLYWOOD, FLORIDA • 33020

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1965

ADVANCED SYSTEMS INC.

COMPLETE FIRE PROTECTION SERVICES

Form for Inspection, Testing and maintenance of Fire Sprinkler Systems

Information on this form covers the minimum requirements of NFPA25 for fire sprinkler systems connected to distribution systems without supplemental tanks or fire pumps. Separate forms are available to inspect, test and maintain fire pumps and water tanks. Additional forms are also available for standpipe and hose systems, private fire service mains, water spray fixed systems and foam-water sprinkler systems. More frequent inspection, testing and maintenance may be necessary depending on the conditions of the occupancy and the water supply.

Owner: QUARTER WEST SCHOOL
 Owner's Address: 1680 S.W. 184 AVE
 Property Being Inspected: I, MIDDLE, ELEMENTARY BUILDINGS
 Property Address: _____
 Date of Inspection: 7-10-13 All responses refer to the current inspection performed on this date 7-10-13
 This inspection is (check one) ☐ Daily ☐ Weekly ☐ Monthly ☐ Quarterly ☐ Semiannual ☒ Annual ☐ Third Year ☐ Fifth Year
 Note: All questions are to be answered Yes, No, or Not applicable. All "No" answers are to be explained in the comments portion of this form.

Part I - Owner's Section

- A. Is the building occupied? ☒ Yes ☐ No ☐ N/A
 B. Has the occupancy classification and hazard of contents remained the same since the last inspection? ☒ Yes ☐ No ☐ N/A
 C. Are all fire protection systems in service? ☒ Yes ☐ No ☐ N/A
 D. Has the system remained in service without modification since the last inspection? ☒ Yes ☐ No ☐ N/A
 E. Was the system free of actuation of devices or alarms since the last inspection? ☒ Yes ☐ No ☐ N/A
John Pung
 Owner or representative (print name) John Pung 7-10-13
 Signature and Date

5. Quarterly Inspection Items (Continued)

2. Maintaining downstream pressure per design criteria? ☐ Yes ☐ No ☒ N/A
 3. In good condition and handwheels not broken? ☒ Yes ☐ No ☐ N/A
 B. Fire Department Connections:
 1. Visible and accessible? ☒ Yes ☐ No ☐ N/A
 2. Coupling and swivels not damaged and rotate smoothly? ☒ Yes ☐ No ☐ N/A
 3. Plugs or caps in place and undamaged? ☒ Yes ☐ No ☐ N/A
 4. Gaskets in place and in good condition? ☒ Yes ☐ No ☐ N/A
 5. Identification sign(s) in place? ☒ Yes ☐ No ☐ N/A
 6. Check valve is not leaking? ☒ Yes ☐ No ☐ N/A
 7. Automatic drain valve in place and operating properly? ☐ Yes ☐ No ☒ N/A
 8. Fire department connection clapper(s) is in place and operating properly. ☒ Yes ☐ No ☐ N/A

(Note: If plugs or caps are not in place, inspect the interior for obstructions and verify that the valve clapper is operational over its full range.)

- C. Alarm devices free from physical damage? ☒ Yes ☐ No ☐ N/A
 D. Hydraulic nameplate, if provided, securely attached to riser and legible? ☒ Yes ☐ No ☐ N/A

6. Annual Inspection Items

- A. Proper number and type of spare sprinklers? ☒ Yes ☐ No ☐ N/A
 B. Visible sprinklers:
 1. Free of corrosion? ☒ Yes ☐ No ☐ N/A
 2. Free of obstructions to spray patterns? ☒ Yes ☐ No ☐ N/A
 3. Free of foreign materials including paint? ☒ Yes ☐ No ☐ N/A
 4. Free of physical damage? ☒ Yes ☐ No ☐ N/A
 C. Visible pipe:
 1. In good condition? ☒ Yes ☐ No ☐ N/A
 2. Free of mechanical damage and not leaking? ☒ Yes ☐ No ☐ N/A
 3. No external corrosion? ☒ Yes ☐ No ☐ N/A
 4. Properly aligned? ☒ Yes ☐ No ☐ N/A
 5. No external loads? ☒ Yes ☐ No ☐ N/A
 D. Visible pipe hangers and seismic braces not damaged or loose? ☐ Yes ☐ No ☐ N/A

E. Must be done before cold weather

1. Adequate heat in areas with wet piping? ☐ Yes ☐ No ☒ N/A
 2. Low temperature alarms in dry-pipe, preaction and deluge valve enclosures functioning? ☐ Yes ☐ No ☒ N/A
 3. Interior of pipe in preaction and dry-pipe systems which passes through freezers free of ice blockage? ☐ Yes ☐ No ☒ N/A

7. Annual, or every fifth year for valves which can be reset without opening:

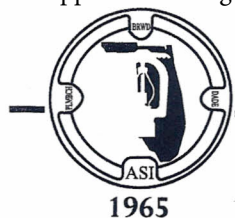
Interior of dry-pipe, preaction and deluge valves passed internal inspection?

8. Fifth Year Inspection Items

- A. Alarm valves and their associated strainers, filters and restriction orifices passed internal inspection? ☐ Yes ☐ No ☒ N/A
 B. Check Valves internally inspected and all parts operate properly move freely and are in good condition? ☐ Yes ☐ No ☒ N/A
 C. Strainers, filters, restricted orifices and diaphragm chambers on dry-pipe, preaction and deluge valves passed internal inspection? ☐ Yes ☐ No ☒ N/A

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ADVANCED SYSTEMS INC.

COMPLETE FIRE PROTECTION SERVICES

B. Testing

The following tests are to be performed at the noted intervals. Report any failures on Part III of this form

1. Quarterly Tests

- A. Main Drain Test = ☒ Yes ☐ No ☐ N/A
- Record static pressure _____ psi and residual pressure _____ psi
 - Was flow observed? ☒ Yes ☐ No ☐ N/A
 - Are results comparable to pressures from last test? ☒ Yes ☐ No ☐ N/A
- B. Water flow alarm devices passed test? ☒ Yes ☐ No ☐ N/A
- Inspectors test connection opened? (wet pipe when not in freezing weather) ☒ Yes ☐ No ☐ N/A
 - Bypass connection opened? (wet-pipe systems in freezing weather, dry-pipe, preaction or deluge) ☐ Yes ☐ No ☒ N/A
 - Alarms actuated and flow observed? ☒ Yes ☐ No ☐ N/A
- C. Control valves (except OS&Y and gear-operated indicating butterfly valves) opened until spring or torsion is felt in the rod, then closed back one-quarter turn? ☒ Yes ☐ No ☐ N/A
- D. Dry-pipe and preaction systems
- Priming water level correct? ☐ Yes ☐ No ☒ N/A
 - Low air pressure signal passed test? ☐ Yes ☐ No ☒ N/A
- E. Quick opening device passed test? ☒ Yes ☐ No ☐ N/A
- F. Valve supervisory switches indicate movement? ☒ Yes ☐ No ☐ N/A

2. Annual Tests

- A. Are all sprinklers in service dated 1920 or later? ☒ Yes ☐ No ☐ N/A
- B. Fast Response sprinklers in service for less than 20 years? ☒ Yes ☐ No ☐ N/A
- If "no" test sample now and every 10 years.
- C. Standard sprinklers less than 50 years old? ☒ Yes ☐ No ☐ N/A
- If "no" has a sample been tested within 10 years? ☒ Yes ☐ No ☐ N/A
- If "no" test sample now and every 10 years.
- D. Specific gravity of antifreeze correct? ☐ Yes ☐ No ☒ N/A
- E. All control valves operated through full range and returned to normal position? ☒ Yes ☐ No ☐ N/A
- F. Low temperature alarms in dry-pipe, preaction and deluge valve enclosures passed test? ☐ Yes ☐ No ☒ N/A
- G. Praction and deluge valve full flow trip test: (except deluge valves where water can't be discharged)
- (Test all systems together which will operate simultaneously.)
- Water discharge from all nozzles unimpeded? ☐ Yes ☐ No ☒ N/A
 - Pressure reading at hydraulically most remote nozzle _____ psi
 - Residual pressure reading at valve _____ psi
 - Was flow observed? ☐ Yes ☐ No ☒ N/A
 - Are above readings comparable to design values? ☐ Yes ☐ No ☒ N/A
 - Manual activation devices passed full flow test? ☐ Yes ☐ No ☒ N/A
 - Automatic air pressure maintenance devices passed test? ☐ Yes ☐ No ☒ N/A
- H. Dry-pipe valve partial flow trip test:
- Record initial air pressure _____ psi and water pressure _____ psi
 - Record tripping air pressure _____ psi and tripping time _____ (sec.)
- I. Automatic air maintenance devices on dry-pipe and preaction systems passed test? ☐ Yes ☐ No ☒ N/A
- J. Backflow devices passed backflow test? ☐ Yes ☐ No ☒ N/A
- K. Backflow devices passed full flow test? ☐ Yes ☐ No ☒ N/A
- L. All sprinkler pressure regulating control valves passed full flow test? ☐ Yes ☐ No ☒ N/A

3. Dry-pipe full flow trip test to be done every third year:

- A. Record initial air pressure _____ psi and water pressure _____ psi
- B. Record tripping air pressure _____ psi and tripping time _____ (sec.)
- C. Was water delivered to inspectors test connection? ☒ Yes ☐ No ☐ N/A
- D. Are above results comparable to previous tests? ☐ Yes ☐ No ☒ N/A

4. Tests to be done every fifth year:

- A. Extra High, Very Extra High and Ultra High Temperature sprinklers tested? ☐ Yes ☐ No ☒ N/A
- B. Gauges checked against calibrated gauge or replaced? ☐ Yes ☐ No ☒ N/A

C. Maintenance

1. Regular Maintenance Items

- A. If sprinklers have been replaced, were they proper replacements? ☐ Yes ☐ No ☒ N/A
- B. Air leaks in dry-pipe systems resulting in air pressure loss more than 10 psi/week repaired? ☐ Yes ☐ No ☒ N/A
- C. Dry-pipe systems being maintained in dry conditions? ☐ Yes ☐ No ☒ N/A
- D. If any of the following were discovered, was an obstruction investigation conducted and the system flushed? ☐ Yes ☐ No ☒ N/A
- Explain reason(s) and obstruction investigation findings in Part III.**
- Defective intake screen for pumps taking suction from open sources.
 - Obstructive material discharged during waterflow test.
 - Foreign materials found in dry-pipe valves, check valves or pumps.
 - Heavy discoloration of water during drain test or plugging of inspector's test connection.
 - Plugging of sprinklers found during activation or alterations.
 - Plugging found in piping dismantled during alterations.
 - Failure to flush yard piping or surrounding public mains following new installation or repairs.
 - Record of broken mains in the vicinity.
 - Abnormally frequent false-tripping of dry-pipe valves.
 - System is returned to service after an extended period out of service (greater than one year).
 - There is reason to believe the system contains sodium silicate or its derivatives.

2. Annual Maintenance Items

- A. Operating stem of all OS&Y valves lubricated, completely closed, and reopened? ☒ Yes ☐ No ☐ N/A
- B. Interior of dry-pipe, preaction and deluge valves cleaned? ☐ Yes ☐ No ☒ N/A
- C. Low points drained in dry-pipe, preaction and deluge systems prior to the onset of freezing weather? ☐ Yes ☐ No ☒ N/A
- D. Sprinklers and spray nozzles protecting commercial cooking equipment and ventilating systems replaced except for bulb type which show no signs of grease buildup? ☐ Yes ☐ No ☒ N/A

Part III - Comments (Any "No" answers, test failures or other problems found with the standpipe and hose system must be explained here.)

SEE CHART

6" Backflow at middle school failed check valve #2 did not hold.

Part IV - Inspector's Information

Inspector: BRIAN TENN FP112-000158

Company: ADVANCED SYSTEMS INC.

Company's Address: 1415 SOUTH 30TH AVENUE, HOLLYWOOD, FL 33020

I state that the information on this form is correct at the time and place of my inspection, and that all equipment tested at this time was left in operational condition upon completion of this inspection except as noted in Part III above.

Brian Tenn
Signature of Inspector

7-10-13
Date



ADVANCED SYSTEMS INC

Since 1965

FIRE PROTECTION CONTRACTOR BACKFLOW CERTIFICATION REPORT

NAME OF FACILITY: CHARTER ELEMENTRY SCHOOLDATE OF TEST: 7-10-13 WATER METER # 52914150ANNUAL FIRE INSPECTION IN ACCORDANCE WITH NFPA 25 INSPECTION: COMPLETE ~~INCOMPLETE~~ ☐CUSTOMER AND CONTACT PERSON: PEMBROKE PINESSTREET ADDRESS: 1680 S.W. 184TH AVENUECITY: PEMBROKE PINES STATE: FLA. TEL# _____LOCATION OF ASSEMBLY: SOUTH EAST OF BUILDING FIRE LINE: MAINTYPE OF ASSEMBLY DC ☐ SC ☐ SCDV ☐ DCDA ☒ RPDA ☐ OTHER ☐ SIZE: 4"MANUFACTURER: WATTS MODEL: 774 DCDA SERIAL NO. 0000020INLET LINE PRESSURE 50 PSI FIRE SYSTEM BYPASS Water meter reading 000045
☒ Bypass isolation valve are in the open position

CHECK VALVE # 1	RELIEF VALVE	CHECK VALVE # 2	MAIN DRAIN FLOW TEST
<input type="checkbox"/> Leaked <input checked="" type="checkbox"/> Closed tight diff. pressure across check Valve <u>1-0</u> PSI #2 Shut off Valve held <input type="checkbox"/> leaks <input type="checkbox"/>	Opened at: _____ PSI did not open <input type="checkbox"/>	<input type="checkbox"/> Leaked <input checked="" type="checkbox"/> Closed Tight Diff. Pressure Across Check Valve <u>2-2</u> PSI	Size of Drain _____ Static PSI _____ Before Flow Residual _____ PSI Static PSI _____ After Flow
Repair: Explain Below <input type="checkbox"/> Cleaned Only <input type="checkbox"/> Cleaned and replaced Rubber Kit <input type="checkbox"/> CV Assembly <input type="checkbox"/>	Repair: Explain Below <input type="checkbox"/> Cleaned Only <input type="checkbox"/> Cleaned and Replaced: Rubber Kit <input type="checkbox"/> RV Assembly <input type="checkbox"/>	Repair: Explain Below <input type="checkbox"/> Cleaned Only <input type="checkbox"/> Cleaned and Replaced: Rubber Kit <input type="checkbox"/> RV Assembly <input type="checkbox"/>	Repair: Explain Below <input type="checkbox"/> _____ _____ _____

TEST AFTER REPAIRS

Diff. Pressure Across # 1 CV _____ PSI	Opened At: _____ PSI	Diff. Pressure Across # 2 CV _____ PSI	Main Drain Flow Test or Pump Performance Inspec. Satisfactory <input type="checkbox"/> Yes <input type="checkbox"/> No
---	-------------------------	---	--

NOTE: ALL REPAIRS MUST BE COMPLETED WITHIN () DAYS.

Remarks _____

Passed ☒ Failed _____ Repair Date _____ Fire Sprinkler Contractors License # _____Test Equip. Used MIDWEST 830 Calibration Date 11-28-12 Test Kit Serial # 132700I HEREBY CERTIFY THAT THIS DATE IS ACCURATE AND REFLECTS THE PROPER OPERATION AND
MAINTENANCE OF THE ASSEMBLY.CERTIFIED TESTER SIGNATURE [Signature] PRINT NAME Brian TennBACKFLOW TESTER CERTIFICATION # 403171 EXPIRATION DATE 6-30-151415 SOUTH 30TH AVENUE • HOLLYWOOD, FLORIDA • 33020PHONE: (954) 921-2224 • FAX: (954) 921-2348 • E-MAIL: INFO@ASIFIRE.COM



ADVANCED SYSTEMS INC

Since 1965

FIRE PROTECTION CONTRACTOR BACKFLOW CERTIFICATION REPORT

NAME OF FACILITY: CHARTER ELEMENTRY SCHOOLDATE OF TEST: 7-10-13WATER METER # 52914150ANNUAL FIRE INSPECTION IN ACCORDANCE WITH NFPA 25 INSPECTION: COMPLETE ~~INCOMPLETE~~ ☐CUSTOMER AND CONTACT PERSON : PEMBROKE PINESSTREET ADDRESS : 1680 S.W. 184TH AVENUECITY : PEMBROKE PINES STATE : FLA. TEL# _____LOCATION OF ASSEMBLY : SOUTH EAST OF BUILDING FIRE LINE : BY-PASSTYPE OF ASSEMBLY DC ☐ SC ☐ SCDV ☐ DCDA ☒ RPDA ☐ OTHER ☐ SIZE: 3/4"MANUFACTURER : WATTS MODEL : 007M2QT SERIAL NO. 124396INLET LINE PRESSURE 55 PSIFIRE SYSTEM BYPASS Water meter reading 0000.45
☒ Bypass isolation valve are in the open position

CHECK VALVE # 1	RELIEF VALVE	CHECK VALVE # 2	MAIN DRAIN FLOW TEST
<input type="checkbox"/> Leaked <input checked="" type="checkbox"/> Closed tight diff. pressure across check Valve <u>1-0</u> PSI #2 Shut off Valve held <input type="checkbox"/> leaks <input type="checkbox"/>	Opened at: _____ PSI did not open <input type="checkbox"/>	<input type="checkbox"/> Leaked <input checked="" type="checkbox"/> Closed Tight Diff. Pressure Across Check Valve <u>1-4</u> PSI	Size of Drain _____ Static PSI _____ Before Flow Residual _____ PSI Static PSI _____ After Flow
Repair : Explain Below <input type="checkbox"/> Cleaned Only <input type="checkbox"/> Cleaned and replaced Rubber Kit <input type="checkbox"/> CV Assembly <input type="checkbox"/>	Repair: Explain Below <input type="checkbox"/> Cleaned Only <input type="checkbox"/> Cleaned and Replaced: Rubber Kit <input type="checkbox"/> RV Assembly <input type="checkbox"/>	Repair: Explain Below <input type="checkbox"/> Cleaned Only <input type="checkbox"/> Cleaned and Replaced: Rubber Kit <input type="checkbox"/> RV Assembly <input type="checkbox"/>	Repair: Explain Below <input type="checkbox"/> _____ _____

TEST AFTER REPAIRS

Diff. Pressure Across # 1 CV _____ PSI	Opened At: _____ PSI	Diff. Pressure Across # 2 CV _____ PSI	Main Drain Flow Test or Pump Performance Inspec. Satisfactory <input type="checkbox"/> Yes <input type="checkbox"/> No
---	-------------------------	---	--

NOTE: ALL REPAIRS MUST BE COMPLETED WITHIN () DAYS.

Remarks _____

Passed ☒ Failed _____ Repair Date _____ Fire Sprinkler Contractors License # _____Test Equip. Used MIDWEST 830 Calibration Date 11-28-12 Test Kit Serial # 132700I HEREBY CERTIFY THAT THIS DATE IS ACCURATE AND REFLECTS THE PROPER OPERATION AND
MAINTENANCE OF THE ASSEMBLY.CERTIFIED TESTER SIGNATURE [Signature] PRINT NAME BRIAN TEJASBACKFLOW TESTER CERTIFICATION # H03171 EXPIRATION DATE 6-30-151415 SOUTH 30TH AVENUE • HOLLYWOOD, FLORIDA • 33020

PHONE: (954) 921-2224 • FAX: (954) 921-2348 • E-MAIL: INFO@ASIFIRE.COM

Since 1965

NAME OF FACILITY P.P. CHARTER ELEMENTRY SCHOOL – WEST CAMPUS

DATE 7-10-13

PAGE 1 OF 1

[illegible]

PHONE: (954) 921-2224 • FAX: (954) 921-2348 • E-MAIL: INFO@ASIFIRE.COM

Appendix H – Organizational Performance – Evacuation Plan

Evacuation

Key Points

Fire Emergency Definition:

A fire emergency exists whenever the school fire alarm is activated from the main panel or from a remote pull station. This emergency requires the immediate evacuation to the established evacuation procedures posted and the plan listed.

- A copy of the evacuation route must be clearly posted in each classroom
- Teachers must review the evacuation route with all of their classes/students
- A fire drill is indicated by the continuous sound of the fire alarm, at which time all students and staff must exit the building and proceed to their designated area.
- Students should walk quickly but are not permitted to talk or run during an evacuation drill. Silence is necessary while passing in order to hear directions. If a student is not with the regular class when the alarm sounds, the nearest teacher will take the student out of the building and reunite the student with the regularly assigned teacher once outside, if possible.
- Teachers are to be the last to leave the classrooms and should unlock their doors to provide access to emergency personnel. Teachers must carry their roll books with them and are responsible for accounting for the whereabouts of all of their students. They should also make sure that students maintain appropriate behavior.
- Groups must remain together when leaving the building and while returning to class. Everyone remains outside until the inspection is completed. Re-entry to the building will be made after the sound of the bell signaling the return to class.
- Special activity teachers and teachers of exceptional students are responsible for those students scheduled for their classes during the duration of the fire drill and until the students return to the regular classroom

PROCEDURES UNDER A SCHOOL FIRE EMERGENCY

A fire emergency exists whenever the school fires alarm is activated. This emergency requires immediate evacuation of the building according to the established emergency procedures posted and the plan listed below.

Step 1 Dial 911

Step 2 Evacuate the building

Step 3 Notify Risk Management

Step 4 Notify Safety

Step 5 Notify SBBC

Step 6 Fire Department responds

Step 7 Fire Department approves building entry

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Module IV - Financial Responsibility Refresher 43 of 44 Slides

Certificate of Completion**Be it known that*****Frank Ortis***

has successfully completed two hours of charter school governance refresher training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.

Certificate of Completion

Be it known that

Iris Siple

has successfully completed two hours of charter school governance refresher training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.



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David Alba, Executive Director

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Certificate of Completion

Be it known that

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has successfully completed two hours of charter school governance refresher training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.

Certificate of Completion

Be it known that

Angelo Castillo

has successfully completed two hours of charter school governance refresher training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.



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David Alba, Executive Director

Module IV - Financial Responsibility 51 of 51 Slides

Certificate of Completion

Be it known that

Jay Schwartz

has successfully completed four hours of charter school governance training, achieved the training objectives, and has satisfied all of the requirements required by Florida law.

Appendix K – Organizational Performance – Screen-shot of Webpage

Thursday, October 31, 2013

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Mission and Vision

SYSTEM VISION

Our vision, as a community, is to cultivate character and foster life-long learning through a challenging educational experience in a safe environment.

SYSTEM MISSION

It is our mission to prepare students to succeed in a global society by providing a personalized and rigorous curriculum through excellence in teaching.

The Pembroke Pines Charter Schools are A Schools.

[Central Campus](#) [East Campus](#) [FSU Elementary](#) [High School](#) [West Elementary](#) [West Middle](#)

Appendix L – Organizational Performance – Staffing Report

The School Board of Broward County, Florida Personnel Sheet - Comparability Report 2013-2014

School: Pembroke Pines
Charter
Elementary
Schools

Telephone (954) 443-
Number: 4847

Location #5051

#	Employee Name	Job Title	Grade	% worked	FTE	Fund	Function	Job Code	Employment Date
1	Abreu, Cynthia	Teacher Assistant	3	50%	0.50	1000	5100	51108	3/5/2012
2	Acquarulo, Jessi	Teacher	5	100%	1.00	1000	5100	51059	8/12/2013
3	Adler, Elaine	Teacher	K-5	100%	1.00	1000	5100	51084	8/16/2010
4	Adorno, Cynthia	Teacher	3	100%	1.00	1000	5100	51057	8/10/2004
5	Aguilar, Jimena	Teacher Assistant	K-5	50%	0.50	1000	5100	51108	2/1/2011
6	Ajmo, Janette	Teacher Assistant	K-5	50%	0.50	1000	5100	51108	8/20/2012
7	Albear, Barbie	Teacher	2	100%	1.00	1000	5100	51056	11/4/2002
8	Baloga, Pat	Teacher	1	100%	1.00	1000	5100	51055	8/20/2000
9	Barreto-Zaher, Gloria	Teacher Assistant	K-5	50%	0.50	1000	5100	51108	8/8/2005
10	Bass, Kenneth	Principal	K-5	50%	0.50	1000	7300	73001	7/21/2003
11	Bauer, Jennifer	Teacher	4	100%	1.00	1000	5100	51058	8/13/2012
12	Berman, Jill	Reading Specialist	3rd-5th	100%	1.00	1000	5100	51084	8/11/2002
13	Bloomfield, Jamie	Teacher	3	100%	1.00	1000	5100	51057	1/2/2008
14	Boddiger, Laurie	Teacher Assistant	K-5	50%	0.50	1000	5100	51108	1/27/2009
15	Castro, Clara	Teacher	1	100%	1.00	1000	5100	51055	8/18/2003
16	Chance, Sean	Principal	K-5	100%	1.00	1000	7300	73001	8/1/2000
17	Cherrington, Kareef	Teacher	5	100%	1.00	1000	5100	51059	9/11/2003
18	Clark, Hitomi-Inki	Specials Teacher	K-5	100%	1.00	1000	5100	51034	10/28/02
19	Cooper, Erica	Teacher	K	100%	1.00	1000	5100	51054	8/1/2000

20	Cortez, Evelyn	Teacher Assistant	3	50%	0.50	1000	5100	51108	2/5/2007
21	Corzo, Stacey	Music Teacher	K-5	100%	1.00	1000	5100	51034	12/18/2000
22	Cosgrove, Leslie	Teacher	K-5	100%	1.00	1000	5100	51034	2/5/2007
23	Cremer, Ayleen	Teacher Assistant	1	50%	0.50	1000	5100	51108	8/20/2007
24	Crespo, Josepfina	Teacher	1	100%	1.00	1000	5100	51055	8/19/2002
25	Daniels, Constance	Teacher	K	100%	1.00	1000	5100	51054	8/13/2012
26	Darna, Yessenia	Teacher	3	100%	1.00	1000	5100	51107	8/13/2013
27	De La Fe, Katrina	Teacher	5	100%	1.00	1000	5100	51059	8/12/2013
28	Del Castillo, Lourdes	Teacher Assistant	K	50%	0.50	1000	5100	51108	9/6/2011
29	Delgado, Maria	Teacher	3	100%	1.00	1000	5100	51057	8/1/2006
30	Devesa, Jennifer	Teacher Assistant	K-5	50%	0.50	1000	5100	51108	8/20/2007
31	DiGioia, JoAnna	Assistant Principal	K-5	100%	1.00	1000	7300	73008	7/29/2003
32	DiGiovanni, Giovanna	Teacher Assistant	3	50%	0.50	1000	5100	51108	8/28/2000
33	DiPuglia, Kim	Teacher	2	100%	1.00	1000	5100	51056	8/1/2000
34	Dizengoff, Lisa	Specials Teacher	K-5	100%	1.00	1000	5100	51034	8/1/2003
35	Doherty, Leslie	Media Specialist/Teacher	K-5	100%	1.00	1000	6200	62030	8/19/2002
36	Domenech, Patricia	Teacher Assistant	4	50%	0.50	1000	5100	51108	8/28/2000
37	Dominguez, Maria	Teacher	3	100%	1.00	1000	5100	51057	8/9/2004
38	Douglas, Jacquelyn	Teacher	K-5	100%	1.00	1000	5100	51084	8/18/2003
39	Dreilinger, Amy	Teacher	5	100%	1.00	1000	5100	51059	8/13/2007
40	Duboff, Joy	Teacher	K-5	100%	1.00	1000	5100	51004	9/3/2003
41	Duran, Elizabeth	Teacher Assistant	1	50%	0.50	1000	5100	51108	2/14/2011
42	Echeverry, Carmen	Teacher	4	100%	1.00	1000	5100	51058	8/15/2011
43	Edgar, Angela	Media Specialist	K-5	100%	1.00	1000	6200	62030	12/15/2009
44	Eichhorn, Dawn	Teacher	1	100%	1.00	1000	5100	51055	8/1/2002
45	English, Fabiola	Teacher	2	100%	1.00	1000	5100	51056	4/4/2005
46	Escobar, Nicole	ESE Support Staff	K-5	50%	0.50	1000	5200	52018	10/1/2007
47	Farid, Zabel	Teacher Assistant	K-5	50%	0.50	1000	5100	51108	9/3/2010

48	Farinella, Kim	Teacher Assistant	5	50%	0.50	1000	5100	51108	3/11/2003
49	Fernandez, Christine	Teacher	K	100%	1.00	1000	5100	51054	8/19/2002
50	Flowers, Devarn	Principal	K-5	50%	0.50	1000	7300	73001	7/1/2002
51	Fonseca, Karla	Teacher Assistance	K-5	50%	0.50	1000	5100	51108	1/8/2013
52	Francis, Terry Ann	Teacher Assistant	3	50%	0.50	1000	5100	51104	9/19/2001
53	Galarce, Monica	Teacher	1	100%	1.00	1000	5100	51055	8/1/2000
54	Garcia, Merilisse	Teacher	1	100%	1.00	1000	5100	51055	8/1/2005
55	Garcia, Sindy	Teacher Assistant	K	50%	0.50	1000	5100	51108	11/13/2012
56	Giraldo, Cecilia	Teacher	5	100%	1.00	1000	5100	51059	8/1/2006
57	Gomez, Jacquelin	Teacher	K	100%	1.00	1000	5100	51054	8/11/2008
58	Gomez, Monica	Teacher Assistant	K	50%	0.50	1000	5100	51108	2/25/2008
59	Gonzalez, Lauren	Teacher	3	100%	0.50	1000	5100	51057	6/8/2010
60	Gonzalez, Maria	Teacher Assistant	K-5	50%	0.50	1000	5100	51108	9/25/2012
61	Gorfti, Amina	Teacher Assistant	5	50%	0.50	1000	5100	51106	1/28/2013
62	Grandson, Samantha	Guidance Counselor	K-5	100%	1.00	1000	6100	61231	8/2/2005
63	Grau, Ana	Teacher	3	100%	1.00	1000	5100	51057	8/13/2007
64	Hammock, Jessica	Teacher	2	100%	1.00	1000	5100	51056	10/21/2013
65	Harmon, Vera	Teacher Assistant	K	50%	0.50	1000	5100	51101	8/16/2007
66	Hartenhoff, Rosemary	Teacher	5	100%	1.00	1000	5100	51059	8/19/2002
67	Heggy, Gina	Teacher Assistant	K-5	50%	0.50	1000	5100	51108	3/14/2005
68	Hessel, Reina Karolina	Teacher Assistant	K-5	50%	0.50	1000	5100	51108	1/20/2011
69	Hinds, Marjorie	Teacher Assistant	3	50%	0.50	1000	5100	51104	1/22/2013
70	Howard, Louis	Teacher Assistant	K-5	50%	0.50	1000	5100	51108	8/20/2012
71	Hughes, Kelly	Science Teacher	K-5	100%	1.00	1000	5100	51050	8/15/2011
72	Iznaga, Jenny	Assistant Principal	K-5	100%	1.00	1000	7300	73008	8/19/2002

Appendix L – Organizational Performance – Staffing Report

73	Izquierdo, Mory	Teacher Assistant	2	50%	0.50	1000	5100	51103	1/22/2013
74	Jaquith, Jennifer	Teacher Assistant	2	50%	0.50	1000	5100	51108	8/20/2012
75	Jardine, Carol	Teacher Assistant	1	50%	1.00	1000	5100	51102	9/23/2011
76	Jean Louis, Lisa	Teacher	1	100%	1.00	1000	5100	51055	8/21/2000
77	Johnstone, Kathi	Teacher Assistant	K-5	50%	0.50	1000	5100	51108	5/4/2004
78	Kirkley, Margret	Reading Specialist	K-2	100%	1.00	1000	5100	51084	8/13/2007
79	Kiszewski, Jessica	Teacher	3	100%	1.00	1000	5100	51057	8/20/2001
80	Knapp, Shirley	Teacher Assistant	K-5	50%	0.50	1000	5100	51108	8/26/2002
81	Kostzer, Erica	Teacher	K-5	100%	1.00	1000	5100	51050	8/18/2003
82	Kumar, Sushmitta	Teacher	3	100%	1.00	1000	5100	51057	1/31/2012
83	Land-Riveron, Amanda	Teacher	K	100%	1.00	1000	5100	51054	8/15/2011
84	Lanier, Aimee	Media Specialist/Teacher	K-5	100%	1.00	1000	6200	62030	8/13/2012
85	Lear, Michelle	Speech Teacher	K-5	50%	0.50	1000	6200	52018	8/13/2007
86	Levine, Erica	Teacher Assistant	3	50%	0.50	1000	5100	51104	8/29/2011
87	Lewars, Sharon	Teacher	5	100%	1.00	1000	5100	51059	8/19/2002
88	Logan, Dina	Teacher	1	100%	1.00	1000	5100	51055	8/1/2005
89	Lookretis, Kimberly	School Counselor	K-5	100%	1.00	1000	6100	61205	1/2/2006
90	Ma. Christine	Teacher Assistant	K-5	50%	0.50	1000	5100	51108	9/6/2012
91	Magrino, Jean	Teacher	K	100%	1.00	1000	5100	51054	8/19/2002
92	Marquez, Maria	ESE Facilitator/Teacher	K-5	100%	1.00	1000	5200	52014	8/19/2002
93	Martinez, Cecilia	Teacher Assistant	K-5	50%	0.50	1000	5100	51108	9/11/2003
94	Martinez, Marly	Teacher	2	100%	1.00	1000	5100	51056	8/15/2012
95	Matias, Lisiane	Teacher Assistant	K-5	50%	0.50	1000	5100	51108	9/15/2005

96	Mayorga, Rebecca	Teacher	2	100%	1.00	1000	5100	51056	8/11/2008
97	McCarthy, Valerie	Teacher Assistant	3	50%	0.50	1000	5100	51108	8/25/2003
98	McKissick, Marilyn	Teacher Assistant	K-5	50%	0.50	1000	5100	51108	8/31/2006
99	McNair, Susan	Teacher Assistant	5	50%	0.50	1000	5100	51106	8/4/2005
100	Metts, Gina	Teacher	5	100%	1.00	1000	5100	51059	8/1/2000
101	Minguell, Suzi	Teacher	5	100%	1.00	1000	5100	51059	8/15/2002
102	Mitropoulos, Louise	Teacher Assistant	5	50%	0.50	1000	5100	51108	10/4/2010
103	Montes, Janelle	Teacher	K	100%	1.00	1000	5100	51054	8/1/2011
104	MontesdeOca-Benjamin, Marlene	Teacher	2	100%	1.00	1000	5100	51056	8/1/2000
105	Montoto, Linda	Assistant Principal	K-5	100%	1.00	1000	7300	73008	8/11/2003
106	Nejaime, Andrea	Teacher	1	100%	1.00	1000	5100	51055	8/1/2000
107	Nicgorski, Victoria	Job Coach, ESE	K-5	100%	1.00	1000	5200	52022	8/18/2003
108	Nicolas, Donald	Teacher	5	100%	1.00	1000	5100	51059	8/12/2013
109	Ochoa Priscilla	Teacher	2	100%	1.00	1000	5100	51056	1/16/2007
110	Ollet, Odalys	Teacher	K	100%	1.00	1000	5100	51054	8/1/2000
111	Olster, Lisa	Teacher Assistant	4	50%	0.50	1000	5100	51108	8/16/2004
112	Ortega, Merly	Teacher	2	100%	1.00	1000	5100	51056	8/1/2000
113	Ortis, Christine	Teacher	2	100%	1.00	1000	5100	51056	8/21/2000
114	Pagan, Stephanie	Teacher	4	100%	1.00	1000	5100	51058	8/1/2000
115	Palacios, Ana Connie	Teacher Assistant	K-5	50%	0.50	1000	5100	51108	9/20/2010
116	Parker, Bernice	Teacher Assistant	1st	50%	0.50	1000	5100	51102	4/2/2004
117	Pasols, Sonia	Teacher Assistant	K	50%	0.50	1000	5100	51101	1/11/2008
118	Paul, Alissa	Teacher	4	100%	1.00	1000	5100	51058	8/15/2011

11 9	Pena-Diaz, Teresa	Job Coach, ESE	K-5	100%	1.00	1000	5200	52022	8/13/2007
12 0	Perdomo, Jesus	Specials Teacher	K-5	100%	1.00	1000	5100	51039	8/13/2007
12 1	Perez, Maithel	Teacher Assistant	2	50%	0.50	1000	5100	51108	8/16/2004
12 2	Perez, Monica	Teacher	2	100%	1.00	1000	5100	51056	8/19/2002
12 3	Perry-Smith, Alina	Curriculum Specialist	K-5	100%	1.00	1000	6200	73015	8/1/2006
12 4	Pettersen, Annette	Teacher	1	100%	1.00	1000	5100	51055	8/19/2002
12 5	Pfau, Wendy	Reading Specialist	K-5	100%	1.00	1000	6200	64021	8/18/2003
12 6	Piompino, Glenda	Teacher	2	100%	1.00	1000	5100	51056	8/18/2002
12 7	Pirro, Marlene	Teacher Assistant	K	50%	0.50	1000	5100	51108	3/1/2011
12 8	Plummer, Clyde	Teacher Assistant	4	50%	0.50	1000	5100	51105	3/28/2006
12 9	Quesada, Itzia	Teacher	5	100%	1.00	1000	5100	51059	8/15/2011
13 0	Rasmussen, Stephani	Teacher	3	100%	1.00	1000	5100	51057	8/1/2000
13 1	Raybon, Mercedes	Teacher	4	100%	1.00	1000	5100	51058	9/7/2010
13 2	Rimi, Lori	Teacher Assistant	2	50%	0.50	1000	5100	51108	8/20/2007
13 3	Riveron, Maria	Teacher	K	100%	1.00	1000	5100	51054	8/18/2003
13 4	Robillard, Debbie	Teacher Assistant	K-5	50%	0.50	1000	5100	51108	12/15/2004
13 5	Robles, Edna	Teacher	4	100%	1.00	1000	5100	51058	8/12/2013
13 6	Rodriguez, Alina	ESE Teacher	K-5	100%	1.00	1000	5100	52014	8/1/2006
13 7	Rodriguez, Giselle	Curriculum Specialist	K-5	100%	1.00	1000	5100	73015	8/11/2008
13 8	Rodriguez, Vivian	Art Teacher	K-5	100%	1.00	1000	5100	52029	8/1/2005
13 9	Romano, Lucia	Specials Teacher	K-5	100%	1.00	1000	5100	51004	10/29/02
14 0	Romero, Adriana	Teacher Assistant	2	50%	0.50	1000	5100	51108	8/20/2007
14 1	Rondon, Natalie	Teacher Assistant	1	50%	0.50	1000	5100	51108	9/18/2000

Appendix L – Organizational Performance – Staffing Report

14 2	Rose, Carolle	Teacher Assistant	2	50%	0.50	1000	5100	51103	8/26/2002
14 3	Russell, Simone	Teacher	4	100%	1.00	1000	5100	51058	2/26/2007
14 4	Rzucidlo, Erica	Teacher	4	100%	1.00	1000	5100	51058	8/11/2011
14 5	Saenz, Ingrid	Teacher	1	100%	1.00	1000	5100	52055	8/13/2007
14 6	Salazar, Maggie	Teacher	K	100%	1.00	1000	5100	51054	8/1/2006
14 7	Sammarco, Mary	Teacher	2	100%	1.00	1000	5100	51056	8/15/2011
14 8	Sampson, Ann	Teacher	5	100%	1.00	1000	5100	51059	8/19/2002
14 9	Sand, Michelle	Teacher	K-5	100%	1.00	1000	5100	51039	8/1/2000
15 0	Sands, Nicolette	Teacher	4	100%	1.00	1000	5100	51058	8/13/2012
15 1	Santacreu, Sonia	Teacher Assistant	1	50%	0.50	1000	5100	51108	8/8/2005
15 2	Sargeant, Melissa	Teacher	3	100%	1.00	1000	5100	51057	8/8/2008
15 3	Schneider, Nancy	Teacher	1	100%	1.00	1000	5100	51055	8/20/2001
15 4	Schultz, Sarah	Teacher	3	100%	1.00	1000	5100	51057	8/13/2012
15 5	Shapiro, Faina	Teacher Assistant	1	50%	0.50	1000	5100	51102	8/19/2002
15 6	Simpkin, Donna	Reading Specialist	K-5	100%	1.00	1000	5100	64021	8/15/2002
15 7	Sloan, Benji	PE Teacher	K-5	100%	1.00	1000	5100	51039	8/20/2001
15 8	Smith, Kim	Teacher Assistant	K-5	50%	0.50	1000	5100	51108	1/27/2009
15 9	Sobrinio, Cathy	Teacher	1	100%	1.00	1000	5100	51055	8/1/2000
16 0	Stillwell, Nicole	Teacher Assistant	K-5	50%	0.50	1000	5100	51108	3/7/2008
16 1	Subhit, Arrouna	Teacher Assistant	5	50%	0.50	1000	5100	51106	1/22/2013
16 2	Surowitz, Keren	Teacher	4	100%	1.00	1000	5100	51058	8/18/2003
16 3	Tapanes, Marta	Curriculum Specialist	K-5	100%	1.00	1000	7300	73015	8/18/2003
16 4	Taylor-Smith, Jillian	Teacher	4	100%	1.00	1000	5100	51058	8/15/2011

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16 5	Thompson, Andra	Teacher	3	100%	1.00	1000	5100	51057	8/1/2000
16 6	Tonietti, Brian	Specials Teacher	K-5	100%	1.00	1000	5100	51039	8/15/2011
16 7	Trammell, Sheri	Teacher	5	100%	1.00	1000	5100	51059	1/28/2008
16 8	Valdes, Luz	Teacher Assistant	K	50%	0.50	100	5100	51101	8/4/2005
16 9	Valdes, Maria	ESE Teacher	K-5	100%	1.00	1000	5100	52014	8/13/2007
17 0	Van Belle, Jacqueline	Teacher	K	100%	1.00	1000	5100	51054	8/19/2002
17 1	Veitch, Herita	Teacher Assistant	K-5	50%	0.50	1000	5100	51108	9/11/2012
17 2	Velez, Cindhia	ESE Facilitator/Teacher	K-5	100%	1.00	1000	5200	52014	8/11/2008
17 3	Villamil, Rosario	Teacher Assistant	K-5	50%	0.50	1000	5100	51108	8/28/2000
17 4	Welcher, Carol	Teacher Assistant	K-5	100%	1.00	1000	5100	51108	8/16/2004
17 5	Weston, Danielle	Teacher	4	100%	1.00	1000	5100	51058	8/16/2010
17 6	Wright, Elise	Teacher	K	100%	1.00	1000	5100	51054	8/13/2003
17 7	Wyche, April	Guidance Counselor	K-5	100%	1.00	1000	6100	61231	1/20/2004
17 8	Yeckes, Shelley	Ese Director	K-5	33%	0.33	1000	5100	52014	8/15/2000
17 9	Yester, Raven	Teacher	4	100%	1.00	1000	5100	51058	8/1/2000
18 0	Zimmerman, Devony	Teacher	K	100%	1.00	1000	5100	51054	8/12/2013

Principal's Signature _____

Devarn Flowers

Diana
Perez/Maddy
Exposito/Linda
Montoto

Prepared By:

Date 11/18/2018

Appendix M – Organizational Performance – Certification Self-Audit

Charter School Monitoring & Oversight *Data Warehouse: Master Schedule Summary & Staff/Faculty Summary												
Location Number: 5051												
Location Name: City of Pembroke Pines Charter Elementary												
Date: 10/14/2013												
Last Name	First Name	DOE#	Cert Beg	Cert End	Subject Area	Duty Assign	Grade	OOF?	HQ?	Not HQ Reason	Follow-Up; Update	
Galarce	Monica	747357	40725	42551	Primary	Elem Ed	1	no	yes			
					ESOL End							
Thompson	Andra	430326	41091	42916	Elementary 1-6	Elem Ed	3	no	no	no subject area exam	Subject area exam in progress	
					Music							
					ESOL End							
Rasmussen	Stephani	749189	41091	42916	Elementary 1-6	Elem Ed	3	no	yes			
					Primary							
					ESOL End							
					Reading End							
Sand	Michelle	795851	40725	42551	Elementary 1-6	Phys Ed	K-5	no	n/a			
					PE K-12							
					ESOL End							
Benjamin	Marlene	748488	41456	43281	Elementary 1-6	Elem Ed	2	no	yes			
					ESOL End							
Cooper	Erica	795455	39995	41820	Elementary 1-6	Elem Ed	K-5	no	yes			
					Prek/Primary							
					ESOL End							
Ortega	Merly	754683	41456	43281	Kindergarten-6	Elem Ed	2	no	yes			
					ESOL End							
Eichhorn	Dawn	763195	39995	41820	Prek/Primary	Elem Ed	1	no	yes			
					Varying Exceptionalities							
					ESOL End							

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Sobrinio	Cathy	538955	41091	42916	Elementary 1-6	Elem Ed	1	no	yes			
					ESOL End							
Casaubon	Kathy	719978	40360	42185	Elementary 1-6	Elem Ed	2	no	yes			
					ESOL End							
Metts	Gina	815096	40725	42551	Elementary 1-6	Math	5	no	yes			
					ESOL End							
					Gifted End							
Pagan	Stephanie	751341	41091	42916	Elementary 1-6	Math	4	no	yes			
					ESOL End	Science	4	no	yes			
Nejamie	Andrea	774190	40725	42551	Elementary 1-6	Elem Ed	1	no	yes			
					ESOL End							
Ollet	Odalys	754874	40735	42551	Prek/Primary	Elem Ed	K	no	yes			
					ESOL End							
Yester	Raven	804122	41456	43281	Elementary 1-6	Elem Ed	4	no	yes			
					ESOL End							
Baloga	Patricia	810740	41091	42916	Elementary 1-6	Elem Ed	1	no	yes			
					ESOL End							
Ortis	Christine	821587	41456	43281	Kindergarten- 6	Elem Ed	2	no	no	no subject area exam	Subject area exam in progress	
					Prek/Primary							
					ESOL End							
					Gifted End							
Corzo	Stacy	842392	41456	43281	Kindergarten- 6	Music	K-5	no	yes			
					Music							
Sloan	Robert	854352	40360	42185	PE K-12	Phys Ed	K-5	no	n/a			
Kiszewski	Jessica	829542	40360	42185	Elementary 1-6	Elem Ed	3	no	yes			
					ESOL End							
					Reading End							
					Gifted End							

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Perraud	Jodi	829542	40360	42185	Elementary 1-6	Reading	K-3	yes	no	no subject area exam	No longer employed with PPCES	
					ESOL End							
Schneider	Nancy	756267	39995	41820	Elementary 1-6	Elem Ed	1	no	yes			
					Primary							
					ESOL End							
					Gifted End							
Crespo	Josefina	854872	41456	43281	Kindergarten- 6	Elem Ed	1	no	yes			
					ESOL End							
Fernandez	Christine	684476	41091	42916	Elementary 1-6	Elem Ed	K	no	yes			
					Primary							
					ESOL End							
Hartenhoff	Rosemary	567611	40725	42551	Elementary 1-6	Elem Ed	5	no	yes			
					Emot Hand							
					Specific Learning Disabled							
					Varying Exceptionaliti es							
					ESOL End							
					Gifted End							
Pettersen	Annette	859477	39995	41820	Elementary 1-6	Elem Ed	1	no	yes			
					ESOL End							
Sampson	Annette	886484	41091	42916	Elementary 1-6	Science	5	no	yes			
					ESOL K-12							
					Gifted End							
Magrino	Jean	612010	41091	42916	Primary	Elem Ed	K	no	yes			
					ESOL End							
Perez	Monica	849517	39995	41820	Elementary 1-6	Elem Ed	2	no	yes			
					ESOL End							
Vanbelle	Jackie	697341	41456	43281	Kindergarten-	Elem Ed	K	no	yes			

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					6							
					ESOL End							
Doherty	Leslie	808571	39995	41820	Ed Media Specialist	Lang Arts	1	no	yes			
					Elementary 1-6							
					ESOL End							
Lewars	Sharon	792324	40725	42551	Elementary 1-6	Lang Arts	5	no	yes			
					ESOL End	Reading	5	no	yes			
					Gifted End	Soc Sci	5	no	yes			
Cole	Karen	792151	41456	43281	Elementary 1-6	Math	2	no	yes			
					Prek/Primary							
					ESE K-12							
					ESOL End							
					Gifted End							
					Reading End							
					Autism End							
Simpkin	Donna	633496	40360	42185	Elementary 1-6	Lang Arts	4-5	no	yes			
					ESOL End							
					Gifted End							
Minguell	Suzanna	754326	41091	42916	Elementary 1-6	Math	5	no	yes			
					MG Integrated							
					ESE K-12							
					ESOL End							
					Gifted End							
Hitomi	Baek	876330	40725	42551	Music	Music	K-5	no	yes			
Douglas	Jacquelyn	853000	40725	42551	Elementary 1-6	Lang Arts	1-5	no	no	no subject area exam	Subject area exam in progress	
					Primary							
					ESOL End							
					Reading End							
Riverson	Maria	814610	39995	41820	Prek/Primary	Elem Ed	K	no	yes			

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					ESOL End							
Castro	Clara	803998	39995	41820	Elementary 1-6	Elem Ed	1	no	yes			
					ESOL End							
Surowitz	Keren	905701	41456	43281	Kindergarten-6	Math	4	no	yes			
					ESOL End							
					Gifted End							
Wright	Elise	541847	41456	43281	Prek/Primary	Elem Ed	K	no	yes			
					ESOL End							
Romano	Lucia	772983	40725	42551	Art	Art	K-5	no	yes			
Nicgorski	Victoria	755124	41456	43281	Elementary 1-6	Math	4	no	yes			
					Prek/Primary							
					ESE K-12							
					ESOL End							
					Gifted End							
					Reading End							
Jean Louis	Lisa	860629	41456	43281	Prek/Primary	Elem Ed	1	no	yes			
					Reading							
					ESOL End							
Kostzer	Erica	754613	41091	42916	Kindergarten-6	Science	K-5	no	yes			
					Ed Leadership							
					ESOL End							
Duboff	Joy	398486	40725	42551	Art	Art	K-5	no	yes			
Adorno	Cynthia	812636	40360	42185	Elementary 1-6	Elem Ed	3	no	yes			
					ESOL End							
					Reading End							
Cherrington	Kareef	958661	41091	42916	Kindergarten-6	Math	5	no	yes			
					ESOL End	Science	5	no	yes			
Dominguez	Maria	869202	41091	42916	Kindergarten-6	Lang Arts	3	no	yes			
					ESOL End	Soc Sci	3	no	yes			
					Gifted End							

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											Mrs. Dizengoff received her initial certification out of state and per Mrs. Diane Rogers written correspondence as of June 2012 her highly qualified status is acceptable in the state of Florida.	
Dizengoff	Lisa	857063	41091	42916	Elementary 1-6	Science	K-5	no	no	no subject area exam		
Ronshausen	Dina	890433	41091	42916	Prek/Primary	Elem Ed	1	no	yes			
					ESOL End							
English	Fabiola	841445	40360	42185	Kindergarten-6	Elem Ed	2	no	yes			
					ESOL End							
					Gifted End							
Rodriguez	Vivian	679664	39995	41820	Art	Art	K-5	no	yes			
					Kindergarten-6							
Bloomfield	Jaime	1003188	40360	42185	Kindergarten-6	Elem Ed	3	no	yes			
					ESOL End							
Montes	Janelle	1010465	40360	42185	Prek/Primary	Elem Ed	K	no	yes			
					ESOL End							
Chaiser	Annie	710326	39995	41820	Elementary 1-6	Lang Arts	5	no	yes			
					PE K-8	Phys Ed	5	no	n/a			
					ESOL End							
					Gifted End							
Salazar	Margarita	741730	41456	43281	Elementary 1-6	Elem Ed	K	no	yes			
					Primary							
					ESOL End							
Delgado	Maria	697847	41456	43281	Elementary 1-6	Math	3	no	yes			

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					ESOL End	Science	3	no	yes			
Albear	Barbara	760109	39995	41820	Elementary 1-6	Elem Ed	2	no	yes			
					Varying Exceptionalities							
					ESOL End							
					Gifted End							
Tapanes	Marta	564923	40725	42551	Elementary 1-6	Lang Arts	K	no	no	no subject area exam	Subject area exam in progress	
Ochoa	Priscilla	1043526	41091	42916	Kindergarten-6	Elem Ed	2	no	yes			
					ESOL End							
Cosgrove	Leslie	530979	39995	41820	Music	Music	K-5	no	no	no subject area exam	Subject area exam in progress	
					Computer Science							
Giraldo	Cecilia	1023776	40725	42551	Kindergarten-6	Elem Ed	5	no	yes			
					Prek/Primary							
					ESOL End							
Saenz	Ingrid	1006884	40725	42551	Prek/Primary	Elem Ed	1	no	yes			
					ESE K-12							
					ESOL End							
Grau	Anarosa	859736	41456	43281	Elementary 1-6	Lang Arts	3	no	yes			
					Reading	Soc Sci	3	no	yes			
					ESOL End							
Perdomo	Jesus	872791	41456	43281	PE K-8	Phys Ed	K-5	no	n/a			
					ESE K-12							
Dreilinger	Amy	855769	39995	41820	Elementary 1-6	Lang Arts	5	no	yes			
					ESOL End	Soc Sci	5	no	yes			
					Gifted End							
Kirkley	Margret	888319	40360	42185	Kindergarten-6	Lang Arts	1-2	no	yes			
					English 6-12							
					ESOL End							

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					Gifted End							
					Reading End							
Pfau	Wendy	736540	41456	43281	Elementary 1-6	Lang Arts	1-2	no	yes			
					Reading							
					ESOL End							
Gomez	Jacqueline	965692	39995	41820	Kindergarten- 6	Elem Ed	K	no	yes			
					ESOL End							
Mayorga	Rebecca	1055021	41091	42916	Kindergarten- 6	Elem Ed	2	no	yes			
					ESOL End							
Berman	Jill	822209	40725	42551	Elementary 1-6	Lang Arts	3,5	no	yes			
					ESOL End							
					Reading End							
Trammell	Sheri	759429	39995	41820	Kindergarten- 6	Math	5	no	yes			
					ESE K-12	Science	5	no	yes			
					ESOL End							
					Gifted End							
Velez	Cindhia	881486	41091	42916	Elementary 1-6	Lang Arts	3-5	no	yes			
					ESE K-12	Math	3,5	no	yes			
					ESOL End							
Sargeant	Kathleen	1078754	41091	42916	Kindergarten- 6	Lang Arts	3	no	yes			
					ESOL End	Soc Sci	3	no	yes			
Gonzalez	Lauren	1144397	40360	42185	Kindergarten- 6	Math	3	no	yes			
					ESOL End	Science	3	no	yes			
					Gifted End							
Weston	Danielle	1133519	39995	41820	Kindergarten- 6	Lang Arts	4	no	yes			
					ESOL End	Soc Sci	4	no	yes			
					Gifted End							
Adler	Elaine	872315	39995	41820	Elementary 1-6	Lang Arts	1	no	yes			
					ESOL End							

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Raybon	Mercedes	655286	40725	42551	Elementary 1-6	Lang Arts	4	no	yes			
					ESOL End	Reading	4	no	yes			
						Soc Sci	4	no	yes			
Martinez	Marly	1022153	40725	42551	Kindergarten- 6	Elem Ed	2	no	yes			
Paul	Alissa	1151270	40360	42185	Kindergarten- 6	Elem Ed	4	no	yes			
					ESOL End							
Piompino	Glenda	1161842	40725	41820	Prek/Primary	Elem Ed	2	no	yes			
Quesada	Itzia	907075	41456	43281	Kindergarten- 6	Elem Ed	5	no	yes			
					ESOL End							
					Gifted End							
					Reading End							
Taylor-Smith	Jillian	1170084	40360	42185	Kindergarten- 6	Elem Ed	4	no	yes			
					ESOL End							
					Reading End							
Urbaz	Carmen	1161098	40360	42185	Kindergarten- 6	Elem Ed	4	no	yes			
					ESOL End							
Hughes	Kelly	1151341	40360	42185	Kindergarten- 6	Science	K-5	no	yes			
					Health							
					PE K-12							
Sammarco	Mary	1043028	41091	42916	Prek/Primary	Elem Ed	2	no	yes			
					PE K-12							
Tonietti	Brian	1143139	40360	42185	PE K-12	Phys Ed	K-5	no	n/a			

Appendix M – Organizational Performance – Certification Self-Audit

Rzucidlo	Erica	1167247	40725	42551	Kindergarten-6	Elem Ed	4	no	no	no subject area exam	Mrs. Rzucidlo received her initial certification out of state and per Mrs. Maria Yen's written correspondence as of May 2012 her highly qualified status is acceptable in the state of Florida.
					Reading						
					ESOL End						
Land	Amanda	1169125	40725	42551	Kindergarten-6	Elem Ed	K	no	no	no subject area exam	Certified in Elementary Education K-6. Took subject area exam in Virginia. Documents are being provided to district.
					ESE K-12						
Russell	Simone	1186898	40725	42551	Kindergarten-6	Lang Arts	4	no	yes		
					ESOL End	Soc Sci	4	no	yes		
Kumar	Sushmitta	1030399	40725	42551	Kindergarten-6	Elem Ed	3	no	yes		
					ESOL End						
					Gifted End						
Bauer	Jennifer	794900	40360	42185	Elementary 1-6	Science	4	no	yes		
					ESOL End						
Daniels	Constance	795826	39995	41820	Elementary 1-6	Elem Ed	K	no	yes		
					Prek/Primary						
					ESOL End						

Appendix M – Organizational Performance – Certification Self-Audit

Sands	Nicolette	1188720	40725	42551	Elementary 1-6	Math	4	no	yes			
					ESOL End	Science	4	no	yes			
Schultz	Sarah	1185790	40725	42551	Kindergarten-6	Math	3	no	yes			
					ESOL End	Science	3	no	yes			
Rodriguez	Alina	655857	40725	42551	Kindergarten-6	Lang Arts	2,4	no	yes			
					Mentally Handicapped	Math	1,5	no	yes			
					ESOL End							
					Reading End							
Lanier	Aimee	834143	39995	41820	Kindergarten-6	Lang Arts	3	no	yes			
					Math 6-12							
					Drama							
					Ed Media Specialist							
					ESOL End							
Devesa	Jennifer	711075	no cert	SOE for	Kindergarten-6	Elem Ed	2	no	no	no subject area exam	Certificate issuance request has been submitted.	Certification Issuance Request has been submitted
Acquarulo	Jessi	1144549	40360	42185	Kindergarten-6	Science	5	no	yes			
					MG English							
					ESOL End							
Zimmerman	Devony	860112	41456	43281	Elementary 1-6	Elem Ed	K	no	yes			
					ESOL End							
De La Fe	Katrina	1161535	40360	42185	Kindergarten-6	Lang Arts	5	no	yes			
					ESOL End							
Robles	Edna	1207617	no cert	SOE for	Kindergarten-6	Lang Arts	4	no	yes			
					MG Math	Soc Sci	4	no	yes			
Nicolas	Donald	982514	40360	42185	Kindergarten-6	Lang Arts	5	no	yes			
					Ed Leadership	Soc Sci	5	no	yes			
Darna	Yesenia	1215706	no cert	SOE for	Kindergarten-6	Math	3	no	yes			

Appendix M – Organizational Performance – Certification Self-Audit

					Journalism	Science	3	no	yes			
Garcia	Merilisse	945681	40360	42185	Kindergarten-6	Elem Ed	1	no	no	no subject area exam	Subject area exam in progress	
					Spanish							
					ESOL End							
Edgar	Angela	1110044	41456	43281	Kindergarten-6	Lang Arts	2-3	no	yes			
					Prek/Primary							
					Ed Media Specialist							
					ESOL End							
Marquez	Maria	656532	40725	42551	Kindergarten-6	Lang Arts	1-2	no	yes			
					Specific Learning Disabled							
					ESOL End							
					Gifted End							
Martin	Anne	SA1983		41639		Spch/La Ther	K-5	no	n/a		licensed SLP	
Lear	Michele	SA3797		41639		Spch/La Ther	K-5	no	n/a		licensed SLP	
Valdes	Maria	658055	40725	42551	Elementary 1-6	Lang Arts	3,5	no	yes			
					ESE K-12	Math	3,4	no	yes			
					ESOL End							
Pena-Diaz	Teresa	658055	41091	42916	Kindergarten-6	Lang Arts	3-5	no	yes			
					Varying Exceptionalities							
					ESOL End							
Escobar	Nicole	SA4779		41639		Spch/La Ther	K-5	no	n/a		licensed SLP	

Pembroke Pines Charter School System

2013-2014



Employee Handbook

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Pembroke Pines Charter School System Vision and Mission Statements

Our Vision

Our vision, as a community, is to cultivate character and foster life-long learning through a challenging educational experience in a safe environment.

Our Mission -

It is our mission to prepare students to succeed in a global society by providing a personalized and rigorous curriculum through excellence in teaching.

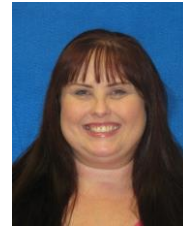
Central Campus



Mr. Kenneth Bass
Principal



Mrs. Linda Montoto
Assistant Principal



Ms. Kimberly Pizzo
Assistant Principal

Central Elementary and Middle School

12300 Sheridan Street
Pembroke Pines, FL 33026
954-322-3300
954-322-3382 - fax



Central Elementary

Vision - Our vision as a school is to cultivate a well-rounded, life-long learner through a challenging curriculum and safe environment.

Mission - Our mission is to prepare our students to succeed in a global society by fostering a sense of community, Building character, and providing a rigorous curriculum in a safe environment.

Central Middle

Vision - As a community, is to cultivate character and foster life-long learning through a challenging educational experience in a safe environment.

Mission - To prepare students to succeed in a global society by providing a personalized and vigorous curriculum through excellence in teaching and the development of a partnership with parents and community in order to support and empower students to maximize their potential.

East Campus



Mr. Sean Chance
Principal



Mrs. Jenny Iznaga
Assistant Principal

East Elementary School
10801 Pembroke Road
Pembroke Pines, FL 33025
954-443-4800
954-443-4811 - fax



Vision - Our vision, at the Pembroke Pines Charter East Campus, is to have every child reach their highest potential for life long success.

Mission - Pembroke Pines Charter East Campus is committed to providing a safe environment that promotes a rigorous curriculum, life-long learning, and responsible citizenship

Beliefs

- Every child can and will succeed
- Every student deserves an equitable education
- All stakeholders are fundamental to the child's success
- Every student should have access to technology that is relevant to their learning
- All students deserve an education that meets their individual needs

FSU Campus



Dr. Lisa Libidinsky
Principal



Mr. Alan Pfau
Assistant Principal

FSU Elementary School

601 SW 172nd Avenue
Pembroke Pines, FL 33029
954-499-4244
954-499-3016 - fax



Vision - To create a collaborative learning Community that cultivates Character and provides a challenging Curriculum.

Mission - To provide a personalized learning experience that prepares all students to become global citizens.

High School



Mr. Peter Bayer
Principal



Mrs. Robin Battle
Assistant Principal



Ms. Alma Llanos
Assistant Principal



Mrs. Debra Tabie
Assistant Principal

High School
17189 Sheridan Street
Pembroke Pines, FL 33331
(954) 538-3700
(954) 538-3715 (fax)



Mission

The Pembroke Pines Charter Community will provide a challenging educational foundation to prepare students for college success and responsible citizenship.

Beliefs

- Learning is the primary focus of the school.
- All students are individuals with unique needs and have the potential to learn.
- Curriculum should be taught using a variety of instructional approaches to accommodate differences in learning styles.
- Assessments of student learning should provide students with a variety of opportunities to demonstrate achievement and apply their learning in meaningful contexts.
- Students need to demonstrate essential knowledge, critical thinking skills, and competency in collecting information.
- Students must assume responsibility for and ownership of their own learning.
- Curriculum should maintain high standards for students and challenge them to increase individual performance.
- Students learn best when given opportunities for success within a safe and supportive environment.
- Positive relationships and mutual respect among students and staff enhance student self-esteem.
- Student and teacher access to current technological tools increases learning potential.
- Exceptional students require special service and resources.
- Diversity enriches learning and experience through the recognition of contributions of a variety of ideas, values, and cultures.
- School success depends on the commitment of teachers, administrators, students, and parents to high standards, expectations, and performance.
- Group commitment to continuous improvement enables students to become confident, self-directed, lifelong learners as well as responsible, mature, and contributing members of our global community.

West Campus



Ms. Devarn Flowers
Principal



Mr. Michael Castellano
Assistant Principal



Mrs. JoAnna DiGioia
Assistant Principal

West Elementary School
1680 SW 184th Avenue
Pembroke Pines, FL 33029
954-450-6910
954-4434810 - fax

West Middle School
18500 Pembroke Road
Pembroke Pines, FL 33029
954-443-4847
954-447-1691 - fax



West Elementary Vision

Pembroke Pines Charter West Elementary is dedicated to providing a rigorous educational experience to a culturally and academically diverse community where all students are expected to succeed as innovative thinkers.

Mission

Our Mission is to provide an environment where all students can learn, achieve, and develop confidence to meet the challenges of a changing and complex society.

Beliefs

- All students can learn to their highest potential
- Each student is regarded as a unique individual with intellectual, physical, social, and emotional needs.
- The entire school community shares in the responsibility of shaping a positive learning environment within our school.
- A safe and nurturing environment is essential for maximum teaching and learning.
- Students learn through a variety of instructional approaches to maximize their individual learning potential.
- Our school is committed to continuous improvement.
- The school actively promotes opportunities for students to be critical thinkers and effective communicators to foster life-long learners.
- All students are valued and treated with respect by everyone.

West Middle**Vision**

All children will achieve educational excellence and become productive citizens in a diverse and ever-changing society.

Mission

Pembroke Pines Charter Middle School is committed to providing a high quality education in a safe and supportive environment that fosters lifelong learners. In partnership with parents and community, the school promotes a culture of achievement that maximizes the potential of all children empowering them to become positive contributors to society.

Beliefs

We believe that:

- Each student should have the opportunity to reach his fullest potential.
- The charter school should actively promote the development of the whole child.
- All charter school students should be educated in an environment that is safe, orderly, and drug free.
- All children possess the ability to become critical thinkers and apply problem solving skills in real world situations.
- All charter school students have the right to be treated in a respectful manner.
- The entire school community should learn and work in an environment with high academic standards.
- All charter students should be educated by highly qualified professionals.
- All charter school students and staff should be provided with the necessary resources to achieve.
- Education is the joint responsibility of family, school, and students. Community partnerships and volunteerism are vital to our mission.

1 Acknowledgement of Receipt of Online Employee Handbook

Acknowledgement for Receipt of Online Employee Handbook 2013-2014

This will acknowledge that I have received instructions on how to look up the online the information below for the 2013-2014 school year:

- Code of Ethics 2013-2014
The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida have been reviewed with me. I have reviewed the brochure provided by the Florida Department of Education.
- Employee Handbook 2013-2014 (read online – L: Drive)
- Lesson Plan Book
- Teacher Folder
- First Day Packet for Students (all policies and procedures outlined)
- City Handbook (read online – L: Drive)
-

I have read and understood all the City of Pembroke Pines and Pembroke Pines Charter School System policies.

Teacher's Name: _____ **Grade:** _____

Signature: _____

2 Attendance Policy for Students

ATTENDANCE POLICY

ALL COMPULSORY AGE STUDENTS ARE REQUIRED TO ATTEND SCHOOL EVERY DAY OF THE 180-DAY SCHOOL YEAR OR THE EQUIVALENT ON AN HOURLY BASIS PURSUANT TO THE STATE BOARD OF EDUCATION.

PARENTS OF CHILDREN OF COMPULSORY SCHOOL AGE ARE RESPONSIBLE FOR THEIR CHILD'S DAILY SCHOOL ATTENDANCE.

BECAUSE POOR ACADEMIC PERFORMANCE IS ASSOCIATED WITH NONATTENDANCE, SCHOOLS WILL RESPOND IN A TIMELY MANNER TO PREVENT THE DEVELOPMENT OF PATTERNS OF NON ATTENDANCE WHICH MAY INDICATE EARLY SIGNS OF TRUANCY. SCHOOLS WILL COLLABORATE WITH APPROPRIATE LOCAL AND STATE AGENCIES THAT ARE INVOLVED IN TRUANCY PREVENTION, INTERVENTION, AND JUDICIAL ACTION.

ADDITIONAL INFORMATION RELATED TO ATTENDANCE CAN ALSO BE FOUND IN THE CURRENT EDITION OF THE CODE OF STUDENT CONDUCT APPROVED, AS SCHOOL BOARD POLICY.

AUTHORITY: F.S. 1002.20(2), 1003.01(5), 1003.02(1)(g), 1003.21, 1003.23, 1003.24, 1003.26, 1003.27, 1003.28, 1003.29. Board Approved: 9/21/99 Amended 11/14/00 Revised 4/18/06, 7/24/07, 8/05/08, 4/21/09, 5/18/10

RULES:

DEFINITIONS

I. Compulsory School Attendance

A. All children who have attained the age of six years or who will have attained the age of six years by February 1 of any school year, or who are older than six years of age but who have not yet attained the age of 16 years or age specified by state statute, whichever is older, except as hereinafter provided, are required to attend school regularly during the entire 180-day or the equivalent on an hourly basis pursuant to the state Board of Education school term. (F.S.1003.21) (1) (a))

B. A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the School Board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the child and parent. A student who attains the age of 18 years during the school year is not subject to the legal sanctions for compulsory school attendance. (F.S.1003.21 (2) (c))2

1. An exit interview must be conducted by school personnel to determine the reasons for the student's decision to terminate school enrollment and actions taken to keep the student in school. (F.S. 1003.21(2) (c)).

C. Students under 16 years of age may not be withdrawn from school for any reason unless expelled through Board action or covered by an exemption allowed by Florida Statute (F.S.1002.20 (2)(b)).

D. Compulsory school attendance requirements may be met by attendance in a home education program F.S.1002.01 (2) (b) 20 (2)(b).

1. A "home education program" means the sequentially progressive instruction of a student directed by his or her parent in order to satisfy the attendance requirements of S.S. 1002.41, 1003.01(4) and 1003.21 (1). (F.S. 1002.01(1))

E. For students enrolled in Department of Juvenile Justice Programs, the compulsory school attendance requirement is governed by state law and regulations and includes a longer term (F.S. 1003.52).

II. PATTERNS OF NON-ATTENDANCE

Non-attendance for instructional activities is established by tardiness, early-sign-outs, or absences for all or any part of the day. The maximum number of days that a student may be absent without acceptable documentation justifying the absence is 5.

A. A student who has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month, or 10 unexcused Absences, or absences for which the reasons are unknown, within a 90-calendar-day period, may be exhibiting a pattern of non-attendance (F.S. 1003.26 (1) (b)).

B. Unless acceptable documentation is presented/submitted, an accumulation of daily absences (excused or unexcused), by tardiness, or early sign-outs that equals 5 days (30 hours) in a marking period or 10 days (60 hours) within two marking periods may establish a pattern of non-attendance.

C. If the student exhibits a pattern of nonattendance, principals may request documentation for subsequent absences. (F.S. 1003.24(4)) Non-attendance for instructional activities is established by tardiness, early-sign-outs, or absences for all or any part of the day.

D. "Habitual truant" means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or justifiable consent of the child's parent, is subject to compulsory school attendance under s. 1003.21 (1) and (2) (a), and is not exempt under s.1003.21(3) or s. 1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. (F.S. 1003.01 (8)).

III. ABSENCES

A. EXCUSED ABSENCES

Students must be in school unless the absence has been permitted or excused for one of the reasons listed below (F.S. 1003.24(4), 1003.26)

1. Illness of student.
2. Illness of an immediate family member.
3. Death in the family.
4. Religious holidays of the student's own faith.
5. Required court appearance or subpoena.
6. Special event. Examples of special events include important public functions, conferences, state/national competitions, as well as exceptional cases of family need. The student must get permission from the Principal/designee at least five days ahead of time.
7. Scheduled medical or dental appointment.
8. Students having, or suspected of having, a communicable disease or infestation which can be transmitted are to be excluded from school and are not allowed to return to school until they no longer present a health hazard (F.S. 1003.22). Examples of communicable diseases and infestations include, but are not limited to, fleas, head lice, ringworm, impetigo and scabies. Students are allowed a maximum of five excused days absence for each infestation of head lice. Students on field trips and students who attend alternative to suspension programs are not considered absent.

B. UNEXCUSED ABSENCES

Absences not excused as defined in the previous section, are considered unexcused.

1. Students without a completed Certificate of Immunization indicating compliance with the current required schedule of immunizations will not be allowed to attend classes until this document is provided or a waiver is obtained. Absences due to non-compliance with Immunization 4 requirements shall be considered unexcused. (F.S. 1003.22(1))
2. For students transferring into Broward County, including but not limited to foster care students, or homeless Students, a temporary 30-day waiver of both health examination documents and certificates of immunization must be granted. (F.S. 1003.22(1) (5) (e))
3. Students who have been externally suspended may be offered an opportunity to participate in an alternative to suspension program. If they do not attend, the assigned days, the absences will be considered suspensions

C. MAKE-UP WORK (This does not apply to specific homework provided under FS 1003.01 to certain suspended students.)

1. Excused Absences: Make-up work for credit and grade is allowed for ALL Excused absences.
2. Suspensions: Make-up work for credit and grade is allowed. It is the student's responsibility to get the

missed work. All work is due on the day of return from the suspension. Student is NOT allowed to participate in any school activities during the suspension period.

3. Middle School Students: Make-up work for credit and grade is allowed for ALL absences due to the statutory promotion requirements to high school and the impact on course recovery.

D. TARDINESS - Tardiness is defined as a student not being in the classroom when the class is scheduled to begin.

1. Parents must follow the same process to excuse a tardy as they do to Excuse an absence.
2. Excessive tardiness will be addressed on a case-by-case basis to determine if there is a pattern of non-attendance. Non-attendance for instructional activities is established by tardiness, early-sign-outs, or absences for all or any part of the day.
3. Tardiness to any class without documentation may be considered unexcused.
4. Habitual tardiness is defined as being tardy 5 times within a marking period.
5. Principals have the discretion to excuse tardiness for extenuating circumstances.
6. Unless excused under the provisions of this policy, accumulated tardiness will be recorded as unexcused absences. (F.S. 1003.02 (1) (b))

E. EARLY SIGN-OUTS

1. No students shall be released within the final 30 Minutes of the school day unless the principal/designee determines it is an emergency.
2. All schools will establish procedures for early release that ensure that all students are treated consistently.
3. Excessive early sign-outs will be addressed on a case-by-case basis to determine if there is a pattern of non-attendance. Non-attendance for instructional activities is established by tardiness, early-sign-outs, or absences for all or any part of the day.
4. Unless excused under the provisions of this policy, accumulated early sign-outs will be recorded as unexcused absences. (F.S. 1003.02 (1) (b))

STUDENTS' RIGHTS AND RESPONSIBILITIES

1. RULES

- a. Students when age-appropriate, have a responsibility to ask their parents' to notify the school when they are absent.
 - b. Students when age-appropriate have a responsibility to ask teachers for, and to complete, make-up assignments. Two days (not including the day of return) are allowed for each day of excused absence. Previously assigned work is due the day of return. Middle school students may make up work for any absences as indicated in Section C.3 of this policy.
 - c. Students must maintain current classroom assignments while on internal suspension and turn in work daily.
 - d. Students who are married, are parents, or are expectant parents have the right to remain in the regular school program or attend a special center program tailored to their specific needs.
- Note: For additional information on students' rights and responsibilities, see the Code of Student Conduct as well as the Driving Privileges & Attendance section of this policy.

PARENTS' RIGHTS AND RESPONSIBILITIES

1. Parents have a right to be informed of the attendance responsibilities and consequences for truancy for both parents and students as described in the Code of Student Conduct.
2. Each parent of a child of compulsory school attendance age is responsible for the child's school attendance as required by law. (F.S. 1003.24)
3. Parents must report their child's absence in accordance with the procedures in the Code of Student Conduct. The parent shall provide documentation of illness from a physician or public health unit, if requested.
4. Parents have the right to request a hearing if they refuse to participate in the interventions developed by the child study team because they believe that those interventions are unnecessary or inappropriate. (F.S.1003.26 (1) (b) (e))
5. The parents of a student expected to miss at least 15 consecutive school days due to illness, medical condition, or social/emotional reasons, or who would miss excessive days intermittently throughout the

school year for the same reasons, and could benefit from instruction should notify the school and request a copy of the hospital/Homebound referral packet.

6. Parents have a right to be notified if their child misses school and the parents have not reported the absence to the school (1003.26(1)).

7. It is the parents' responsibility to maintain current contact information including telephone numbers with the school's registrar. Failure to comply may include the school needing to contact the proper authorities.

8. Florida law supports the active involvement of parents* until the student graduates from school (F.S. 743.07, 1003.26; 1003.21). Parents will be notified that when a student reaches the age of majority (18 years of age), the parent shall continue to perform the parental functions of a dependent student, including, but not limited to, provide excusal of absences and tardiness, permission slips for early release, field trips, other activities, as necessary, and to register or terminate (withdraw) school enrollment, until the student graduates, except under the following circumstances:

(1) The student has been emancipated in compliance with Florida laws (FS 1003.21(1)(c)).

(2) When the student has no parent and this fact is verified by the school administration (e.g. by communications with relatives, the Homeless Education Program, or the Florida Department of Children and Families, as is appropriate).

* The term parent is defined to include biological parents, any guardian, any person in a parental relationship or "any person exercising supervisory authority over a student in place of the parent." 1000.21(5), F.S.

SCHOOL/DISTRICT RESPONSIBILITIES

1. MAINTAINING RECORDS AND IMPLEMENTING INTERVENTIONS

- a. Each principal must make the necessary provisions to ensure that all school attendance reports are accurate and timely and must provide the necessary training opportunities for staff to accurately report attendance (F.S.1003.23 (1)). Principals are required to maintain an attendance record which shows the absence or attendance of each child enrolled for each school day of the year. (F.S.1003.23 (2)).
- b. Upon each unexcused absence, the school shall contact the student's parent in a timely manner (F.S.1003.26 (1) (a))
- c. If a student has accumulated five days (30 hours) of absences in a marking period or 10 days (60 hours) within, two marking periods, the principal/designee shall determine if there may be a pattern of nonattendance. If there is no acceptable documentation, the principal/designee shall refer the student to the child study team to determine if early patterns of truancy are developing, and provide appropriate interventions. (F.S.1003.26(1)(b)).
- d. The principal/designee shall provide a hospital/Homebound referral packet to the parent of a child who is expected to miss at least 15 or more consecutive school days due to illness, medical condition, or social/emotional reasons, or who would miss excessive days intermittently throughout the year for the same reasons.
- e. If the parent or guardian of a child who has been identified as exhibiting a pattern of non-attendance enrolls the child in a home education program, the superintendent/designee shall refer the parent to a home education review committee composed of the district contact person for home education and at least two home educators selected by the parent from a district list of all home educators who have conducted a home education program for at least three years and have indicated a willingness to serve on the committee.

DRIVING PRIVILEGES AND ATTENDANCE

Florida Statute 322.091 and 1003.27(2)(b) requires school districts to report to the Division of Highway Safety and Motor Vehicles (DHSMV) the names, dates of birth, sex and social security numbers of students ages 14–18 who accumulate 15 unexcused absences in any consecutive 90 calendar day period. Districts are also required to hold hardship hearings if requested by a student whose license has been suspended. The Board authorizes the Superintendent to develop administrative procedures to implement this legislation.

a. The principal/designee will conduct the hardship hearing within 30 calendar days of receiving the request in accordance with the procedures established by the Superintendent.

b. Students are eligible to have their driving privileges reinstated if they accumulate 30 consecutive days of

attendance.

CONSEQUENCES RELATED TO TRUANCY

- a. A child who is found to be truant may be taken to the Juvenile Assessment Center or other locations that are established by the school district to receive students who are absent from school. It is the responsibility of the Law Enforcement Officer to call the school to determine if the child is legitimately out of school.
- b. Students 14-18 years of age who have 15 unexcused absences within 90 calendar days and have a driver's license will have their driver's license suspended by the Division of Highway Safety and Motor Vehicles or will not be issued a license if they apply for one.
- c. If a child subject to compulsory school attendance will not comply with attempts to enforce school attendance and the Superintendent elects not to file a truancy petition or if the child does not successfully complete the sanctions ordered by the Court, the child will be referred to the case staffing committee pursuant to Section 984.12. The staffing committee may file a child-in-need-of-services petition. (F.S. 1003.26)
- d. If the parent refuses to participate in the truancy interventions and exercises the right to appeal to the School Board because the parent believes the interventions are unnecessary or inappropriate, the school district will provide a hearing officer who shall make a recommendation for final action to the Board. If the Board determines that the interventions are appropriate and the parent still refuses to participate or cooperate, the Superintendent/designee will seek criminal prosecution for noncompliance with compulsory school attendance. (F.S. 1003.26 (1) (e))
- e. Students who are habitually truant may lose their Temporary Assistance for Needy Families (TANF) grants through the Learnfare Program. The grant will be restored only when conditions as provided by law are met (30 days of attendance with no unexcused absences)

2.1 Leaving Campus

All Staff Members are to adhere to their workday schedules. If you have an emergency or doctor appointment that cannot be made after school hours, etc. please fill out the form to obtain approval from administration. See Faculty and Staff Absentee Form if leaving campus during the day; you must notify administration and sign out.

2.2 Teacher Policy for Absences

We recognize that at times it may be necessary for teachers to take time off during the school day to deal with doctors' appointments, family issues, etc. The teacher should make every effort to arrange absences in advance (minimum of 24 hours prior to absence). In the event of an emergency situation necessitating a teacher to leave without prior notice, every effort will be made to secure a substitute for the teacher without causing undue hardship for the school or having a negative effect on the instruction of students. Principals retain the discretionary authority to deduct sick time from teachers under these circumstances.

See Forms Addendum for Faculty/Staff Absentee Form.

3 Calendar 2013-2014

2013-2014 SCHOOL CALENDAR-BROWARD COUNTY PUBLIC SCHOOLS*

AUGUST				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

SEPTEMBER				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JANUARY				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

FEBRUARY				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MARCH				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

APRIL				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

MAY				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JUNE				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

- Employee Planning
(no school for students)
- Schools & Administrative
Offices Closed
- Schools Closed
- Report Cards Issued
- Interim Reports Issued
- Early Release Day
- First & Last Day of School

Hurricane make-up days in order of preference: 10/24/13, 2/06/14, 3/20/14, 6/05/14 *Year-Round Schools Follow Different Calendars

4 Certification

Teachers are responsible for maintaining a valid and current certification in their content area(s).

Please see link below for more information:

<http://www.fldoe.org/edcert/>

5 Child Abuse

5.1 Mandatory reporting of Child Abuse, Abandonment, and/or Neglect

To comply with appropriate Florida law which makes mandatory the reporting of child abuse, abandonment, and / or child neglect, any teacher or other school employee who knows or has reasonable cause to suspect that a child has been:

- subject to abuse, abandonment, neglect or
- a child is in need of supervision and care and has no parent, legal custodian, or responsible adult relative immediately known and available to provide supervision and care shall immediately report such knowledge or suspicion to the Department of Children and Families at the statewide toll-free hotline: 1-800-96-ABUSE.

After the report has been made, reporters may notify the principal or the child abuse designee to ensure appropriate support. Principals and child abuse designees shall maintain the confidentiality of the reporter.

Concern that a child has been sexually or physically abused by a person who is not a parent, legal custodian, caregiver, or other person responsible for a child's welfare shall be reported to law enforcement immediately.

If there are any questions related to child abuse, abandonment, neglect or a child in need of supervision and care, the school employee shall consult with the school-based child abuse designee.

Florida law provides penalties: "A person who is required to report known or suspected child abuse, abandonment, or neglect and who knowingly and willfully fails to do so, or who knowingly and willfully prevents another person from doing so, is guilty of a misdemeanor of the first degree...."

Authority: F.S. 1001.41 (1) (2); F.S. 39. 201, 205(1); F.S. 39.01(46)

Policy Adopted: 9/5/74; 5/8/78; 11/1/84; 12/7/93; 9/15/98; 5/2/00; 9/3/03

Policy Amended: 7/24/07

Additional Resources

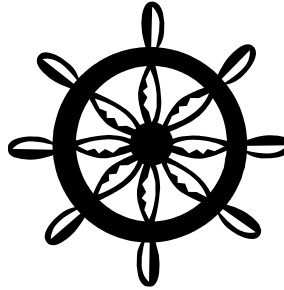
<http://www.broward.k12.fl.us/STUDENTSUPPORT/sswad/docs/CASB.pdf>

6 Code of Student Conduct and Pro-Active Discipline Plan

See school for individual Pro-Active Discipline Plan.

http://www.browardschools.com/press/pdf/codeofconduct/Code_of_Student_Conduct.pdf

Pembroke Pines Charter Elementary School



Setting Sail On A New Course

Guide to Proactive Discipline
2013-2014

Be Respectful
Be Responsible
Keep Hands and Feet to Self
Follow Directions
Be Safe

I have read and understand the "Guide to Proactive Discipline" at Pembroke Pines Charter Elementary School. Study and review this document with your child. Understanding these guidelines are very important and will affect your child throughout the year. We are confident that with your support our students will enjoy a learning environment where increased academic achievement may take place. Please sign and return the bottom portion of this page and return it to your child's teacher. Thank you.

Student: _____

Grade: _____

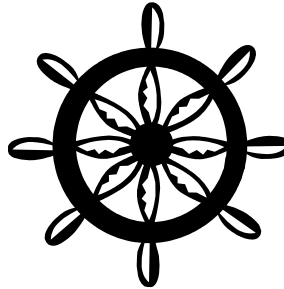
Student Signature: _____

Parent/Guardian: _____

Please Print Clearly

Parent/Guardian Signature: _____

Pembroke Pines Charter Elementary
Discipline Plan



Setting Sail On A New Course

Central Campus
Mr. Bass, Principal
Ms. Montoto, Assistant Principal

East Campus
Mr. Chance, Principal
Ms. Iznaga, Assistant Principal

West Campus
Ms. Flowers, Principal
Ms. DiGioia, Assistant Principal

FSU Campus
Dr. Libidinsky, Principal
Mr. Pfau, Assistant Principal

Our Vision

To create a collaborative learning Community that cultivates
Character and provides a challenging Curriculum.

Our Mission

To provide a personalized learning experience that prepares all students to become global citizens.

Pembroke Pines Charter Schools



Proactive Discipline Plan

To ensure the safety of staff and students and create an environment conducive to learning.

Give Me 5**Be Safe****Be Responsible****Follow Directions****Be Respectful to Others****Keep Your Hands and Feet and Objects to Yourself**

Students must:

- Dress appropriately for school by following the uniform dress code:
A black or brown belt must be worn at all times if belt loops are present.
Students should wear approved pleated navy blue shorts or pants. Also, girls may wear a navy blue wrapped skirt. Jumpers are not allowed.
Shoes must be worn at all times. For safety reasons, “zorilis”, flips-flops, sandals, clogs, bedroom slippers, or any type of backless shoes cannot be worn.
All shirts must be tucked in at all times while on campus.
Only uniformed jackets/vests/sweaters may be worn to school. If it is not a uniform item, it must be removed once the student enters the building. Students may wear a plain (no logo, writing or pictures), navy blue jacket/vest/sweater in lieu of the uniform jacket/vest/sweater. All jackets/vests/sweaters should have first and last name on each item so they may be returned if misplaced.
Black or navy leggings or tights may be worn in cooler weather.
Blue, navy, green, or white long-sleeved shirts may be worn under the uniform top in cooler weather.
A short or long sleeve polo with the Pembroke Pines Charter Elementary School logo embroidered in any of the following colors is allowed: navy blue, light blue, hunter green, or white.
All students must wear one of our approved uniform outfits.
Uniforms must be worn at all times. Girl Scout, etc. uniforms may not be worn in school. If a student has a meeting right after school, he/she may change at the end of the day.
Spirit shirts may only be worn on the last day of the week.
No bleached hair (green, orange, purple, etc.) will be allowed.
Hairstyles that are a disruption to the learning environment (for example: Mohawks, Fohawks, and feather clips) are not allowed.
Not wear head coverings including, but not limited to, caps and hats, unless they are necessary for safety in certain classes, health or religious reasons.
All students must agree to the mandatory uniform policy.
- Walk in the corridors. Running is a potential danger for injuries and causes disruption.
- Arrive on time. Instruction begins promptly when the bell rings. Be prepared with class materials.
- Keep hands, body and objects to themselves. Doing so prevents injury and disruption.
- Be courteous. Be respectful toward staff and peers.

- Not misrepresent oneself by cheating, copying, plagiarizing, counterfeiting, using false identification, or making false reports by posing as a parent to excuse absences or tardiness, sign a report card, etc.
- Not conduct, recruit, or participate in youth gang activities on campus.
- Not use scooters and inline skates/rollerblades/heelies on school property.
- Not endanger the lives of students and staff by setting off unfounded fire alarms.

These rules are designed to reinforce the mission of the Pembroke Pines Charter Schools and the Broward County Code of Student Conduct. Any unacceptable behaviors identified in Broward County's Code of Student Conduct book will be subject to disciplinary action.

Proactive Behavior Program

Student behaviors that are inappropriate are to be dealt with in the classroom. When interventions and parent contact have been documented, a referral to Administration will be issued. Repeated rule violations will result in the student being sent to Administration and the SBBC Discipline Matrix will be put into place.

School staff, parents, and students are all responsible for creating a culture of positive behavior.

** A violation of the Weapons Policy (School Board Policy 5006) or altercation which results in injury, will result in more serious consequences, up to and including expulsion as explained in the School Board of Broward County Code of Student Conduct.*

**All referrals must include parent notification.*

**Exceptional Student Education (ESE) students, Alternative Education students, and students with a 504 Plan will be held responsible for their actions. Their consequences will be the same as a mainstream student where otherwise indicated by an Individual Educational Plan (IEP).*

**Students who are assigned external suspension and who attend alternative-to-suspension programs are allowed to make up work. Students who elect not to participate in alternative-to-suspension programs will be marked unexcused; however, they will be allowed to make up work, which will be due on the date of return from suspension.*

7 Computer Network and Online Telecommunications Use

7.1 Code of Ethics

- I. All users are expected to read and understand the following privileges, rights, and responsibilities when using a network at Pembroke Pines Charter School.
- II. Student and faculty at Pembroke Pines Charter School will have access to network resources. School/class assignments will have priority over other uses. Unlimited and other open-ended use of telecommunications services or networks in terms of access time will be determined by each teacher, school principal or his/her designee.
- III. Authorized users shall be ultimately responsible for all activity under their account and password. Accounts shall be used only by the authorized user for the purposes specified.
- IV. Use of an identity other than the user's own is prohibited.
- V. All network users shall adhere to the rules of copyright regarding software, information, and the attribution of authorship. Re-posting communications of a personal nature without the author's permission or bulletin board messages without proper attribution is prohibited.
- VI. Any use of telecommunication services or networks for illegal, prohibited, obscene, or pornographic purposes shall be defined as a violation of local, state, and/or federal law. Inappropriate use shall be defined as a violation of the intended use of the Pembroke Pines Charter School's mission, goals, policies, or procedures. Obscenity and/or pornography is defined as a violation of generally accepted social standards for use of a publicly owned and operated communication vehicle.
- VII. Use of or engaging in offensive speech, profanity, or obscene language is not permitted at any time.
- VIII. Hate mail, harassment, discriminatory remarks, and other antisocial behavior are not permitted.
- IX. User shall not intentionally spread computer viruses, vandalize the data, infiltrate the systems, damage hardware or software, or in any way disrupt the use of the network.
- X. Any attempts to degrade or disrupt system performance may be viewed as criminal activity in accordance with applicable state and federal law.
- XI. Student generated files are the property of The Pembroke Pines Charter School and may be accessed by appropriate authorized system personnel.
- XII. Users who knowingly violate any of the Acceptable Use Policy or Code of Ethics for Computer Network and Online Telecommunications use will be subject to disciplinary action and /or may be denied future access.

7.2 Rules

- I. All use of telecommunication services and network shall be consistent with the mission, goals, policies, and priorities of the Pembroke Pines Charter Schools.
- II. Successful participation in a network requires that its users regard it as a shared resource and that members conduct themselves in a responsible, safe, ethical, and legal manner while using the network.
- III. Staff and students who are exchanging communication with others outside the school are representing the Pembroke Pines Charter School, and should conduct themselves appropriately.
- IV. Student use of these services shall be properly supervised to the extent reasonably possible, users of school sponsored telecommunication services and networks shall be protected from harassment or unsafe, unwanted, or unsolicited contact.
- V. To implement this Acceptable Use Policy, it is necessary that all users read and document in writing their understanding and willingness to comply with the Code of Ethics for Computer Network and Telecommunications Use.
- VI. Upon receipt of parental/guardian permission, student will be eligible to receive authorization from the appropriate supervisory unit.

8 Emergency Procedures

8.1 District Codes

CODE RED: (FULL LOCKDOWN) IMMEDIATE DANGER ON OR NEAR CAMPUS

1. QUICKLY CHECK HALLWAYS FOR ANY UNATTENDED STUDENTS
2. LOCK ALL DOORS/WINDOWS (ADJOINING CLASSROOM AS WELL)
3. SHUT OFF LIGHTS
4. QUICKLY SHUFFLE STUDENTS TO AREA OF ROOM NOT VISIBLE FROM DOOR
5. CONDUCT A HEAD COUNT ***** KEEP QUIET!
6. PLACE RED CARD IN DOOR WINDOW IF ANY EMERGENCIES, GREEN CARD IF ALL O.K.
7. IF UNABLE TO PLACE CARD ON WINDOW, SLIDE RED/GREEN CARD UNDER DOOR
8. WAIT FOR “ALL CLEAR”

CODE YELLOW: (MODIFIED LOCKDOWN) POSSIBLE DANGER NEAR CAMPUS

1. QUICKLY CHECK HALLWAYS FOR ANY UNATTENDED STUDENTS
2. LOCK ALL DOORS/WINDOWS
3. PLACE RED CARD IN DOOR WINDOW IF ANY EMERGENCIES, GREEN CARD IF ALL O.K.
4. RESUME DAILY ACTIVITIES (TEACHING, TESTING, ETC.)
5. DO NOT LEAVE CLASSROOM FOR ANY REASON
6. STAY TUNED FOR AN ALL CLEAR
- * CODE YELLOW COULD QUICKLY TURN INTO A “CODE RED” (BE PREPARED)

CODE ORANGE: IMMEDIATE EVACUATION

1. TEACHERS GRAB YOUR BELONGINGS (ie: PLAN/GRADE BOOK, ATTENDANCE, WALKIE TALKIE, ETC.)
2. DO NOT HAVE STUDENTS BRING THEIR BELONGINGS
3. BRING RED/GREEN CARD WITH YOU
4. QUICKLY EVACUATE BUILDING TO DESIGNATED AREA
5. CHECK ATTENDANCE ONCE OUTSIDE IN DESIGNATED AREA
6. HOLD UP RED CARD IF STUDENT IS MISSING, GREEN IF ALL O.K.
7. STAY TUNED FOR AN ALL CLEAR

CODE BLACK: BOMB THREAT

1. QUICKLY GLANCE AROUND YOUR AREA FOR ANYTHING SUSPICIOUS (ie: PACKAGES, UNATTENDED BOOKBAG, ANYTHING TICKING, ETC.)
2. LEAVE ALL LIGHTS, FANS ETC. AS THEY ARE, ON OR OFF
3. HAVE STUDENTS BRING BOOKBAGS WITH THEM
4. IMMEDIATELY EVACUATE FOLLOWING FIRE DRILL EXIT ROUTES
5. DISCONTINUE USE OF ALL CELL PHONES, RADIOS, ETC.

CODE BLUE: MEDICAL EMERGENCY

1. SAME PROCEDURE AS CODE YELLOW
2. STAND CLEAR OF MEDICAL PERSONNEL ON CAMPUS

CODE BROWN: HAZMAT INCIDENT (GAS LEAK, EXPLOSION, CHEMICAL, BIOLOGICAL)

1. POSSIBLE EVACUATION TO DESIGNATED AREA NOT AFFECTED BY THE SPILL/SMELL/EXPLOSION (LOCATION WILL BE BROADCASTED)

CODE GRAY: FIGHT/UNRULY BEHAVIOR

CODE GREEN: ALL CLEAR – RESUME ACTIVITIES

8.2 Evacuation

All fire drill evacuation plans must be clearly posted in each classroom. A fire drill is indicated by the continuous sound of the fire alarm, at which time all students and staff must exit the building and proceed to their designated areas.

Students are not permitted to talk or run during an evacuation drill. If a student is not with the regular class when the alarm sounds, he/she will follow the nearest teacher out of the building and report to the regularly assigned teacher once outside, if possible.

Teachers are responsible for accounting for the whereabouts of all their students and also maintaining appropriate behavior. Teachers should do a head count.

Re-entry to the building will be made after the announcement.

Special activity teachers and teachers of exceptional students are responsible for those students scheduled for their classes during the duration of the fire drill and until the students return to the regular classroom.

Teachers are required to bring their plan book with all emergency numbers with them.

8.3 Tornadoes

When a tornado watch (forecast) is announced:

This means that tornadoes are expected in or near your area. Keep your radio or television set near to a local station for information and advice from your local government or Weather Bureau. Also; keep watching the sky, especially to the south and southwest. (When a tornado watch is announced during the approach of a hurricane; however, keep watching the sky to the east.) If you see any revolving, funnel-shaped clouds report them by telephone immediately to your local police department, sheriff's office or Weather Bureau office. Do not use the phone to get information and advice - depend on radio or TV. **DO NOT PASS ON RUMORS OR EXAGGERATED REPORTS OF DAMAGE.**

BROWARD COUNTY SCHOOL PROCEDURES

Tornado drills should be conducted at least once a year, preferably in FEBRUARY to familiarize all students and faculty with procedures. Each school should develop a master plan for their facility to include:

1. Warning System

Utilizing the public address system "Tornado Drill - all students and staff report to their assigned areas."

2. Evacuation Route and Shelter Assignment

- 1) Each classroom should be assigned to a specific location in the interior corridors of the school and teachers should be familiar with the area assigned to their room and the route to be used from their classroom.
- 2) Specific personnel should be assigned to round up the children on playgrounds or other outdoor areas during a tornado warning.
- 3) Remain quiet and calm and listen to teacher for instructions.
- 4) Quickly move to assigned location.
- 5) Assume protective positions.
- 6) Remain until conditions are safe.

3. Instructional Command

- A. When students are assembled in interior hallways during a tornado drill or during a tornado warning, they should be instructed to respond to a specific command to assume protective postures.

facing interior walls when danger is imminent. Such a command might be: "EVERYBODY DOWN! CROUCH ON ELBOWS AND KNEES. HANDS OVER BACK OF HEAD." It is essential that this command be instantly understood and obeyed. Most tornado deaths are caused by head injuries.

9 Employee Policies

9.1 Code of Ethics – Education Profession

Florida Department of Education

Office of Professional Practices

6B-1.006 Principles of Professional Conduct for the Education Profession in Florida

6B-1.001 Code of Ethics of the Education Profession in Florida.

1. The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
2. The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
3. Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.
Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2)(b) FS. History - New 3-24-65, Amended 8-9-69, Repromulgated 12-5-74, Amended 8-12-81, 7-6-82, Formerly 6B-1.01.

6B-1.006 Principles of Professional Conduct for the Education Profession in Florida.

1. The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.
2. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.
3. Obligation to the student requires that the individual:
 - a. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
 - b. Shall not unreasonably restrain a student from independent action in pursuit of learning.
 - c. Shall not unreasonably deny a student access to diverse points of view.
 - d. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 - e. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
 - f. Shall not intentionally violate or deny a student's legal rights.
 - g. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
 - h. Shall not exploit a relationship with a student for personal gain or advantage.
 - i. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
4. Obligation to the public requires that the individual:
 - a. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
 - b. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or

- indirect public expression.
 - c. Shall not use institutional privileges for personal gain or advantage.
 - d. Shall accept no gratuity, gift, or favor that might influence professional judgment.
 - e. Shall offer no gratuity, gift, or favor to obtain special advantages.
5. Obligation to the profession of education requires that the individual:
- a. Shall maintain honesty in all professional dealings.
 - b. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
 - c. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
 - d. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
 - e. Shall not make malicious or intentionally false statements about a colleague.
 - f. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
 - g. Shall not misrepresent one's own professional qualifications.
 - h. Shall not submit fraudulent information on any document in connection with professional activities.
 - i. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
 - j. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
 - k. Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
 - l. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
 - m. Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.
 - n. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
 - o. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
 - p. Shall comply with the conditions of an order of the Education Practices Commission.
 - q. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

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Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2), 231.28 FS. History - New 7-6-82, Amended 12-20-83, Formerly 6B-1.06, Amended 8-10-92, 12-29-98.

10 ESOL

10.1 District ELL Plan

English for Speakers of Other Languages (ESOL) Program

The goal of the ESOL Program is to ensure that all students, entering our schools with varying levels of limited English proficiency, receive comparable and comprehensible instruction. This instruction helps these students to develop communicative and academic skills necessary for meeting national, state, and district educational standards.

All schools with students classified as English Language Learners (ELL) must provide an appropriate ESOL program to meet the specific students' needs in language learning, academic achievement, and in cultural integration.

Additional information on ESOL services that must be provided is located at <http://esol.browardschools.com/>

Florida teachers are required by a Consent Decree to participate in training when they have an ELL (English Language Learner) assigned to their class. There are four categories of teachers, each with their own training requirements. When determining your appropriate category, please keep in mind that the teaching assignment, not the area of certification, is the deciding factor. Training is available at local colleges and universities and through Broward School's in-service training activities.

ESOL Training Requirements

Category I - Reading, Language Arts, English teachers

Category II - Math, Science, Social Science and Computer Science teachers

Category III - all other assignments, except Guidance Counselors and those in administrative positions

Category IV - Guidance Counselors and those in administrative positions

For more information on certification requirements, please visit <http://www.broward.k12.fl.us/certification/Esol.html>

11 Evaluations

Teachers will be evaluated and observed by administration. Each teacher will receive a yearly evaluation form. All first year teachers are required two formal evaluations.

All instructional staff will be evaluated using the Marzano Causal Model. Consisting of formals, informal and walk-throughs.

See link below for more information.

<https://www.effectiveeducators.com/login>

12 Exceptional Student Education Handbook

The City of Pembroke Pines Charter School's mission is to prepare children to succeed in a global society. We believe each student is unique and we strive to provide educational experiences that enable each student to reach his or her fullest potential. Exceptional students often need exceptional interventions and an educational environment that provides for, and accommodates, his or her strengths and academic skills that are in need of improvement. Special education is a service, not a place. The purpose of special education parallels the purpose of education as a whole: to prepare children to lead productive independent lives.

Students receiving special education services have been through a Response to Intervention process and an evaluation by a licensed school psychologist/speech language pathologist. An Individual Education Plan (IEP) committee determines eligibility, appropriate programming, interventions, modifications and accommodations. An IEP addresses the specific goals and objectives for mastery, for each student in the Exceptional Student Education program.

Gifted students are identified by a screening conducted by school personnel to determine if further testing is recommended. If further testing is recommended a licensed school psychologist will evaluate the student using various assessment tools and the student would have to meet the Florida state guidelines for gifted eligibility and an Education Plan (EP) is then established to meet the student's educational needs. Pembroke Pines Charter Schools provide a Gifted/High Achiever class delivery model. The Pembroke Pines-Florida State University Charter Elementary School provides an inclusive gifted class delivery model with both primary and intermediate units.

The Center for Children of Autism is located at the Pembroke Pines-Florida State University Charter Elementary School, which is a full-time, self-contained class with mainstream services available.

All students in our ESE program participate in general education classes. We proudly provide Exceptional Student Education services using an academic support facilitation model and Speech and Language Therapy using a pull-out model. Every member of the Exceptional Education team of the Pembroke Pines Charter School is personally committed to supporting our school in the process of educating our children.

ESE Definitions**12.1 Autism**

Autistic refers to a child who has a disability reflected in severe disorders of communication, behavior socialization, and academic skills, and whose disability was evident in the early developmental stages of childhood. The autistic child appears to suffer primarily from pervasive impairment of cognitive and perceptual functioning, the consequences of which are manifested by limited ability to understand, communicate, learn, and participate in social relationships.

12.2 Developmental Delay

A child who is developmentally delayed in one or more of the following areas: adaptive or self-help development, cognitive development, communication development, social or emotional development, or physical/motor development, including fine or gross or perceptual motor, in children ages birth through two (2) and ages three (3) through five (5) years of age.

12.3 Dual Sensory Impairment

Dual sensory impairment affects both vision and hearing, the combination of which causes a serious impairment in the student's abilities to acquire information, communicate, or function within the environment. A student who has a degenerative condition which may lead to a dual sensory impairment may also meet eligibility criteria.

12.4 Emotional Handicap/Severe Emotional Disturbance

An emotional handicap is defined as a condition resulting in persistent and consistent maladaptive behavior, which exists to a marked degree, which interferes with the student's learning process, and which may include but is not limited to any of the following characteristics:

- An inability to achieve adequate academic progress which cannot be explained by intellectual, sensory, or health factors
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
- Inappropriate types of behavior or feelings under normal circumstances
- A general pervasive mood of unhappiness or depression
- A tendency to develop physical symptoms or fears associated with personal or school problems.
- Students with disruptive behavior shall not be eligible unless they are also determined to be emotionally handicapped.

A severe emotional disturbance (SED) is defined as an emotional handicap, the severity of which results in the need for a program for the full school week and extensive support services.

12.5 Gifted

A gifted student is one who has superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence, or is a member of an underrepresented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups on programs for the gifted, and is capable of high performance.

12.6 Hard of Hearing

A student who is deaf or hard-of-hearing has a hearing impairment, aided or unaided, that interferes in processing linguistic information and which adversely affects communication, developmental skills, academic achievement, vocational-career skills, or social-emotional adjustment. The degree of loss may range from mild to profound.

12.7 Homebound/Hospitalized

A homebound or hospitalized student is a student who has a medically diagnosed physical or mental condition which confines the student to home or hospital and whose activities are restricted for an extended period of time. The medical diagnosis shall be made by a licensed physician.

12.8 Mental Handicap

A mental handicap is defined as significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period. A student with a mental handicap may be eligible in one of the following three areas: educable mentally handicapped, trainable mentally handicapped, profoundly mentally handicapped.

12.9 Occupational Therapy

An exceptional student whose physical motor or neurological deficits result in significant dysfunction in daily living skills, academic learning skills or adaptive social or emotional behaviors is eligible to receive occupational therapy.

12.10 Orthopedic Impairment

Orthopedic impairment is a subcategory of physical impairment. Orthopedically impaired means a severe skeletal, muscular, or neuromuscular impairment which adversely affects a child's educational performance, and includes impairments resulting from congenital anomaly, disease and other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

12.11 Other Health Impairment

Other health impairment is a subcategory of physical impairment. Other health impaired means having limited strength, vitality, or alertness due to chronic or acute health problems such as heart condition, tuberculosis, rheumatic fever, nephritis asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes that adversely affects a child's educational performance.

12.12 Physical Therapy

An exceptional student who requires a specially prescribed program directed toward the development, improvement, or restoration of neuromuscular or sensory motor function, relief of pain or control of postural deviations to attain the exceptional student's functional performance in an educational setting is eligible to receive physical therapy.

12.13 Pre-Kindergarten with Established Condition

A child with an established condition is defined as a child ages birth through two (2) years with a diagnosed physical or mental condition known to have a high probability of resulting in developmental delay or disability. Such conditions include genetic disorders, metabolic disorders, neurological abnormalities and insults, or severe attachment disorder.

12.14 Profoundly Mentally Handicapped

Profoundly mentally handicapped, dual-sensory impaired, autistic, and severely emotionally disturbed students can be classified as profoundly handicapped for the purpose of funding.

12.15 Specific Learning Disability

Specific learning disabilities refer to a heterogeneous group of psychological processing disorders manifested by significant difficulties in the acquisition and use of language, reading, writing, or mathematics. These disorders are intrinsic to the individual and may occur across the life span. Although specific learning disabilities may occur concomitantly with other handicapping conditions or with extrinsic influences, the disabilities are not primarily the result of those conditions or influences.

12.16 Speech or Language Impairment

Speech or language impairment is defined as disorders of language, articulation, fluency, or voice which interfere with communication, pre-academic learning, vocational training, or social adjustment.

12.17 Traumatic Brain Injury

Traumatic brain injury is a subcategory of physical impairment. Traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term includes open or closed head injuries resulting in impairments in one or more areas, but does not include brain injuries that are congenital or degenerative or brain injuries induced by birth trauma.

12.18 Visual Impairment

Visual impairments are defined as disorders in the structure and function of the eye that, even with the best correction and treatment, interfere with learning. Blind is defined as one who after the best possible ocular correction has no vision or has little potential for using vision and relies on tactual or auditory senses for learning. Partially sighted is defined as one who, after the best possible adjustments and ocular corrections, uses remaining vision for learning.

*Florida definitions: Special Programs and Procedures for Exceptional Students, Florida Department of Education, 2001. Refer to this document for additional eligibility and special programs information

13 Family Educational Rights and Privacy Act (FERPA)

Student education records are official and confidential documents protected by one of the nation's strongest privacy protection laws, the Family Educational Rights and Privacy Act (FERPA). FERPA, also known as the Buckley Amendment, defines education records as all records that schools or education agencies maintain about students.

FERPA gives parents the right to review and confirm the accuracy of education records. These rights transfer to the student when the student turns eighteen years old or attends a postsecondary institution. At this time, the student is designated as an "eligible student" and holds the same rights as his or her parent held with respect to education records. This and other United States "privacy" laws ensure that information about citizens collected by schools and government agencies can be released only for specific and legally defined purposes. Since enacting FERPA in 1974, Congress has strengthened privacy safeguards of education records through this law, refining and clarifying family rights and agency responsibilities to protect those rights.

The primary rights of parents and eligible students under FERPA are:

- The right to inspect and review education records.
- The right to seek to amend education records.
- The right to have some control over the disclosure of information from education records.

The mandates of this Federal act are specific and far-reaching. Administrators in public education may unwittingly violate a family's right to privacy and confidentiality because they are not knowledgeable regarding the letter and spirit of this law. Frequently asked questions regarding FERPA are answered in this publication in an effort to strengthen educators' knowledge and understanding of this important federal law. Over the past five years, FERPA has changed in a number of significant ways, and this briefing paper includes those more recent changes. This paper, however, does not include specific requirements that must be met by postsecondary institutions.

FERPA's legal statute citation can be found in the U. S. Code (20 USC 1232g) which incorporates all amendments to FERPA. FERPA regulations are found at Code of Federal Regulations (CFR) for Title 34; Part 99.

To which educational agencies or institutions do the FERPA regulations apply?

FERPA applies to public schools and state or local education agencies that receive Federal education funds. Most private and parochial schools at the elementary and secondary level do not receive these federal funds and, therefore, are not subject to FERPA.

2. What definitions apply to these regulations? Two.

a. "Education Records" are all records that:

(a) - contain information directly related to a student including school health records for all students under the age of 18; student's social security number; academic work completed; level of achievement records including grades and standardized achievement test scores; attendance data; scores on standardized intelligence, aptitude and psychological tests; interest inventory results; family background information; teacher or counselor ratings and observations; verified reports of serious or recurrent behavior patterns; and any other evidence, knowledge, or information recorded in any medium, including, but not limited to, handwriting, typewriting, print, magnetic tapes, film, microfilm, and microfiche; and are maintained by an education agency or institution or by a party acting for the agency or institution.

Exceptions to "education records" include:

Records, such as personal notes that are kept in the sole possession of the maker of the record that are used only as a memory aid and not revealed to anyone but a temporary substitute for the maker of the record. records of a school or school district's law enforcement unit; and records of eligible students (18 years of age or older) that are (1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; (2) made, maintained, or used only in connection with treatment of the student; and (3) disclosed only to individuals providing the treatment.

b. "Parent" means a parent of a student and includes:

- a natural parent
- a guardian, or
- an individual acting as a parent in the absence of a parent or guardian

c. "Personally identifiable information" includes, but is not limited to:

- student's name
- parents' names

- address of the student or student's family
- personal identifier, such as a social security number or student number
- list of personal characteristics or other information that would make the student's identity easily traceable.

d. **"Directory information"** is information not generally considered harmful or an invasion of privacy if disclosed. School districts may, at their discretion, remove selected items so that parent consent for their release would need to be obtained. Directory information items include:

- name, address, telephone listing, electronic mail address field of study
- weight and height of members of athletic teams
- most recent educational institution attended
- photographs
- date and place of birth
- participation in officially recognized activities and sports
- dates of attendance, grade level, enrollment status (e.g., fulltime, part-time) degrees, awards and honors

e. **"Record"** means any recorded information maintained in any way, including, but not limited to:

- handwriting
- print
- film
- computer media
- video or audio tape
- microfilm and microfiche

f. **"Dates of Attendance"** means the period of time during which a student attends or attended an educational agency or institution. Examples of dates of attendance include an academic year, a spring semester, or a first quarter. The term does not include specific daily records of a student's attendance at an educational agency or institution.

3. **Are there any other state or federal laws that pertain to information on students that may be maintained by school personnel but are excluded from the provisions of FERPA?**

In response to an inquiry, the Family Policy Compliance Office of the U.S. Department of Education concluded that the report of suspected child abuse is accessible to parents but school administrators may copy the record to give to the parents and delete the name of the reporter.

Schools are encouraged to provide assistance to students with drug and alcohol abuse problems. Student Assistance Programs (SAPs) in public schools, developed to offer counseling and referrals for treatment for students with substance abuse problems, stress confidentiality for the student seeking assistance. Because maintaining absolute student confidentiality is a direct conflict with parental rights to access education records under FERPA, the U.S. Department of Education and the Alcohol, Drug Abuse and Mental Health Administration issued a joint memorandum on September 26, 1990, to clarify students' confidentiality rights in federally funded Student Assistance programs. Three options to resolve this conflict were suggested.

- Students could be asked or required to consent to their parents' access to their SAP records upon entry to the program;
- Student SAP records could be released only with written consent from the student or in response to court orders; or
- SAPs should minimize record keeping.

4. **What must an educational agency or institution include in its annual notification?**

Institutions must annually notify parents of students in attendance of their rights under FERPA including:

- the right to inspect and review records
- the right to request amendment of records
- the right to consent to disclosure, with certain exceptions
- the right to file a complaint with the U.S. Department of Education

The annual notification must also include the following:

- procedure to inspect and review records
- procedure for requesting amendment of records
- statement that education records may be disclosed to school officials without prior written consent, including:

- specification of criteria for identifying "school officials" and
- definition of "legitimate educational interest"

FERPA does not specify the means of notification other than "by any means reasonably likely to inform the parents." Examples may be code of conduct handbooks, student handbooks, school newspapers or catalogues, local newspapers and inclusion of information in student registration packets.

5. Who is considered a "school official?"

Language contained In the FERPA model notice of rights of parents contains a definition of a school official. School districts may wish to consider this language as they review their student records policy. A school district has the flexibility, however, to define the term "school official."

The model agreement defines "school official" as follows: "A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health and medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); a parent or student serving on an official committee such as disciplinary or grievance committee or assisting another school official in performing his or her tasks."

1) Is there a definition of "legitimate educational interest?"

The FERPA model notice of rights of parents contains the following definition of "legitimate educational interest:"

"A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility." (Note - emphasis added)

7. What rights exist for a parent or an eligible student to inspect and review education records?

- The school must comply with a request within 30 days in accordance with State Board of Education Rule 6A-1.0955(6)(b), Florida Administrative Code (FAC)
- FERPA requires the school to give copies only if failure to do so would effectively deny access (e.g., parent is physically or geographically unable to come to the school to review the records). Section 228.093(3)(a)3, Florida Statutes, requires the school to furnish copies of records to the parent, guardian, pupil, or student upon request:

- The school may not destroy records if a request for access is pending.
- The Florida Department of Education (and all state education agencies) is now required to afford parents and eligible students access to education records the state agency maintains on students (e.g., state achievement tests). This applies to all records even if a copy of the requested record is available in the local school district. In order to afford the parent(s) easier access to the records and to simplify the process at the Department of Education, the Department may forward records to the local education agency to afford parents easier access to records they are seeking.

8. What limitations exist on the right to inspect and review records?

If the records contain information on more than one student, the parent may inspect, review or be informed of only the specific information about his or her child.

9. Do the rights of non-custodial parents differ from those of custodial parents?

No. FERPA affords full rights to either parent unless the school has been provided with evidence that there is a court order, state statute, or legally binding document that specifically revokes these rights. This was endorsed by the 2001 Legislature through revisions to Section 61.13(2)(b), Florida Statutes, which clarifies the rights of access to records and information pertaining to a minor child, including the right to in-person communication with medical, dental, and education providers, apply to either parent in the absence of a court order specifically revoking these rights.

10. Do stepparents have parental rights under FERPA?

FERPA allows a stepparent to exercise all record-access rights granted to a parent when the stepparent is present in the home on a day-to-day basis, together with the child and a natural parent, and the other parent is absent. In such cases, stepparents have the same rights under FERPA as natural parents. Conversely, a stepparent who is not present on a day-to-day basis in the home of the child has no FERPA rights with respect to the child's records.

11. What rights exist for a parent of an eligible student?

When a student becomes an eligible student, the rights accorded to, and consent required of, parents transfer from the parents to the student. Prior consent, however, is not required for schools to disclose information from the education record to the parents if the eligible student is a dependent as defined in section 152 of the Internal Revenue Code of 1986.

12. Are there any special provisions regarding the right to inspect records that applies to students with disabilities?

Yes. In accordance with the Individuals with Disabilities Education Act (IDEA), a parent of a student with a disability has the right to have a representative of the parent inspect and review the records.

13. May an educational agency or institution charge a fee for copies of education records?

Yes, unless imposing a fee effectively prevents a parent from exercising his or her right to inspect and review records.

14. What are the procedures for amending education records?

The following steps should be taken to amend education records:

- The parents should identify the portion of the record believed to be inaccurate, misleading, or a violation of the privacy of the rights of the student. The school must decide within a reasonable period of time whether to amend as requested

- If the school decides not to amend, it must inform the parents of their rights to a Hearing - After the hearing is held, if the decision continues to be not to amend the records, the parents have a right to insert a statement of disagreement in the record. This statement must be maintained with the contested part of the record and disclosed whenever the corresponding part of the student record is released. If, as a result of the hearing, the school decides that the information is inaccurate, misleading or a violation of the privacy rights of the student, it will amend the record and inform the parent in writing of the amendment.

15. Under what conditions is prior consent required to disclose information?

A parent or eligible student shall provide a signed and dated written consent before a school may disclose records. The consent must:

- specify the records that may be disclosed
- state the purpose of disclosure; and
- identify the party or class of parties to whom disclosure may be made

16. Under what conditions is prior consent not required to disclose information?

The exceptions to prior consent for disclosure that apply to school districts are when records are released

- to school officials who are determined to have legitimate educational interest. (As noted previously, school districts must define "school officials" and "legitimate educational interest" in their annual notice to parents.)
- to schools or institutions of postsecondary education in which a student seeks or intends to enroll
- to federal, state, and local authorities involving an audit or evaluation of compliance with education program requirements in connection with financial aid, such as a college loan
- to organizations conducting studies for or on behalf of educational institutions

- to parents of a dependent student as defined by the Internal Revenue Services Code
 - to accrediting organizations
 - to comply with a judicial order or subpoena in a health or safety emergency as directory information
 - to the parent of a student who is not an eligible student or to the student
 - to state or local officials in connection with serving the student under the juvenile justice system in accordance with an interagency agreement as required by Section 228.093, Florida Statutes if a school district initiates legal action against a parent, or if a parent initiates legal action against a school district. In such circumstances, the school district may disclose to the court, without court order or subpoena, the education records of the student that are relevant for the school district to proceed with legal action as the plaintiff or to defend itself (Note: There are additional provisions that apply exclusively to postsecondary institutions.)
- 17. Is prior consent for disclosure required when the school board is conducting an expulsion hearing?**
If the school board has been identified as a "school official" in the annual notice to parents, then they may have access to personally identifiable information on students in order to conduct an expulsion hearing. However, public records of the hearing may not contain any personally identifiable information on students who are the focus of the expulsion hearing. For example, public records pertaining to expulsion decisions or disciplinary actions should be reflected in the minutes as "Case #XXXX: Expelled for one year for possession of a weapon on school grounds."
- 18. Are there specific records requirements for school readiness coalitions and the Florida Partnership for School Readiness in order to carry out their assigned duties.**
Section 41 1.01 1, Florida Statutes, states that the individual records of children enrolled in school readiness programs provided under the Florida Partnership for School Readiness, when held in the possession of the school readiness coalition or the Florida Partnership for School Readiness, are confidential and exempt from the provisions of Section 1 19.07, Florida Statutes, also known as the Public Records Law. These records would only come under FERPA requirements when they become student education records.
- 19. What conditions apply to disclosure of information to the juvenile justice system?**
Nonconsensual disclosures made in connection with the juvenile justice system that are permitted by Florida statute are now also permitted under FERPA. The requirements for disclosure are:
- The disclosure must be related to the juvenile justice system's ability to "effectively serve" the student whose records are released
 - The disclosure must concern the juvenile justice system's ability to serve the student prior to adjudication. Also, the officials to whom the Information is disclosed must certify, in writing, that the records will not be re-disclosed to any other party except as provided by State law
 - In Florida, Section 228.093(d)(13), Florida Statutes, requires that such disclosures be in accordance with an interagency agreement
- 20. What record keeping requirements exist concerning requests and disclosures?**
A school must maintain a record of each request for access to, and each disclosure from, an education record. Also, the school's log:
- must be maintained as long as the record is maintained
 - must include the parties who have requested or received information from the records
 - must include the legitimate interest parties had in receiving Information

The record keeping requirement does not apply if the request was from, or the disclosure was made to:

- the parent or eligible student
- a properly designated school official
- a party with written consent from the parent or eligible student
- a party seeking directory information
- a party with a law enforcement subpoena or court order which specifies that the existence or contents of the subpoena or court order not be disclosed

21. What limitations apply to the re-disclosure of information?

When disclosing information from public school education records, the school should inform the receiving party that the information may not be further disclosed and may use the information only for the purposes for which the disclosure was made. Exceptions to this include:

- disclosure to the parent, eligible student, or parents of dependent students as defined by the Internal Revenue Code
- receiving party discloses information on behalf of the educational agency or institution and meets the criteria for disclosure without prior consent (see Question # 15) and has appropriately recorded the disclosure
- directory information
- court order or subpoena

Disclosures to parties that improperly re-disclose education records are not permitted for a period of less than five years. This does not apply to school officials within the educational agency or institution.

22. What conditions apply to disclosure of information for Federal or State program purposes?

Federal, State and local officials may have access to records only:

- in connection with an audit or evaluation of Federal or State supported education programs, or
- the enforcement of compliance with Federal legal requirements which relate to those programs.

23. What conditions apply to disclosure of information in health or safety emergencies?

In the event of a health or safety emergency, FERPA allows:

- Disclosure of information to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or others.

24. What conditions apply to disclosing directory information?

An institution may disclose directory information if it has given public notice to parents of students in attendance of:

- what the school has designated as directory information
- a parent's right to refuse to let the school designate any or all of the information about the student as directory information
- the time within which a parent must notify the school in writing that he or she does not want any or all of the information designated as directory information

For the purpose of disclosing directory information, FERPA does not define "public notice." "Public notice" is left to the individual school to define. The means of notice could include the student handbook or code of conduct, the school or local newspaper or information included in the student registration packet. The school may choose to include notice regarding directory information with the annual notification of the parents and student's rights under FERPA.

25. What are the enforcement procedures for FERPA?

The Family Policy Compliance Office is authorized by the U.S. Secretary of Education to investigate, process and review complaints and violations under FERPA. Parents and eligible students may file complaints with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-4605. Complaints must be filed in a timely manner, which is considered 180 calendar days.

14 Field Trip Information

See SBBC Policy 6303.

<http://www.broward.k12.fl.us/sbbcpolicies/docs/P6303.000.pdf>

See forms for all Field Trip Forms

15 Guidance

15.1 Elementary

15.2 Comprehensive School Counseling Program

The mission of the Pembroke Pines Charter Elementary comprehensive guidance program is to implement a proactive guidance program that fosters academic achievement, career awareness, personal growth and a positive self-image for all students within a safe and secure learning environment. We provide a comprehensive counseling program that incorporates prevention and intervention with continuous academic, career and personal/development activities that will prepare them for meaningful participation in a diverse, changing world. School counselors promote and enhance achievement with an annual comprehensive guidance plan that ensures that every student receives guidance services. Credentialed school counselors provide comprehensive counseling programs that incorporate prevention and that intervention with continuous academic, career and personal/development activities that will prepare them for meaningful participation in a diverse, changing world. These activities include classroom guidance, small groups for skill mastery, individual counseling for students with specific needs and a variety of other proactive and innovative ways to support student performance.

School counselors implement a framework model based on the National Standards for School Counseling programs and the American School Counselor Association (ASCA) National Model.

They also provide resources to staff, students, families and others to ensure that a family friendly environment is established and ensure that students have access to a safe school climate necessary for academic and social/emotional growth.

Programs and Services

Guidance provides a number of programs and services to help students achieve success and develop life skills in three personal competency areas.

Academic Success

From Pre-Kindergarten to grade 12, school counselors support teachers and parent to help students achieve competencies at each grade level. The following are examples: test-taking strategies, study skills, using a planner, getting organized and raising their GPA.

Career Development Success

School counselors utilize career development lessons and strategies to help students understand the relationship between personal qualities, education and training, and the world of work. Examples of these strategies are: career awareness and exploration, goal setting, high school graduation facts, scholarship opportunities and use of future-planning tools such as FACTS.org

Personal and Social Success

School counselors work with staff and community to provide support for students. Ensuring they are safe and healthy and promoting life skills such as education, character development, social skills, making friends, alternatives to peer pressure and managing stress.

A comprehensive school counseling program consists of four program components that have time allocations appropriate to the specific school level. These four program components consist of the following:

- (1) The Guidance Curriculum
- (2) Individual Planning
- (3) Responsive Services
- (4) System Support.

15.3 The Guidance Curriculum

The elementary school guidance curriculum component consists of a written instructional program that is comprehensive in scope, preventative and proactive, developmental in design, coordinated by school counselors and delivered, as appropriate by school counselors and other educators. School guidance curriculum is designed to facilitate the systematic delivery of guidance lessons or activities to every student consistent with the school counseling program's statements of philosophy, goals and student competencies. The guidance curriculum promotes knowledge, attitudes, and skills through instruction in three content areas: academic achievement, career development and personal/social growth. The counselor's responsibilities include planning, designing, implementing and evaluating the school counseling curriculum.

The curriculum is delivered through such strategies as:

- Classroom Instruction – School counselors provide instruction, teach, team teach or assist in teaching guidance curriculum, learning-activities or units in the classroom and/or other school facilities.
 - A needs assessment
 - Schedule of classroom and/or large group presentation
 - Curriculum materials suited for presentation
- Group Activities: School counselors conduct planned small groups outside the classroom to respond to students' identified needs or interests.
- Parent workshops and instruction: School counselors conduct workshops and informational sessions for parents or guardians to address the needs of the school community and to reflect the student school guidance curriculum.

15.4 Individual Planning

Individual planning consists of school counselors coordinating ongoing systemic activities designed to help individual students establish personal goals and develop future plans. School counselors coordinate activities that help all students plan, monitor and manage learning and personal/career development. Through this strategy students understand and evaluate their educational, occupational and personal goals. The counselor may implement individual planning on a one-to-one basis or by working with individuals in small groups. Parents or guardians and other school personnel are also included in these activities. The delivery of individual planning for every student is implemented by using such strategies as:

- Individual or small group appraisal: School counselors work with students analyzing and evaluating students' abilities, interests, skills and achievement are analyzed and evaluated. Tests information and other data are utilized to develop immediate and long-range plans for the student.
- Individual or small group advisement: School counselors advise students using personal-social, educational and career development in planning personal, educational and occupational goals. The total involvement of students, parents or guardians and the school in planning students' programs that meet students' needs is critical.

Examples of topics:

- Test score review, interpretation and analysis
- Promotion and retention information
- Course selection
- Social skills
- Test taking strategies
- Review of behavior plans

15.5 Responsive Services

Responsive Services consist of activities to meet the immediate needs and concerns of students whether these needs or concerns require counseling, consultation, referral, peer facilitation or information. This service is available to all students and is often student initiated through self-referral. Teachers, parents or guardians may also refer students for assistance. Although school counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire staff are necessary for the successful implementation of this component.

Responsive services are delivered through such strategies as:

- Consultation and Collaboration: Counselors consult and collaborate with parents, teachers, other educators, and community agencies regarding strategies to help students and families. School counselors serve as student advocates.
- Individual and Small Group Counseling: Counseling is provided on a small group or individual basis to assist students expressing difficulties dealing with relationships, personal concerns or normal developmental tasks. Individual and small group counseling helps students identifying problems, causes, alternatives, and possible consequences in an effort to promote appropriate action. Such counseling is short term in nature. School counselors do not provide therapy. When necessary, referrals are made to appropriate community resources.
- Crisis Counseling: Crisis counseling provides prevention, intervention and follow-up. Counseling and related support services are provided to students and their families facing emergency situations. Such counseling is short term and temporary in nature. When necessary, appropriate referral sources are used.
- Referral: Counselors use referral sources to deal with crises such as suicide, violence, abuse and family difficulties. Referral sources may include social services, family counseling centers, mental health agencies, and community services.
- Peer facilitation: Many counselors train students as peer mediators, conflict managers, tutors and mentors. The techniques of peer mediation and conflict resolution are used to help students learn how to make changes in the way they get along with others.

15.6 System Support

System support consists of managing activities that establish, maintain, and enhance the total school counseling program. School counselors use their leadership and advocacy skills to promote systemic change from the following activities:

- Professional Development: School Counselors are continuously updating their professional knowledge and skills by regular participation in attending and providing in-service training. School counselors maintain and improve their level of competence by completing post-graduate work and holding membership and attendance in professional organizations meetings/conferences.
- Consultation, collaboration and teaming: Through the use of consultation, partnering, collaborating and teaming, school counselors provide important contributions to the school system.
- Consultation: School counselors consult with teachers, staff member and parents on a regular basis to provide information, support the school community and to receive feedback on the needs of the students.
- Parenting with staff, parents or guardians and community relations: School counselors provide information to the staff, parents or guardians, school partners in business and industry and community organizations on the school counseling program through the means of newsletters, emails, and presentations.
- Community outreach: School counselors become more knowledgeable about community resources, and referral agencies by attending district meetings on a regular basis.
- Advisory councils/ District committees: School counselors can be active by serving on a district or school advisory council to assist in generating community, school-wide and district support for the school counseling program.

Program Management: School counselors plan and manage the tasks needed to conduct activities in a comprehensive school guidance program.

- *Management activities:* School counselors are provided a budget, facilities, policies and procedures required for the comprehensive school guidance program.
- *Data analysis:* School counselors analyze the achievements of the students and the counseling program related data to evaluate the school counseling program. School counselors share data and their interpretation with staff and administration to ensure each student has the opportunity to receive optimal education.
- *Fair share responsibilities:* School counselors perform fair share responsibilities/duties that align with and are equal in amount to the fair share responsibilities/duties provided by other educators on the school site.

15.7 Middle School

15.8 Comprehensive School Counseling Program

The mission of the Pembroke Pines Charter School System's comprehensive guidance program is to implement a proactive guidance program that fosters academic achievement, career awareness, personal growth and a positive self-image for all students within a safe and secure learning environment. A comprehensive counseling program incorporates prevention and intervention with continuous academic, career and personal/development activities, that will effectively prepare students for meaningful participation in a diverse and changing world. School counselors promote and enhance achievement with an annual comprehensive guidance plan that ensures that every student receives guidance services. Credentialed school counselors provide extensive counseling programs that incorporate prevention and that intervention with continuous academic, career and personal/development activities. These activities include classroom guidance, small groups for skill mastery, individual counseling for students with specific needs and a variety of other proactive and innovative ways to support student performance.

School Counselors implement a framework model based on the National Standards for School Counseling programs and the American School Counselor Association (ASCA) National Model.

They also provide resources to staff, students, families and others to ensure that a family-friendly environment is established and ensure that students have access to a safe school climate necessary for academic and social/emotional growth.

Programs and Services

School Counselors provides a number of programs and services to help students achieve success and develop life skills in three competency areas.

Academic Success

From Kindergarten to Grade 12, School Counselors support teachers and parents to help students achieve academic competencies at each grade level. This includes test-taking strategies, study skills, time management, getting organized and raising students GPA.

Career Development Success

School Counselors utilize career development lessons and strategies to help students understand the relationship between personal qualities, education and training, and the world of work. Examples of these strategies are career awareness and exploration, goal setting, high school graduation facts, scholarship opportunities and use of future-planning tools.

Personal and Social Success

School Counselors work with staff and community members to provide support for students' emotional needs ensuring they are safe and healthy and promoting life skills such as education, character development, social skills, making friends, alternatives to peer pressure, and managing stress.

A comprehensive school counseling program consists of four program components with time allocations appropriate to the specific school level. These four program components consist of the following:

- (5) The Guidance Curriculum
- (6) Individual Planning
- (7) Responsive Services
- (8) System Support.

15.9 The Guidance Curriculum

The guidance curriculum component consists of a written instructional program that is comprehensive in scope, preventative and proactive, developmental in design, coordinated by School Counselors and delivered, as appropriate by school counselors and other educators. School guidance curriculum is designed to facilitate the systematic delivery of guidance lessons or activities to every student consistent with the school counseling program's statements of philosophy, goals and student competencies. The guidance curriculum promotes knowledge, attitudes, and skills through instruction in three content areas: academic achievement, career development and personal/social growth. The counselor's responsibilities include planning, designing, implementing and evaluating the school counseling curriculum.

The curriculum is delivered through such strategies as:

- Classroom Instruction – School counselors provide instruction, teach, team teach or assist in teaching guidance curriculum, learning activities or units in the classroom and/or other school facilities.
 - A needs assessment
 - Schedule of classroom and/or large group presentations
 - Curriculum materials suited for presentation
- Group Activities: School counselors conduct planned small groups outside the classroom to respond to students' identified needs or interests.
- Parent Workshops: School counselors conduct workshops and informational sessions for parents or guardians to address the needs of the school community and to reflect the student school guidance curriculum.

Suggested time allocations per year:

Elementary School	35%-45%
Middle School	25%-35%
High School	15%-25%

15.10 Individual Planning

Individual planning consists of school counselors coordinating ongoing systemic activities designed to help individual students establish personal goals and develop future plans. School counselors coordinate activities designed to help all students plan, monitor and manage learning and personal/career development. Through this strategy students understand and evaluate their educational, occupational and personal goals. The counselor may implement individual planning on a one-to-one basis or by working with individuals in small groups. Parents or guardians and other school personnel are also included in these activities. The delivery of individual planning for every student is implemented by using such strategies as:

- Individual or Small Group Appraisal: School counselors work with students to analyze and evaluate students' abilities, interests, skills and achievements. Test information and other data are utilized to develop immediate and long-range plans for the student.
- Individual or Small Group Advisement: School counselors advise students using personal/social, educational and career development in planning personal, educational and occupational goals. The total involvement of students, parents or guardians and the school is critical when planning programs that meet students' needs.

Examples of topics:

- Test score review, interpretation and analysis
- Promotion and retention information
- Course selection
- Social skills
- Test taking strategies
- Review of behavior plans

Suggested time allocations for individual planning per year:

Elementary School	5%-10%
Middle School	15%-25%
High School	25%-35%

15.11 Responsive Services

Responsive services refer to activities designed to meet the immediate needs and concerns of students and may include counseling, consultation, referrals, peer facilitation or information. This service is available to all students and is often student initiated through self-referral. Teachers, parents or guardians may also refer students for assistance. Although school counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire staff are necessary for the successful implementation of this component.

Responsive services are delivered through such strategies as:

- Consultation and Collaboration: Counselors consult and collaborate with parents, teachers, other educators, and community agencies regarding strategies to help students and families. School counselors serve as student advocates.
- Individual and Small Group Counseling: Counseling is provided on a small group or individual basis to assist students expressing difficulties dealing with relationships, personal concerns or normal developmental tasks. Individual and small group counseling helps students identify problems, causes, alternatives, and possible consequences in an effort to promote appropriate action. Such counseling is short term in nature. School counselors do not provide therapy. When necessary, referrals are made to appropriate community resources.
- Crisis Counseling: Crisis counseling provides prevention, intervention and follow-up. Counseling and related support services are provided to students and their families facing emergency situations. Such counseling is short term and temporary in nature. When necessary, appropriate referral sources are used.
- Referral: Counselors use referral sources to deal with crises such as suicide, violence, abuse and family difficulties. Referral sources may include social services, family counseling centers, mental health agencies, and community services.
- Peer Facilitation: Counselors frequently train students as peer mediators, conflict managers, tutors and mentors. The techniques of peer mediation and conflict resolution are used to help students learn how to make changes in the way they get along with others.

Suggested time allocations per year:

Elementary School	30%-40%
Middle School	30%-40%
High School	25%-35%

15.12 System Support

System support consists of managing activities that establish, maintain, and enhance the total school counseling program. School counselors use their leadership and advocacy skills to promote systemic change through the following activities:

- **Professional Development:** School Counselors are continuously updating their professional knowledge and skills by regular participation in attending and providing in-service training. School counselors maintain and improve their level of competence by completing post-graduate work and holding membership and attendance in professional organizations meetings/conferences.
- **Consultation, Collaboration and Teaming:** Through the use of consultation, partnering, collaborating and teaming, school counselors provide important contributions to the school system.
 - *Consultation:* School counselors consult with teachers, staff members and parents on a regular basis to provide information, support the school community and receive feedback on the needs of the students.
 - *Partnering with staff, parents or guardians and community relations:* School counselors provide outside counseling program information to staff, parents or guardians. School partners in business and community organizations information is shared through the means of newsletters, emails, and presentations.
 - *Community outreach:* School counselors increase their knowledgeable base of community and referral agencies by attending district meetings on a regular basis.
 - *Advisory councils/ District committees:* School counselors can be active by serving on a district or school advisory council to assist in generating community, school-wide and district support for the school counseling program.

Suggested time allocations per year:

Elementary School	10%-15%
Middle School	10%-15%
High School	10%-15%

- **Program Management:** School counselors plan and manage the tasks needed to conduct activities in a comprehensive school guidance program.
 - *Management activities:* School counselors are provided a budget, facilities, policies and procedures required for the comprehensive school guidance program.
 - *Data analysis:* School counselors analyze student data pertaining to the achievements and the counseling program to evaluate counseling program. School counselors share data and their interpretation with staff and administration to ensure each student has the opportunity to receive optimal education.
 - *Fair share responsibilities:* School counselors perform fair share responsibilities/duties that align with and are equal in amount to the fair share responsibilities/duties provided by other educators on the school site.

16 HIPAA

HIPAA - SUGGESTED DO'S AND DON'TS RE E-MAIL**DO:**

1. Always protect the confidentiality of students and families.
2. Always remember to disclose information on a "need to know basis."
3. Always use professional judgment and common sense.
4. In the body of an e-mail, use as little student identifying information as possible.
5. Request a release of Information to share information with outside agencies/sources.
6. Place a disclaimer on your outgoing e-mail messages and faxes.
7. Attachments containing identifying information may be included on e-mails.

DON'T:

Use the names of students in the Subject Line of an e-mail

1. Share all relevant information with an outside source, even though a release of information has been obtained. See Item # 2 above.
2. Assume there is a release of information.
3. Leave files and computer screens available for all to see.
- 4.

16.1 Protected Health Information

Protected Health Information. Any information, oral or recorded in any form or medium, that: Is created or received by a health plan, health care provider, healthcare clearinghouse and relates to the past, present or future physical or mental health or condition of an individual or the provision or payment for health care for an individual; and, is individually identifiable.

16.2 Identifiers

Social Security
 Medical Records
 Account and health plan beneficiary numbers
 Certificates/license
 Vehicle ID or plate
 URL or IP Addresses
 Full face or comparable images
 Names
 Email Addresses
 Phone, fax numbers

16.3 Protected Health Information (PHI)

• Payroll information stored by the City of Pembroke Pines, including the name of each employee, plan type and the amount of deduction for health plan premiums, is considered Protected Health Information ("PHI") under the HIPAA Privacy Regulations.

- Mental health and Medical records of a child.

PHI includes demographic and medical information about the past, present, or future physical or mental health of an individual. Demographic information could include your and your child's name, address, telephone number, social security number and any other means of identifying you and/or your child, as a specific person;

PHI the school district has can be information created or received by the school district. As an example, a psychological or psychosocial evaluation completed by a school district employee is PHI, as well as a report from your child's doctor; and

PHI may be information created, received and maintained by the City of Pembroke Pines. As an example, a City of Pembroke Pines employee may provide your enrollment or eligibility information to a Health Care Provider, as well as maintain records within the SBBC Benefits Department. Additionally, your PHI may be used and disclosed for City of Pembroke Pines day-to-day office business activities.

17 Incentive Awards

The School Board of Broward County provides incentive awards for teachers who take college courses or earn.

In-service points following their last degree (bachelor or master's degree only). Incentive awards do not need to be renewed.

Official transcripts are required for all the coursework listed on the application.

BASIC INCENTIVE CRITERIA

- 15 semester hours (300 in-service points) beyond the last degree (bachelor's or master's)
- Teacher salary Schedule
- Professional Services or Continuing Contract (annual contract teachers are not eligible)
- All completed within ten (10) years
- 12 of the 15 credits (240 in-service points) must be in the teaching/job assignments Points earned in Broward County in-service programs approved by the School Board are acceptable. In-service points transferred from other counties are not acceptable.
- Applications must be submitted to the Office Manager by September 15.

ADVANCED INCENTIVE CRITERIA

- 15 semester hours (300 in-service points) beyond the master's degree **AND** the master's level basic incentive (total 30 semester hours or 600 hours)
- Teacher salary Schedule
- Master's Degree (Incentives are not available following a specialist or doctorate degree)
- 10 years Florida teaching experience
- Professional Services or Continuing Contract (annual contract teachers are not eligible) Hold, or be eligible for the Basic Incentive.
- All completed within ten (10) years
- College credits must be upper division (junior or senior) or graduate level. (No community college courses)
- 12 of the 15 credits (240 in-service points) must be in the teaching/job assignments Points earned in Broward County in-service programs approved by the School Board are acceptable. In-service points transferred from other counties are not acceptable.
- Applications must be submitted to the Office Manager by September 15.

INSERVICE POINTS

Chapter 231, Florida Statutes

1. One point is equivalent to one check clock hour of participation by the typical participant.
2. Equivalence of in-service points and college credits:
 - a. One semester hour equals twenty (20) in-service points
 - b. One quarter hour equals thirteen and one-third (13 1/3) in-service points.

18 Jessica Lunsford Act

Section 1012.465, Florida Statutes, now states (amendments underlined):

- Non-instructional school district employees or contractual personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet Level 2 screening requirements as described in s. 1012.32, F.S. Contractual personnel shall include any vendor, individual, or entity under contract with the school board.
-

The statute, as amended, applies to three categories of either non-instructional or contractual personnel, all of whom must meet Level 2 background screening requirements, including those:

1. Who are permitted access on school grounds when students are present,
2. Who have direct contact with students, or
3. Who have access to or control of school funds.

Guest Speakers / Fundraisers / Community Organizations / Career Day Speakers / College Sport Recruiters /

Transportation to Private Facilities / Organizations Contracted by the PTA - Unless a contract exists with the School

Board, individuals falling into these categories only require a Level 1 screening. Level 1 screening includes checking the name of the individual against the sexual predator and local criminal database. Steps for this process are as follows:

- All guest speakers not under contract with the School Board who volunteer their time at a school do not need to be fingerprinted. This includes Career Day speakers. The mechanism for district wide speaker clearance is under development. Schools will be informed of this process when it is completed.
- Individuals from community organizations (i.e. social service agencies) that are not under contract with the school board for services performed at schools do not need to be fingerprinted. However, if the person from the organization has one-on-one contact with a student, then they will need to be fingerprinted.
- Any fundraisers not under contract with the School Board who wish to sell/solicit items at any school do not have to be fingerprinted. Companies selling T-shirts to personnel do not need to be fingerprinted.
- Drivers from transportation companies who are hired by a parent to transport students to private facilities (i.e. ARC and TOPS) do not need to be fingerprinted.
- College Sport Recruiters do not need to be fingerprinted.
- Groups contracted by the PTA to perform an on-site program (e.g.; carnival, performing artist) do not need to be fingerprinted.

Steps for securing a Level 1 screening

- The school must have the individual in question complete a volunteer application and enter volunteer data into the electronic volunteer screening system. (For questions about accessing this system, please call Volunteer Services 754-321-2040.) Please note that volunteers that have completed the volunteer application can be approved by the principal and work in a supervised setting until final clearance from SIU has been issued.
- The above-mentioned groups do not need an official School Board badge and may not have unsupervised contact with students. They must obtain standard visitor badges given by the designated school where they will be stationed.

Overnight Volunteer Chaperones / Volunteers in School Clinics

- The District has determined that chaperones for overnight school trips and volunteers in school clinics should be fingerprinted at no cost to the individual. This is similar to the process in place for volunteer coaches. To avoid being charged, the volunteer must bring a request for fingerprinting to the Security Clearance Department. This request must be signed by the principal and written on school letterhead.
- You may check the clearance status of these volunteers the same way you now check new employees, by accessing the Security Fingerprint database through CAB.
- Overnight chaperones and clinic volunteers do not need an official School Board badge. They may obtain standard guest tags given by the designated school where they will be stationed.

Consultant / Trainers (Neither a contract nor bid with the District)

- Any consultant/trainer that will be compensated for their services by the school district or an individual school must be fingerprinted and issued an ID badge for a fee of \$75.

Steps for securing a Level 2 screening

- The consultant/trainer must bring a request for fingerprinting to the Security Clearance Department. This request must be signed by the principal and written on school letterhead.
- Individuals will be required to purchase a money order for \$50, payable to SBBC.
- You may check the clearance status of your consultant/trainer the same way you now check new employees, by accessing the Security Fingerprint database through CAB.

- Once the consultant/trainer has received clearance, they will be issued an official School Board ID badge with a one year expiration date. This ID badge will allow the consultant/trainer to offer services to various schools for one year.
- At the time of expiration, the consultant/trainer will have two weeks to renew the ID badge. The individual will be charged \$5.00 to renew their badge. A request for renewal must be signed by the principal and written on school letterhead.
- Failure for the consultant/trainer to renew his or her ID badge will result in removal from the system and will require re-fingerprinting and issuing another ID badge for a fee of \$75.00.
- All vendors who hold contracts with the School Board must have Level 2 security clearance. Please refer Vendors to the Supply Management & Logistics website.

Student Teachers / Observers / Field Placement / Retired Principals / Retired Teachers / University Supervisors

- Student Teachers/Observers/Field Placement will be charged \$65 (money order only) to be fingerprinted and issued an ID badge valid for one year. (Renewals may be obtained within 2 weeks after the expiration date for a fee of \$5.00.)
- Retired teachers/principals and university supervisors will be charged \$75 (money order only) to be fingerprinted and issued an ID badge valid for one year. (Renewals may be obtained within 2 weeks after the expiration date for a fee of \$5.00.) The individuals must bring a request for fingerprinting to the Security Clearance Department. This request must be signed by the requesting principal/university and written on letterhead.

Postal Workers / Organizations that lease a school facility

- Postal workers do not need to be fingerprinted, nor checked against the sexual predator database.
- Any group or entity, that leases a school facility, and their personnel, are subject to fingerprint and background screening if they are permitted access on school grounds when students are present or have direct contact with students.

Unannounced Visits by Grand Parents / Relatives

- The School Board encourages family involvement in our schools. Family members that are not already in the volunteer database should be escorted and supervised at all times. This will allow grandparents and other out-of-town family members to continue to visit with students. A background check is not required.

District Personnel

- District personnel who have district badges have already met Level 2 requirements.

Future Fingerprint Facility

- The district is looking to consolidate the off campus fingerprinting sites. Once a new location has been selected, notification will be distributed.

In case of an emergency or if there are circumstances beyond school control, and immediate clearance is needed, please contact my office at 754-321-0735 for assistance. In addition, we have also enclosed a copy of the traveling team's fingerprinting schedule that was previously issued on August 9, 2005. Please try to assist the team as much as possible in order to ensure that we meet all state guidelines. For additional questions, please contact the Security Clearance Department at 754-321-2374.

<http://www.browardschools.com/info/lunsford.htm>

19 Next Generation/Common Core Sunshine State Standards

The Pembroke Pines Charter Schools follow the Sunshine State Standards. The link for this site is: www.fldoe.org

20 Policy 6000.1A – Student Progression Plan Procedural Manual

Policy 6000.1: Student Progression Plan

THE SCHOOL BOARD'S MISSION IS TO MEET THE EDUCATIONAL NEEDS OF ALL STUDENTS IN A SAFE LEARNING ENVIRONMENT. THIS POLICY AND THE RELATED POLICIES THAT ARE REFERENCED IN THIS POLICY CONSTITUTE THE STUDENT PROGRESSION PLAN FOR THE DISTRICT. THE PURPOSE OF THE STUDENT PROGRESSION PLAN IS TO ESTABLISH THE STANDARDS FOR QUALITY INSTRUCTION, DELINEATE THE CRITERIA FOR PROMOTION, AND PROVIDE EQUAL EDUCATIONAL OPPORTUNITIES TO ALL STUDENTS, ENSURING NO CHILD IS LEFT BEHIND.

Rules:**20.1 I. Elementary Schools (Grades Prek – 5)****A. ELEMENTARY ENTRANCE AND ATTENDANCE REQUIREMENTS (F.S.1003.21)**

1. **Initial entry requirements** for prekindergarten, kindergarten and first grade are included in SBBC Policy 5.1: Enrollment and Withdrawal.
2. **Health requirements for initial entry (F.S. 1003.22)**, including immunization requirements are included in SBBC Policy 5.1: Enrollment and Withdrawal.
3. **Placement of transfer students for initial entry** is included in Policy 5.1: enrollment and Withdrawal.
4. **Attendance requirements (F.S. 1003.21)**, including absences for religious reasons, are
 - a. included in SBBC Policy 5.5: Attendance.
5. **Student withdrawal** information is included in SBBC Policy 5.1: Enrollment and Withdrawal.
6. **Dependent children of active military personnel** who otherwise meet the eligibility criteria for special academic programs (such as magnets) shall be given first preference for admission to such programs, even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is not offered at the assigned school, the parent would be responsible for providing transportation (F.S. 1003.05).

B. ELEMENTARY SCHOOL CURRICULUM, INSTRUCTION AND ASSESSMENT

1. **Prekindergarten Curriculum:** Students will receive an integrated curriculum that emphasizes instruction in language development and mathematical concepts. Students will be provided with opportunities for art, music and physical education activities. Instructional approaches will be research based and will include the active participation of students.
Instruction shall be focused on ensuring that all students shall demonstrate mastery of the standards adopted by the State Board of Education.
2. **Elementary School Curriculum**
 - a. **Regularly Scheduled Instruction:** Students shall receive regularly scheduled instruction in reading, writing, mathematics, language arts, science, social studies, health, physical education, art, music and computer education. Special interest classes such as foreign languages shall be in accordance with state statutes and rules. Instruction shall be focused on ensuring that all students shall demonstrate mastery of the standards adopted by the State Board of Education (F.S. 10003.41).2
 - b. **Character Education:** The character education traits that shall be integrated into the PreK-12 curriculum are respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation (F.S. 1003.42 (2)(s)). In addition, the concepts and practices of environmental stewardship are embedded into the current character traits and should be reinforced throughout the Character Education curriculum (SBBC Policy 7014).
 - c. **Holocaust, African and African American History, Hispanic and Women's Contributions, Veterans' Recognition, "Celebrate Freedom Week and "Disability History and Awareness**

Week” (F.S. 1003.42(2)).

- (1) The Holocaust
- (2) African and African American History
- (3) Hispanic Contributions
- (4) Women’s Contributions
- (5) Veterans’ Recognition: The principles of democracy, its governmental and political structure, how to preserve and advance democracy and how students may contribute to the American way of life.
- (6) “Celebrate Freedom Week” (F.S. 1003.421): Instruction shall be in accordance with Florida Statutes and District guidelines.
- (7) “Disability History and Awareness Week” (F.S. 1003.4205): Disability awareness and instruction may be integrated into existing classroom curriculum to expand students’ knowledge, understanding and awareness of individuals with disabilities, including the history of the disability and the disability rights movement.

d. To meet the Reading Enhancement and Acceleration Development (READ)

Initiative’s (F.S. 1008.25(7)(b)7) focus to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4, and to each K-3 student who is assessed as exhibiting a reading deficiency, the following activities will continue to be provided:

- (1) Assessment of K-3 students in phonemic awareness, phonics, fluency, vocabulary and comprehension.
- (2) Reading instruction, implemented through programs recommended on the District’s Struggling Reader Chart that have been developed based on scientific reading research, meets the following specifications:
 - (a) Assists students identified with a reading deficiency in developing the ability to read at grade level;
 - (b) Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension;
 - (c) Provides scientifically based and reliable assessment;
 - (d) Provides initial and ongoing analysis of each student’s reading progress,
 - (e) Is implemented during regular school hours.
- (3) Curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

e. Outside Activities such as contests and fairs that use instructional time must be aligned with the standards adopted by the State Board of Education. See SBBC Policy 6303 for additional field trip information.

f. Family Life/Human Sexuality Instruction: Materials, resources and speakers used in the Family Life/Human Sexuality component of the K-12 health curriculum must be 3 approved by Health Education Services. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46). Provisions must be made to allow parents to make a written request for their child to be exempt from this component (F.S. 1003.42(3)).

g. HIV and Sexually Transmitted Diseases Instructions: Materials, resources and speakers used in the HIV/Sexually transmitted disease component of the K-12 health curriculum must be approved by Health Education Services. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46). Provisions must be made to allow parents to make a written request for their child to be exempt from this component (F.S. 1003.42(3)).

h. Gifted Education: See SBBC Policy 6000.5.

i. Assessment: Each student must participate in statewide assessment tests at designated grade levels as required by Florida Statute. For students with disabilities who meet stated

exemption criteria, an alternate assessment must be administered. The school will provide parents with the results of each statewide assessment test. Ongoing assessment is an integral part of the instructional process (F.S. 1008.25(4)).

- j. **Suspension of Curriculum (F.S. 1008.22(4)):** A regular program of curricula shall not be suspended for purposes of administering practice tests or engaging in other test preparation activities for a statewide assessment. However, a school may engage in the following test-preparation activities for a statewide assessment:
- (1) Distributing to students sample test books and answer keys published by the Department of Education.
 - (2) Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment.
 - (3) Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment or a student who, through a diagnostic assessment administered by the District, is identified as having a deficiency in the content knowledge and skills assessed.
 - (4) Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses.
 - (5) Administering a practice test or engaging in other test-preparation activities for the statewide assessment, which are determined necessary to familiarize students with the organization of the assessment, the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment, as set forth in rules adopted by the State Board of Education.

K. Kindergarten Screening: Each school must administer the statewide kindergarten screening to each kindergarten student in the District within the first 30 school days of each school year (F.S. 1002.69 (1)).

L. Physical Education: Elementary students, grades K-5 shall have 150 minutes of physical education (F.S. 1003.455(3)) each week to be delivered as 30 consecutive minutes per day. Physical Education is defined as the development and maintenance of 4 skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding nutrition and physical fitness as part of healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being (F.S. 1003.01(16)). Related services, such as physical therapy, may not be considered physical education for students with disabilities. Adaptive or specially designed PE may be counted towards the requirement for students with severe and profound disabilities. This requirement shall be waived for a student who meets one of the following criteria (F.S. 1003.455):

- (1) The student is enrolled or required to enroll in a remedial course.
- (2) The student's parent indicates in writing to the school that:
 - (a) The student's parent requests that the student enroll in another course from among those courses offered as options by the District; or
 - (b) The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

C. ELEMENTARY STUDENTS' RIGHT TO INSTRUCTIONS: Remedial and supplemental instructional resources will be allocated first to students in elementary schools who are deficient in reading by the end of the third grade and then to students who fail to meet achievement performance levels required for promotion (F.S. 1008.25(3)). Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science and mathematics must continue remedial instruction with supplemental instruction until expectations are met (F.S. 1998.25 (4)(c)).

D. ELEMENTARY PROMOTION

1. **Student Performance Levels for Reading, Writing, Mathematics and science:** In addition to the specific promotion criteria for reading and mathematics listed in the following

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matrix, promotion decisions must take into account a student's proficiency in writing (3.5 or higher on the FCAT Writing Assessment or the District equivalent) and science (based on proficiency levels to be determined by the District and/or the State Department of Education) (F.S. 1998.25(2)). The evaluation of each student's progress must be based upon classroom work, observations, tests, District and State assessments and other relevant information.

PROMOTION CRITERIA-READING AND MATHEMATICS

Grade & Subject	Criteria #1 The student will score:	OR	Criteria #2 The student will score:
K Reading	48 out of 52 Letter Names AND 20 out of 26 Letter Sounds AND 15 out of 21 Concepts of Print	OR	90% or greater accuracy AND 75% or greater in Comprehension on the Rigby PM Benchmark Assessment OR scores at Level 3 or above on the Developmental Reading Assessment (DRA)
1 and 2 Reading	55% or greater (Grade 1) and 65% or greater (Grade 2) on the Primary End of Year Reading Test that aligns with the standards adopted by the State Board of Education in reading Comprehension	OR	At or above the proficiency level that aligns with the Primary End of Year Reading Test proficiency level on the Stanford Diagnostic Test in reading Comprehension
3 Reading	At a Level 2 or higher on FCAT Reading	OR	At a proficient level on a District approved Assessment, as allowed by the State
4 and 5 Reading AND Math	At a Level 2 or higher on FCAT Reading AND At a Level 2 or higher on FCAT Mathematics	OR	At a proficient level on a District approved Assessment

NOTE: No single assessment is the sole determiner of promotion.

2. **Alternative Promotion Criteria-Good Cause (F.S. 1008.25(6)(b)):** Any student who does not meet the reading and/or mathematics promotion criteria in the previous matrix may be promoted if the student meets one of the following Good Cause options and documentation submitted from the student's teacher to the school principal indicates that the promotion is appropriate based upon the student's academic record. All Good Cause decisions must be made and recorded by the end of the school year or the end of 3rd grade reading camp for 3rd graders, except in extenuating circumstances. In order to minimize paperwork requirements, such documentation shall consist only of the existing Progress Monitoring Plan (PMP), Individual Education Plan (IEP), if applicable, report card or portfolio as:

*Employee Handbook 2013-2014***Alternative Promotion Criteria**

Targeted Students:	Grade 3 Alternative Promotion Criteria - Good Cause (State) (F.S. 1008.25(6)(b))	Grades K, 1, and 2 Alternative Promotion Criteria - Good Cause	Grades 4 and 5 Alternative Promotion Criteria - Good Cause
For All Elementary Students	Student demonstrates an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.	Student demonstrates an acceptable level of performance on an alternative standardized reading assessment approved by the District.	Student demonstrates an acceptable level of performance on an alternative standardized reading and/or math assessment approved by the District.
Targeted Students:	Grade 3 Alternative Promotion Criteria - Good Cause (State) (F.S. 1008.25(6)(b))	Grades K, 1, and 2 Alternative Promotion Criteria - Good Cause	Grades 4 and 5 Alternative Promotion Criteria - Good Cause
For All Elementary Students*	Student demonstrates, through a student portfolio**** prepared in accordance with District guidelines, that the student is reading on grade level as evidenced by demonstration of mastery of the standards adopted by the State Board of Education at a level equal to or above Level 2 performance on FCAT.*	Student receives intensive tier 2 or tier 3 interventions through the RtI process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level.	Student demonstrates, through a student portfolio**** prepared in accordance with District guidelines, that the student is performing on grade level.* Student receives intensive tier 2 or tier 3 interventions through the RtI process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level.
For Elementary English Language Learner (ELL) Students Only	ELL students who have had less than 2 years of instruction in an English for Speakers of Other Languages (ESOL) Program	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
For Selected Elementary Students With Disabilities Only	Student is a student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rules.	Student is a student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rules.	Student is a student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rules.

Targeted Students:	Grade 3 Alternative Promotion Criteria - Good Cause (State) (F.S. 1008.25(6)(b))	Grades K, 1, and 2 Alternative Promotion Criteria - Good Cause	Grades 4 and 5 Alternative Promotion Criteria - Good Cause
For Selected Elementary Students With Disabilities Only*	Student is a third grade student with disabilities who participates in FCAT and who has an IEP or a Section 504 Plan that reflects that the student has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained in grades K, 1, 2, or 3.	Student is a student with disabilities who participates in District assessments and who has an IEP or Section 504 plan that reflects that the student has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained.	Student is a student with disabilities who participates in District assessments and who has an IEP or Section 504 plan that reflects that the student has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained for a total of one year.

There shall be a maximum of one retention in kindergarten through fifth grade for students with disabilities unless the parent requests an additional retention. With the exception of a single mandatory retention in grade three, parents may determine at which grade level(s) retentions occur, K-5.

*The portfolio option is to be used only when all other Good Cause options have been exhausted.

**If promoted under these criteria, intensive reading instruction must include an altered instructional day based upon a PMP that includes specialized diagnostic information and specific reading strategies.

***If promoted under these criteria, intensive reading and/or mathematics instruction must include an altered instructional day based upon a PMP that includes specialized diagnostic information and specific reading and/or mathematics strategies.

****The District establishes the type of documentation required for portfolios. Required portfolio documentation is specified for each grade level. Documentation requirements will take into account that not all students are using the adopted basal text.

3. Response to Intervention (RtI): As part of the RtI process, schools shall monitor universal screening data at regular intervals. Early intervention will be vital in mitigating obstacles to student success in the early grade levels, as early as Pre-Kindergarten. Specific interventions shall be initiated as soon as a student first demonstrates deficits in reading, mathematics or behavior. The Instruction and Intervention staff will provide staff development opportunities in the area of delivering and monitoring evidence-based interventions for struggling students.

4. Recommendations for promotion based on good cause shall be reviewed by the principal and discussed with the teacher for the determination as to whether the student should be retained or promoted (F.S. 1008.25(6)(c)).

5. If the school principal determines that the student shall be promoted, the school principal shall make such recommendation in writing to the Superintendent/designee (F.S. 1008.25(6)(c)).

6. Accelerated Elementary School Promotion: Mid- or full-year promotion may occur within the elementary school at the principal's discretion in accordance with the procedural guidelines established by the district. When a parent requests such acceleration, the principal may implement an academic contract. Failure of the student to meet the conditions of the

contract may result in reassigned of the student to the previous grade level.

A student may be mid-year promoted to middle school only when the student has completed the first half of at least four middle school year-long courses including language arts, mathematics, social studies and science.

7. Promotion in Extraordinary Circumstances: The Superintendent, upon the recommendation by the area superintendent and the principal, may promote a student based upon extraordinary circumstances, which impacted the student's performance (e.g. student with a terminal illness, student for whom the district has requested an assessment accommodation and the state has indicated they are unable to provide the District-requested accommodation, student whose assessment results are clearly not indicative of his/her classroom grade-level performance). **This does not apply to students in grade three.**

E. MID-YEAR PROMOTION CRITERIA FOR THIRD GRADE STUDENTS WHO HAVE BEEN RETAINED IN THIRD GRADE: Third grade students who have been retained, may be promoted to the fourth grade immediately after the administration of the first benchmark assessment of the school year, prior to November 1st, if the student achieves the score equivalent to FCAT Level 2 (F.S. 1008.25 (7)(b)(4)).

F. ELEMENTARY PROGRESS MONITORING PLAN (PMP) PROCESS: Any student who does not meet specific levels of performance in reading and mathematics for each grade must be provided with additional state or District-approved diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. The school must develop and implement, in consultation with the student's parent, a PMP in reading and/or mathematics to assist the student in meeting state and District expectations for proficiency (F.S. 1008.25(4)(b)). Schools must provide frequent monitoring of student progress. Research-based reading activities that have been shown to be successful in teaching reading to low-performing students will be used.

1. **Specific PMP Reading Requirements for Elementary Students in Grades K-5: If a student in grades K-2 exhibits a substantial deficiency in reading based upon District criteria or if a student in grades 3 through 5 scores at Level 2 or below on FCAT Reading or a substantial deficiency is identified through teacher observation, the PMP must identify:**
 - a. **The student's specific areas of deficiency identified by a valid and reliable diagnostic Assessment in:**
 - (1) Phonemic Awareness
 - (2) Phonics
 - (3) Fluency
 - (4) Comprehension
 - (5) Vocabulary
 - b. **The desired levels of performance in these areas.**
 - c. **The intensive reading instruction and support services** to be provided to help the student achieve the desired levels of performance. Students will be required to receive intensive remediation through a PMP. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remediated (F.S. 1008.25(5)(a); 1008.25(7)(b)(7)). The intensive intervention for students retained in third grade will include effective instructional practices, participation in the summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade level (F.S. 1008.25(7)(2)).
2. **Specific PMP Mathematics Requirements for Elementary Students Grades K-5:** K-2 students who meet the District criteria for a PMP must receive intensive instruction. If a student in grades 3-6 scores at Level 2 or below on the FCAT Mathematics, the student will be required to receive remediation through a PMP.

3. **PMP Reviews:** Progress Monitoring Plans in reading will be reviewed at least annually to address additional support and services needed to remediate the identified areas of reading deficiency. A portfolio will be completed for the student in accordance with District requirements. (F.S. 10009.25(7)(b)(1)).

G. ELEMENTARY RETENTION: Students who are retained will receive an intensive program that is different from the previous year's program. Students who have been retained and are not making progress in the current program must undergo additional state or District-approved assessment to determine an appropriate intervention. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement; this does not preclude students being promoted based upon Good

Cause in accordance with state law and District policy (F.S. 1008.25(6)). Parents are provided with information regarding their child's progress throughout the year. Interim reports indicate if a student is having difficulties and report cards are marked to show on grade level or below grade level performance. Parents must be notified, no later than a week after test scores are received when it appears, that a student may be retained. The notice will specify that the student has not met the proficiency level required for promotion and the reasons the child is not eligible for Good Cause exemptions. The notice will comply with (F.S. 1002.20(11)) to include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency (F.S. 1008.25(7)(b)3). Parents of English Language Learners (ELL) students must be notified in their native language (Meta Consent Decree 1990).

ELL students cannot be retained solely due to lack of proficiency in English. A formal retention recommendation regarding an ELL student shall be made through action of an ELL committee (Meta Consent Decree 1990) in which the parent must be invited.

For students retained two or more years, appropriate alternative placements will be made.

Retained students should be provided with social-emotional support to address the impact of the retention, if needed.

H. THIRD GRADE MANDATORY RETENTION (F.S. 1008.25 (5)(b))

1. Third grade students who are retained will be provided with a minimum of ninety minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies that may include, but are not limited to:
 - a. Small Group Instruction Reduced Teacher-Student Ratios
 - b. More Frequent Progress Monitoring
 - c. Tutoring or Mentoring
 - d. Transition Classes, containing Third and Fourth Grade Students
 - e. Extended School Day, Week, or Year
 - f. Summer Reading Camp
2. **Retained third grade students will be provided a high-performing teacher** as determined by student performance data and satisfactory performance appraisals (F.S. 1008.25(7)(b)(5)).
3. **Parents of retained third grade students will be provided at least one of the following options for their child:**
 - a. Supplemental tutoring in scientifically research-based reading services in addition to the regular reading block.
 - b. A mentor or tutor with specialized reading training (F.S. 1008.25(7)(b)(6)(a)(c)).
4. **Second Year Retention:** Students retained in third grade who have received intensive instructional services and still do not meet promotion criteria will be retained a second time in third grade (F.S. 1008.25). Second year retained third graders will have access to the following where applicable:
 - a. A transitional instructional setting designed to produce learning gains sufficient to meet Grade 4 performance standards while continuing to remediate the areas of reading deficiencies (F.S. 1008.25(7)(b)(10)).
 - b. **An Intensive Acceleration Class (IAC)** to increase the student's reading level at least

two grade levels in one school year. The IAC shall:

- (1) Have a reduced teacher-student ratio,
- (2) Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master grade 4 the standards adopted by the State Board of Education in other core subject areas, and
- (3) Use a reading program from the District's Struggling Reader chart that is scientifically research based and has proven results in accelerating student reading achievement within the same school year (F.S. 1008.25(7)(b)(8a-d).
- (4) Provide social-emotional support to address the impact of the retention.

I. ELEMENTARY EXTENDED LEARNING OPPORTUNITIES

Opportunities for extended learning for students with academic deficiencies may be offered during the school day, as well as, beyond the school day. Extended learning opportunities will be determined on an annual basis.

Virtual Education

1. **Schools may not limit student access to Florida Virtual School Courses.** However, school counselors will determine if the course is academically appropriate for the student based on the students' academic history, grade level, and age. (F.S. 1002.37(3)(c)).
2. Schools may not limit access to a Florida Virtual School course, even if the school offers the same course.
3. Students may not enroll in the same course at Florida Virtual School when concurrently enrolled in the course at the local school.
4. Schools must provide student's access to Florida Virtual School as part of the students' full day curriculum.

J. ACCELERATION THROUGH VIRTUAL EDUCATION

1. Students in grades 4 and 5 who have achieved a level 4 or 5 on the previous year's FCAT may participate in middle school courses through Virtual Education provided they meet district defined criteria for this program.

K. REPORTING ELEMENTARY STUDENT PROGRESS

1. **Parent Notification of Reading Deficiencies:** The parent of any student in grades K-3, who exhibits a substantial reading deficiency, must be notified in writing (F.S. 1008.25(5)(c)):
 - a. That the child has been identified as having a substantial reading deficiency,
 - b. A description of the current services that are provided to the child,
 - c. A description of the proposed supplemental instructional services and support that will be provided to the child that are designed to remediate the identified areas of reading deficiency,
 - d. That, if the child's reading deficiency is not remediated by the end of grade 3, the child will be retained unless exempted from mandatory retention for Good Cause, and
 - e. Strategies for parents to use in helping their child succeed in reading proficiency.
2. **Progress Reports (Report Cards):** Progress reports are issued at the end of every nine weeks of school and cover a period of approximately 45 school days. A student must be in attendance at a Broward County Public School for 25 days to receive a grade. Report cards indicate whether the child is performing on, above or below grade level. Continued below 1 grade level performance is an indication of possible retention. Report cards also provide information in the student's conduct, behavior and attendance, including absences and tardies (F.S. 1003.33). Progress reports shall be signed by the parent and returned to the teacher. If a student withdraws and does not qualify for a progress report under this provision, the parent shall be issued a statement of academic achievement. Progress reports may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.

All schools will use the District identified progress report unless special permission has been

obtained from the District based on the unique program offering at the school, such as Montessori.

- 3. Interim Reports:** Progress reports are issued at the end of every nine weeks of school and cover a period of approximately 45 school days. A student must be in attendance at a Broward County Public School for 25 days to receive a grade. Report cards indicate whether the child is performing on, above or below grade level. Continued below grade level performance is an indication of possible retention. Report cards also provide information in the student's conduct, behavior and attendance, including absences and tardies (F.S. 1003.33) Progress reports shall be signed by the parent and returned to the teacher. If a student withdraws and does not qualify for a progress report under this provision, the parent shall be issued a statement of academic achievement. Progress reports may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.

All schools will use the District identified progress report unless special permission has been obtained from the District based on the unique program offering at the school, such as Montessori.

4. Grading for Grades K, 1 and 2

Student performance will be evaluated and reported based on mastery of standards. The symbols to be used are:

- 1 Has Mastered Skill (Independently)
- 2 Is Learning Skill (With Assistance)
- 3 Area of Concern
- X Not Evaluated
- NA Not Applicable

5. Grading for Grades 3-5

Student performance will be evaluated and reported based on mastery of standards. The symbols to be used are:

A Superior Progress	90-100
B Above Average Progress	80-89
C Average Progress	70-79
D Below Average Progress	60-69
F Failure	59 Or Below

Progress in other areas will be reported using the following symbols:

- 1 Has Mastered Skill (Independently)
- 2 Is Learning Skill (With Assistance)
- 3 Area of Concern
- NA Not Applicable

- 6. Alternative Progress Report:** A District-approved alternative progress report may be used for students with disabilities whose progress cannot be appropriately reported using the standard progress report or for other District-approved programs that the standard progress report does not address adequately.

- 7. Conferences with Parents** are a required part of the reporting system. Teachers will request two conferences per year per student. For each student being considered for retention, the school shall provide written notification to the parent within one week of receiving test results. Parents of English Language Learner (ELL) students must be notified in their native language.

- 8. Grade Placement:** Principals shall have final authority for appropriate grade placement of students within the limitations of Board Policy.

- 9. The IEP Annual Goal(s) Progress Report** must be completed and sent home with each report card for all students with disabilities beginning with the second marking period of kindergarten.

- 10. The EP (Gifted Education Plan) Goals Progress Report** must be completed and sent home with each report card for all gifted students beginning with the second marking period of kindergarten.

L. ELEMENTARY GUIDANCE SERVICES: All schools shall assure equitable access to school counseling programs for all students through a standards-driven guidance program that is comprehensive in scope, developmental in nature and focused on the academic, personal/social and career development needs of all students. All guidance counselors will develop, in collaboration with the principal, a Guidance Plan in a format to be determined by the District. The plan will support the School Improvement Plan and be based upon national counseling standards (F.S. 1006.025).

M. ELEMENTARY STUDENT DAY

The length of the student day shall be a minimum of:

Prekindergarten As Determined by Program

Elementary School 360 minutes

ESE Centers 360 minutes

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

20.2 II. Middle Grades (Grades 6-8)

A. MIDDLE SCHOOL ENTRANCE AND ATTENDANCE REQUIREMENTS

1. **Health requirements for initial entry (F.S. 1003.22)**, including immunization requirements is included in SBBC Policy 5.1: Enrollment and Withdrawal.
2. **Placement of transfer students for initial entry** is included in Policy 5.1: enrollment and Withdrawal.
3. **Attendance requirements (F.S. 1003.20)**, including absences for religious reasons, are included in SBBC Policy 5.5: Attendance.13
4. **Student withdrawal** information is included in SBBC Policy 5.1: Enrollment and Withdrawal.
5. **Dependent children of active military personnel** who otherwise meet the eligibility criteria for special academic programs (such as magnets) shall be given first preference for admission to such programs, even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is not offered at the assigned school, the parent would be responsible for providing transportation (F.S. 1003.05).

B. MIDDLE SCHOOL CURRICULUM, INSTRUCTION AND ASSESSMENT

1. **Middle School Curriculum:** Students shall receive instruction in language arts, reading, mathematics, science and social studies. Instruction in health, physical education, exploratory, pre-vocational and special interest classes shall be in accordance with state statutes and rules. Instruction shall be focused on ensuring that all students shall demonstrate mastery of the standards adopted by the State Board of Education (F.S. 1003.41).
2. **Character Education:** The character education traits that shall be integrated into the PreK-12 curriculum are respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation (F.S. 1003.42(2)(s)). In addition, the concepts and practices of environmental stewardship are embedded into the current character traits and should be reinforced throughout the Character Education curriculum (SBBC Policy 7014).
3. **Holocaust, African and African-American History, Hispanic and Women's Contributions, Veterans' Recognition, Celebrate Freedom Week, and Disability History and Awareness Week (F.S. 1003.42(2)).** Students shall receive instruction in:
 - a. The Holocaust
 - b. African and African American History
 - c. Hispanic Contributions
 - d. Women's Contributions

- e. Veteran's Recognition: The principles of democracy, its governmental and political structure, how to preserve and advance democracy and how students may contribute to the American way of life.
- f. "Celebrate Freedom Week" (F.S. 1003.421)
- g. "Disability History and Awareness Week" (F.S. 1003.4205). Disability awareness and instruction may be integrated into existing classroom curriculum to expand students' knowledge, understanding, and awareness of individuals with disabilities including the history of the disability and the disability rights movement.

4. Suspension of Curriculum (F.S. 1008.22(4))

- a. A regular program of curricula shall not be suspended for purposes of administering practice tests or engaging in other test-preparation activities for a statewide assessment. However, a school may engage in the following test-preparation activities for a statewide assessment:
- b. Distributing to students the sample test books and answer keys published by the Department of Education
- c. Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula, for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment.
- d. Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment or a student who, through a diagnostic assessment administered by the District, is identified as having a deficiency in the content knowledge and skills assessed.
- e. Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses.
- f. Administering a practice test or engaging in other test-preparation activities for the statewide assessment which are determined necessary to familiarize students with the organization of the assessment, the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment as set forth in the rules adopted by the State Board of Education.

5. Physical Education: Beginning in 2009-2010, the equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. This requirement shall be waived for a student who meets one of the following criteria (F.S. 1003.455):

- a. The student is enrolled or required to enroll in a remedial course.
- b. The student's parent indicates in writing to the school that:
 - (1) The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
 - (2) The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

6. Health Education: The health education curriculum shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

7. Outside Activities: Outside activities, such as contests and fairs, that use instructional time must be aligned with the standards adopted by the State Board of Education. See SBBC Policy 6303 for additional field trip information.

8. Family Life/Human Sexuality Instruction: Materials, resources, and speakers used in the Family Life / Human Sexuality component of the K-12 health curriculum must be approved by Health Education Services. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice. Provisions must be made to

allow parents to make a written request for their child to be exempt from this component (F.S. 1003.42(3)).

9. **HIV and Sexually Transmitted Diseases Instruction:** Materials, resources, and speakers used in the HIV/sexually transmitted disease component of the K-12 health curriculum must be approved by Health Education Services. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46). Provisions must be made to allow parents to make a written request for their child to be exempt from this component. (F.S. 1003.42(3)).
10. **Gifted Education:** See SBBC Policy 6000.5.
11. **Assessment:** Each student must participate in statewide assessment tests at designated grade levels as required by Florida Statute. When a student is enrolled in a course that includes an End of Course Assessment (EOC), the student will not be required to take the corresponding FCAT. For students with disabilities who meet state-defined exemption criteria, an alternate assessment must be administered. The school will provide parents with the results of each statewide assessment test. Ongoing assessment is an integral part of the instructional process. (F.S. 1008.25(4)).
12. **High School Courses in Middle School:** All middle schools shall offer Algebra I, or its equivalent (F.S. 1003.4156(1)(a)(2)), Geometry, and Spanish I and are encouraged to offer high school courses whereby students may earn high school credit.
13. **Parent Meeting:** All middle schools shall hold a parent meeting in the evening or weekend to inform parents about the school's curriculum and activities (F.S. 1003.4156(1)(a)(5)).
14. **Information about High School Graduation Options:** On an annual basis, students in grades six through nine and their parents must be provided with information concerning the three-year and four-year high school graduation options, including the respective curriculum requirements for those options so that students and their parents may select the program that best fits their needs. Selection of one of the graduation options is exclusively up to the student and parent. Information to parents of students with disabilities must also be provided with information about the FCAT and End-of-Course (EOC) waiver.

C. MIDDLE SCHOOL STUDENTS' RIGHT TO INSTRUCTION

Remedial and supplemental instructional resources will be allocated first to students in elementary schools who are deficient in reading by the end of the third grade and then to students who fail to meet achievement performance levels required for promotion (F.S. 1008.25(3)). Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science and mathematics must continue remedial instruction with supplemental instruction until expectations are met. (F.S. 1008.25 (4)(c)).

D. MIDDLE SCHOOL PROMOTION

1. **Promotion from Grades Six to Seven and Seven to Eight:** Student must pass a minimum of four subjects, two of which must be in English, mathematics, science or social studies. A passing grade for a full year will be computed based upon the student earning 4 points. Students who fail any of the 4 core courses will be given the opportunity to meet the requirements of the course(s) through school day or extended learning opportunities.
2. **Promotion to 9th Grade will Require Passing (F.S. 1003.4156(1)(a)(1-5)):**
 - a. 3 middle school or higher, year-long courses in English,
 - b. 3 middle school or higher, year-long courses in mathematics. To earn high school credit for the Algebra I course, a middle school student must pass the Algebra I End-of-Course (EOC) assessment. Beginning with the 2012-13 school year, to earn high school credit for the Geometry course, a middle school student must pass the Geometry End-of-Course (EOC) assessment.
 - c. 3 middle school or higher, year-long courses in science. Beginning with the 2012-13 school year,

to earn high school credit for the Biology I course, a middle school student must pass the Biology I End-of-Course (EOC) assessment.

- d. 3 middle school or higher, year-long courses in social studies, one semester of which must include the study of state and federal government and civics education.
 - (1) Beginning in the 2012-13 school year, all seventh grade students will be enrolled in Civics.
 - (2) During school year 2013-14, all seventh grade students will take an End-of-Course (EOC) exam in Civics. The result of this test will count as 30% of the student's Civics grade.
 - (3) Beginning with school-year 2014-15, all students must pass the EOC in Civics for as a requirement for promotion to high school (F.S. 1008.22).
- e. One course in career and education planning to be completed in 7th or 8th grade, which can be a stand-alone course or instruction integrated into an existing course or courses. This course shall result in the completion of an academic career plan to be signed by the student and the student's parent. Completion of the personalized academic career plan is defined as planning a minimum of 24 high school credits that meets the minimum graduation requirements of a high school student on the 24-credit diploma option (F.S. 1003.3156(1)(5)). The required personalized education plan must inform students of high school graduation requirements, Florida Bright Futures scholarship Program requirements, state university and Florida college admission requirements, and programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, career academy opportunities, and courses that lead to a national industry certification.

3. Accelerated Middle School Promotion: Mid- or full-year promotion may occur within the middle school at the principal's discretion when a student has completed the appropriate course work through an online learning environment. When a parent requests such acceleration, the principal may implement an academic contract. Failure of the student to meet the conditions of said contract may result in the student being reassigned to the previous grade level.

A student may be mid-year promoted to high school only when the student has completed the first semester of at least four high school level courses in the content areas of: English, mathematics, science and one other subject.

4. Transfer Students

a. Uniform Transfer of Students in Middle Grades

- (1) Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.
- (2) Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate 17 sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in subsection of this rule.
- (3) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal, and parent:
 - (a) Portfolio evaluation by the Superintendent or designee;
 - (b) Demonstrated performance in courses taken at other public or private accredited school.
 - (c) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - (d) Demonstrated proficiencies on the FCAT; or
 - (e) Written review of the criteria utilized for a given subject provided by the former school.
- (4) Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in section (3) of this rule if required (State Board Rule 6a-1.09942).

- b. **Course Requirements for 8th Grade Transfer Students:** Students who enter a Broward County public school after the first day of eighth grade from out-of-state or from a foreign country shall not be required to spend additional time in a Broward County public school, in order to meet the middle school course requirements for promotion to 9th grade, if the student has met all requirements of the state or county from which he or she is transferring. In addition, the student must pass all State required core courses in 8th grade. Such students

who are not proficient in English should receive immediate and intensive instruction in English language acquisition and English for Speakers of Other Languages (ESOL) strategies in all courses.

- (1) All 8th grade students, regardless of the date of entry into a Broward County middle school, are required to complete an electronic personal education plan (ePEP) prior to promotion to 9th grade (F.S. 1003.4156.1(a)5)).
- (2) Transfer students entering on or prior to the first day of the second semester of 8th grade will also be required to complete the Career and Education Planning course. Students entering after the first day of the second semester of 8th grade will be required to enroll in a Career and Education Planning course.

5. Promotion in Extraordinary Circumstances

The Superintendent, upon the recommendation by the area superintendent and the principal, may promote a student based upon extraordinary circumstances, which impacted the student's performance (e.g., student with a terminal illness, student for whom the District has requested an assessment accommodation and the state has indicated they are unable to provide the District-requested accommodation, student whose assessment results are clearly not indicative of their classroom grade-level performance). This cannot be used to promote a student from 8th to 9th grade; statutory requirements as indicated above must be adhered to for promotion to high school.

6. **Students enrolled in and attending Alternative Secondary Schools**, including Department of Juvenile Justice (DJJ) programs, participate in a "performance based" educational setting. Students demonstrate credit completion at the point they finish the course requirements. 18 Therefore, promotion for these students occurs on the date the student meets the promotion criteria as prescribed by School Board policy.

E. MIDDLE SCHOOL PROGRESS MONITORING PLAN (PMP) PROCESS: Any student who does not meet specific levels of performance in reading and mathematics for each grade must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. The school must develop and implement, in consultation with the student's parent, a PMP in reading and/or mathematics to assist the student that includes the components of the middle school success plan (F.S. 1008.25(4)(b)). Schools must provide frequent monitoring of student progress. Research-based reading activities that have been shown to be successful in teaching reading to low-performing students will be used.

1. Specific PMP Reading Requirements for Middle School Students

If a middle school student scores at Level 2 or below on FCAT Reading, the PMP must identify:

- a. The student's specific area of deficiency in:
 - (1) Phonemic awareness
 - (2) Phonics
 - (3) Fluency
 - (4) Comprehension
 - (5) Vocabulary
- b. The desired level of performance in these areas.
- c. The instructional and support services to be provided to help the student achieve the desired levels of performance, including an intensive reading course for students who score at Level 1 and for students who score at Level 2 in reading, either an intensive reading course or a content area course in which reading strategies are delivered, in accordance with the District's Comprehensive K-12 Reading Plan (F.S.

1003.4156(1)(b)).

2. Specific PMP Mathematics Requirements for Middle School Students

If a student scores at Level 2 or below on FCAT Mathematics, the student will be required to receive remediation through a PMP.

- 3. PMP Reviews:** Progress Monitoring Plans in reading will be reviewed at least annually to address additional support and services needed to remediate the identified areas of reading deficiency. A portfolio will be completed for the student in accordance with District requirements (F.S. 1008.25(7)(b)1).

F. MIDDLE SCHOOL RETENTION: Students who are retained will receive an intensive program that is different from the previous year's program. Students who have been retained and are not making progress in the current program must undergo additional state or District approved assessment to determine an appropriate intervention. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement; this does not preclude students being promoted based upon Good Cause in accordance with state law and District policy (F.S. 1008.25(6)). Parents are provided with information regarding their child's progress throughout the year. Interim reports indicate if a student is having difficulties and report cards are marked to show on grade level or below grade level performance. Parents must be notified, no later than a week after test scores are received, when it appears that a student may be retained. The notice will specify that the student has not met the 19 proficiency level required for promotion and the reasons the child is not eligible for Good Cause exemptions. The notice will comply with (F.S. 1002.20(11)) to include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency (F.S.1008.25(7)(b)3). Parents of English Language Learners (ELL) students must be notified in their native language (Meta Consent Decree 1990).

1. ELL students cannot be retained solely due to lack of proficiency in English. A formal retention recommendation regarding an ELL student shall be made through action of an ELL committee (Meta Consent Decree 1990) in which the parent must be invited.
2. For students retained two or more years, appropriate alternative placements will be made.
3. Retained students should be provided with social-emotional support to address the impact of the retention, if needed.

G. MIDDLE SCHOOL EXTENDED LEARNING OPPORTUNITIES: Opportunities for extended learning for students with academic deficiencies may be offered during the school day as well as beyond the school day. Extended learning opportunities will be determined on an annual basis.

1. Virtual Education

- a. Schools may not limit student access to Florida Virtual School Courses. However, school counselors will determine if the course is academically appropriate for the student based on the student's academic history, grade level and age (F.S. 1002.37(3)(c)).
- b. Schools may not limit access to a Florida Virtual School course even if the school offers the same course.
- c. Students may not enroll in the same course at Florida Virtual School when concurrently enrolled in the course at the local school.
- d. Schools must provide student access to Florida Virtual School as part of the student's full day curriculum.

H. REPORTING MIDDLE SCHOOL PROGRESS

1. **Progress Reports (Report Cards):** Progress reports are issued at the end of every nine weeks of school and cover a period of approximately 45 school days. Progress reports may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.
2. **Interim Reports:** No later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to: a grade of D or F, a drop of two or more grades, unacceptable behavior and excessive absences. In schools with an automated system for record keeping and grading, interims will be provided for all students.
3. **Grading for Grades 6, 7 and 8 (F.S. 1003.437):** Student performance will be evaluated and reported based upon mastery of standards. The symbols to be used are:

A Superior Progress 90-100
 B+ Outstanding Progress 87-89
 B Commendable Progress 80-86
 C+ Above Average Progress 77-79
 C Average Progress 70-76
 D+ Below Average Progress 67-69

D Lowest Acceptable Progress 60-66
 F Failure 0-59
 I Incomplete20

4. Grading Students Who Earn High School Credit in Grades 6-8:

- a. High school credit may be earned in grades 6-8 by completing the course and earning passing grade. Students may also receive credit for courses successfully completed in a virtual environment. Courses taken may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements (F.S. 1003.43(1)(k)).
- b. Letter grades (A-F, I) will be assigned for any high school course taken by a middle school student and will be counted toward the student's high school grade point averages.
- c. For grades earned of a C, D, or F by middle school students taking high school courses, the forgiveness policy allows the replacement of the first grade with a grade of C or higher earned subsequently in the same or comparable course. Only the new grade shall be used in the calculation of the student's grade point average for graduation (F.S. 1003.428(4)(d)). Middle school students taking high school courses, earning a B or B+ will be able to repeat those classes in high school to increase their skill and knowledge level; credits and grades will not be given.

5. Taking courses on a high school campus: A middle school student, whose unique academic needs cannot be met at the middle school level, as determined by the principal, may take the courses in an accredited virtual environment or, upon approval of the area superintendent, be permitted to attend a high school for the necessary course. However, no middle school student may attend a high school campus when a course is available through the middle school level or when the course sought at the high school requires successful completion of the middle school curriculum. Transportation must be provided by the parents and will be reimbursed at the standard rate.

6. Alternative Progress Report: A District-approved alternative progress report may be used for students with disabilities whose progress cannot be appropriately reported using the standard progress report or for other District-approved programs that the standard progress report does not address adequately.

7. Grade Placement: Principals shall have the final authority for appropriate grade placement of students, within the limitations of School Board Policy.

8. The IEP Annual Goal(s) Progress Report must be completed and sent home with each report card for all students with disabilities beginning with the second marking period of kindergarten.

9. The EP (Gifted Education Plan) Goals Progress Report must be completed and sent home with each report card for all gifted students.

I. MIDDLE SCHOOL GUIDANCE SERVICES: All schools shall assure equitable access to school counseling programs for all students through a standards-driven guidance program that is comprehensive in scope, developmental in nature and focused on the academic, personal/social and career development needs of all students. All guidance counselors will develop, in collaboration with the principal, a Guidance Plan in a format to be determined by the District. The plan will support the School Improvement Plan and be based upon national counseling standards (F.S. 1006.025)

J. MIDDLE SCHOOL STUDENT DAY: A student day shall consist of a minimum of:

- Middle School 348 minutes
- ESE Centers 360 minutes

20.3 III. High Schools (Grades 9-12)**A. HIGH SCHOOL ENROLLMENT AND WITHDRAWAL REQUIREMENTS**

1. **Health requirements for initial entry (F.S. 1003.22)**, including immunization requirements are included in SBBC Policy 5.1: Enrollment and Withdrawal.
2. **Placement of transfer students for initial entry** is included in Policy 5.1: enrollment and Withdrawal.
3. **Attendance requirements (F.S. 1003.20)**, including absences for religious reasons, are included in SBBC Policy 5.5: Attendance.
4. **Student withdrawal** information is included in SBBC Policy 5.1: Enrollment and Withdrawal.
5. **Dependent children of active military personnel** who otherwise meet the eligibility criteria for special academic programs (such as magnets) shall be given first preference for admission to such programs, even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is not offered at the assigned school, the parent would be responsible for providing transportation (F.S. 1003.05).

B. HIGH SCHOOL CURRICULUM, INSTRUCTION AND ASSESSMENT

1. **High school Curriculum:** Instruction shall be based upon the standards adopted by the State Board of Education in the subjects of language arts, mathematics, science, social studies, the arts, health and physical education, and foreign languages. (F.S. 1003.41).
2. **Character Education:** The character education traits that shall be integrated into the PreK- 12 curriculum are respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation (F.S. 1003.42(2)(s)). In addition, the concepts and practices of environmental stewardship are embedded into the current character traits and should be reinforced throughout the Character Education curriculum (SBBC Policy 7014).
3. **Holocaust, African and African-American History, Hispanic and Women's Contributions, Veterans' Recognition, Celebrate Freedom Week, and Disability History and Awareness Week (F.S. 1003.42(2)):**
Students shall receive instruction in:
 - a. The Holocaust
 - b. African and African American History
 - c. Hispanic Contributions
 - d. Women's Contributions
 - e. Veteran's Recognition: The principles of democracy, its governmental and political structure, how to preserve and advance democracy and how students may contribute to the American way of life.
 - f. "Celebrate Freedom Week" (F.S. 1003.421)
 - g. "Disability History and Awareness Week" (F.S. 1003.4205) Disability awareness and instruction may be integrated into existing classroom curriculum to expand students' knowledge, understanding, and awareness of individuals with disabilities including the history of the disability and the disability rights movement.
4. **Outside Activities:** Outside activities, such as contests and fairs that use instructional time must be aligned with the standards adopted by the State Board of Education. See SBBC Policy 6303 for additional field trip information.
5. **Family Life/Human Sexuality:** Health/Life Management Skills curriculum must include consumer education, nutrition, positive emotional development, parenting skills, information on breast cancer detection and breast examination, cardiopulmonary resuscitation, benefits of

sexual abstinence and consequences of teenage pregnancy, the hazards of smoking, marriage and relationship skill-based education, drug education, human sexuality, acquired immune deficiency syndrome (HIV) and other sexually transmitted diseases (F.S. 1003.43(i)) Courses should be taught by a certified health educator.

6. Gifted Education: See SBBC Policy 6000.5.

7. Assessment: Each student must participate in statewide assessment tests at designated grade levels as required by Florida Statute. For students with who meet state-defined exemption criteria, an alternate assessment must be administered. The school will provide parents with the results of each statewide assessment test. Ongoing assessment is an integral part of the instructional process (F.S. 1008.25(4)).

8. Personal Education Plan: All high school students will have a personal education plan, as of 2007-08, that reflects their course of study (F.S. 1003.413(3)(i)). Plans must be reviewed annually (S.B. 1908).

9. Suspension of Curriculum (F.S. 1008.22(4)): A regular program of curricula shall not be suspended for purposes of administering practice tests or engaging in other test-preparation activities for a statewide assessment. However, a school may engage in the following test preparation activities for a statewide assessment.

- a. Distributing to students the sample test books and answer keys published by the Department of Education.
- b. Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula, for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment.
- c. Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment or a student who, through a diagnostic assessment administered by the District, is identified as having a deficiency in the content knowledge and skills assessed.
- d. Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses.
- e. Administering a practice test or engaging in other test-preparation activities for the statewide assessment which are determined necessary to familiarize students with the organization of the assessment, the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment, as set forth in rules adopted by the State Board of Education

10. College Readiness Assessment (F.S. 1008.30):

- a. Before the beginning of grade 12, each high school must evaluate the college readiness of each student who scores at Level 2 or Level 3 on the reading portion of the grade 10 FCAT or Level 2, Level 3, or Level 4 on the mathematics portion of the grade 10 FCAT.
- b. High schools shall perform this evaluation using the results of the Common Placement Test (CPT), The Postsecondary Education Readiness Test (PERT) or an equivalent test identified by the State Board of Education. Students who demonstrate readiness by achieving the minimum test scores established by the state board and enroll in a community college within 2 years of achieving such scores shall not be required to enroll in remediation courses as a condition of acceptance to any community college. A successful score on the PERT does not guarantee admission to any postsecondary institution (F.S. 1008.30).
- c. The high school shall use the results of the test to advise the students of any identified deficiencies and will provide 12th grade students appropriate remedial instruction prior to high school graduation.

11. Health Education: The health education curriculum shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating

violence and abuse, and community resources available to victims of dating violence and abuse.

C. HIGH SCHOOL STUDENTS' RIGHT TO INSTRUCTION

1. **Remedial and supplemental instructional resources will be allocated** first to students who fail to meet achievement performance levels required for promotion. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science and mathematics must continue remedial instruction with supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance (F.S. 1008.25). Remedial instruction will include an intensive program different from the previous year's program.
2. **Students who must travel to centers or programs** pursuant to the provisions of School Board policy will be allowed a period to do so.

D. HIGH SCHOOL GRADE DESIGNATION

1. **Starting in 2009-10, grade designation for high school students** will be determined as:
 - a. Following promotion from 8th grade, the student shall be placed in 9th grade, which will designate their cohort.
 - b. Following completion of one year designated as a 9th grader, the student will be designated a 10th grader.
 - c. Following completion of one year designated as a 10th grader, the student will be designated as an 11th grader.
 - d. Following completion of one year as an 11th grader, the student will be designated as a 12th grader.
 - e. Students enrolled in and attending Alternative Secondary Schools, including Department of Juvenile Justice (DJJ) programs, participate in a "performance based" educational setting. Students demonstrate credit completion at the point they finish the course requirements. Grade designation is determined in the same manner as indicated above.

2. Definition and Transfer of Credits:

- a. **Definition of Credit:** One full credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards. One full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a school that has been authorized to implement block scheduling (F.S.1003.436(1)(a)) One-half credit is defined to be one-half of the requirement for a full credit. Any school that uses alternative scheduling must employ a District-approved mechanism to determine successful mastery of student performance standards.
- b. **High school students are not exempted** from the 135-hour or 120-hour bona fide instruction rule except as in allowable acceleration mechanisms (Credit Validation, Dual Enrollment, Early Admission, Adult Education and approved alternative education programs featuring competency-based curriculum or in schools that have alternative scheduling).
- c. **The Florida Articulation Coordinating Committee defines** those select semester length (three credit hours) postsecondary courses completed through dual enrollment as receiving one (1) full high school credit (F.S. 1003.436). All other courses taken through dual enrollment shall have six (6) postsecondary semester credit hours equal to one (1) high school credit.
- d. **Transfer Students:**
 - (1) The requirements of the School Board shall be based upon those requirements that were in effect for the cohort of students that entered the 9th grade during the same school year as the transfer student
 - (2) Students who enter a BCPS at the 11th or 12th grade from out of state or from a foreign country shall not be required to spend additional time in the high school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. To receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the grade 10 FCAT or receive the concordant score on the SAT/ACT identified by the FLDOE (F.S. 1003.433(1)) and pass any required End-of-Course Exams, as required by the FLDOE (F.S. 1003.433 (2a.i.2a.ii)).

e. Uniform Transfer of High School Credits

(1) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. The school shall accept and classify transfer credits for the purpose of credits that meet specific graduation requirements without further validation from schools that are accredited by a regional accrediting agency or from schools accredited through their state or country's Department of Education.

Accrediting agencies are:

- a. Southern Association of Colleges and Schools (SACS)
- b. Middle States Association of Colleges and Schools (MSACS)
- c. New England Association of Colleges and Schools (NEACS)
- d. North Central Association of Colleges and Schools (NCACS)
- e. Northwest Association of Accredited Schools (NAAS)
- f. Western Association of Colleges and Schools (WACS)
- g. National Council on Private School Accreditation (NCPSA) member

agencies and other accepted agencies are:

- i. Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities
- ii. Alabama Independent School Association
- iii. American Montessori Society
- iv. Association of Christian Schools International
- v. Association of Christian Teachers and Schools, Assemblies of God
- vi. Association of Independent Schools of Florida
- vii. Association of Waldorf Schools of North America
- viii. Christian Schools International
- ix. Christian Schools of Florida
- x. Commission of International and Trans-Regional Accreditation
- xi. Florida Association of Christian Colleges and Schools
- xii. Florida Catholic Conference Accreditation Program
- xiii. International Academy of Educational Accreditors International Christian Accrediting Association
- xiv. Kentucky Nonpublic School Commission
- xv. Montessori School Accreditation Commission
- xvi. National Accreditation Board of Merkos L'Inyonei Chinuch
- xvii. National Christian School Association
- xviii. National Independent Private School Association
- xix. Florida Council on Independent Schools (FCIS)
- xx. Florida Association of Christian Colleges and Schools (FACCS)

(2) If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.

(3) Validation of credits shall be based on performance in classes at the receiving school.

A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.

(4) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for 26 validation purposes as determined by the teacher, principal, and parent:

- (a) Portfolio evaluation by the superintendent or designee;
- (b) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- (c) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- (d) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- (e) Demonstrated proficiencies on the FCAT; or
- (f) Written review of the criteria utilized for a given subject provided by the former school.

(5) Students must be provided at least ninety (90) days from date of transfer to prepare

for assessments outlined in paragraphs (3)(d) and (e) of this rule if required (State Board Rule 6A-1.09941).

- (6) Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition and English for Speakers of Other Languages (ESOL) strategies in all courses.

f. Virtual Education

- (1) Schools may not limit student access to Florida Virtual School Courses. However, school counselors will determine if the course is academically appropriate for the student based on the students' academic history, grade level, and age. (F.S. 1002.37(3)(c)).
- (2) Schools may not limit access to a Florida Virtual School course even if the school offers the same course.
- (3) Students may not enroll in the same course at Florida Virtual School when concurrently enrolled in the course at the local school.
- (4) Schools must provide student access to Florida Virtual School as part of the student's full day curriculum.

- g. Students who are not in attendance at a regular high school (grades 9-12) but attend alternative programs** that have been approved and identified as alternative by the District may re-enroll in a high school program and receive credit for all courses successfully completed in the alternative program(s) after evaluation of the grade transcript. For purposes of this policy, adult secondary education credit programs may be considered as an educational alternative pursuant to F.A.C. 6A.6014, if approved by the appropriate area superintendent prior to placement.

- E. HIGH SCHOOL PROGRESS MONITORING PLAN (PMP) PROCESS:** Any student, including those with disabilities, who does not meet specific levels of performance in reading and mathematics for each grade must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. The school must develop and implement, in consultation with the student's parent, a PMP in reading and/or mathematics to assist the student (F.S. 1008.25(4)(b)). Schools must provide frequent monitoring of student progress. Research-based reading activities that have been shown to be successful in teaching reading to low-performing students will be used. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.

1. Specific PMP reading requirement for high school students

If a high school student scores at Level 2 or below on FCAT Reading, the PMP must identify:27

- a. The student's specific areas of deficiency in:

- (1) Phonemic awareness
- (2) Phonics
- (3) Fluency
- (4) Comprehension
- (5) Vocabulary

- b. The desired level of performance in these areas.

- c. The instructional and support services to be provided to help the student achieve the desired levels of performance, including an intensive reading course for students who score at Level 1 and for students who score at Level 2 in reading, either an intensive reading course or a content area course in which reading strategies are delivered, in accordance with the District's Comprehensive K-12 Reading Plan (F.S.1003.4156(1)(b)).

2. Specific PMP mathematics requirements for high school students in grades 9 and 10: If

a student scores at Level 2 or below on FCAT Mathematics, the student will be required to receive remediation through a PMP.

- 3. PMPs and Learning Contracts:** For students attending Schools of Choice, the learning contract will serve as the student's PMP.

- 4. PMP Reviews:** Progress Monitoring Plans in reading will be reviewed at least annually to address additional support and services needed to remediate the identified areas of reading deficiency. A portfolio will be completed for the student in accordance with District

requirements. (F.S. 1008.25(7)(b)1).

F. HIGH SCHOOL EXTENDED LEARNING OPPORTUNITIES: Opportunities for extended learning for students with academic deficiencies may be offered during the school day, as well as beyond the school day. Extended learning opportunities will be determined on an annual basis.

G. REPORTING HIGH SCHOOL STUDENT PROGRESS: The reporting of student progress to parents shall follow procedures established by the District and be in accordance with Florida Statutes, Florida State Board of Education administrative rules, and board adopted policies, rules and regulations. (F.S. 1008.25; 1003.33).

1. **Progress Reports (Report Cards):** Progress reports are issued at the end of each marking period. Progress reports may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.
2. **Interim Reports:** No later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to: a grade of D or F, a drop of two or more grades, unacceptable behavior and excessive absences. In schools with an automated system for record-keeping and grading, interims will be provided for all students as an indication of satisfactory or unsatisfactory progress.
3. **Grading:** The grading system used in the high schools will be (F.S.1003.437):
4. **Plus (+) Grades:** Letter grades displaying plus signs shall be used in the calculation of District weighted grade point average for the purpose of determining class rank and will not 28 be used for determining athletic eligibility or in meeting the graduation requirements. (F.S. 1003.437) The Bright Futures Scholarship Program does not recognize plus (+) grades.
5. **Incomplete Grade:** An I is given as an opportunity for students to make up incomplete class work or for students who require additional time to demonstrate mastery of course standards. Class work should be made up prior to the end of the next marking period. If the work remains incomplete or unsatisfactory at the end of this period, the I will convert to an F. The principal may extend the deadline.
4. **Changes to Student Grades:** Changes to student grades shall be properly documented using a Change of Grade form to be signed by the principal and the teacher of record. The appropriate grade change code shall be documented in TERMS. When the teacher of record is unavailable or not applicable, the Change of Grade form shall be signed by the principal and by the subject area Department Chairperson. Changes to a student grade may be made for the following reasons.
 - (1) Forgiveness when an EOC Course belongs to the 30% of grade rule.
 - (2) Technical/Input error.
 - (3) Incomplete grade changed to the appropriate letter grade.
 - (4) Grade averaging.
 - (5) Unforeseen extenuating circumstances.
5. **Semester Grades:** At the high school level, credit is granted on the semester basis. One-half credit is given for passing a semester's work in a course. The semester grade for each course is determined by totaling the points earned in both quarter grading periods and the points earned on the semester examination. For schools implementing a 4x4 block schedule, one semester is equivalent to a nine-week period of time. For schools on a rotator schedule, one semester is equivalent to an 18-week period of time.

Numerical	Letter	Quality Points
90-100	A	4.0
87-89	B+	3.5
80-86	B	3.0
77-79	C+	2.5
70-76	C	2.0
67-69	D+	1.5
60-66	D	1.0
0-59	F	0.0
INCOMPLETE	I	0.0

a. To receive a passing mark for the semester grade in a subject, the student shall have previously earned at least a passing mark in:

- (1) Both quarter grading periods, or
- (2) One quarter grading period and the semester examination.

b. The weight of each quarter grade is 37,50% of the final semester grade. The weight of the final examination is 25% of the final semester grade.

7. Final Examinations and Exam Exemptions: Examinations shall be scheduled and administered in accordance with the guidelines provided in the District's procedural manual 29 for this policy. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement (F.S. 1003.33).

a. Students in grades 9-12 who earn a grade of B or better in a particular course may be exempt from the mid-term and/or final exams in that course under the following criteria:

- (1) All students will be eligible to waive one-half of their total midterms or final exams
- (2) For AP/IB/AICE and courses with End of Course (EOC) exam requirements, midterms cannot be exempted. The student may exempt the final exam. Teachers are encouraged to give an alternative assessment in lieu of a traditional final.
- (3) Dual Enrollment mid-terms and finals may NOT be exempted.
- (4) End-of-Course exams, required by statute, are not eligible for exemption.
- (5) Starting with the 2011-12 school year, District mid-term exams that are designed to prepare students for End-of-Course Exams are not eligible for an exam exemption.

8. Any student with a GPA below 2.5 shall have their parent or guardian notified that good work is necessary to ensure that high school graduation requirements are met. Students will be assisted in meeting these requirements through a variety of options, which may include, but are not limited to:

- a. Forgiveness Policy
- b. Extended Learning
- c. Special Counseling
- d. Volunteer and/or Peer Tutors
- e. School-Sponsored Help Sessions
- f. Homework Hotlines
- g. Study Skills Classes
- h. Co-enrollment

9. Honors Courses to Receive Quality Points

- a. All courses, which are clearly labeled as "honors", and/or "advanced", and/or "gifted", consistent with State Frameworks and/or District guidelines and coded as such in Broward Course Code Dictionary, shall carry one additional quality point.

b. Academic foreign languages above the second year are included in this category. Classes labeled “conversational” are not included in this category.

c. Dual Enrollment (F.S. 1007.271).

Effective for dual enrollment courses taken in 2007-08 and thereafter, all college level courses and career certificate dual enrollment courses completed with a grade of C or better shall receive two quality points. College level courses are defined by approved articulation agreements between The School Board of Broward County, Florida and area colleges and universities. Career Certificate dual enrollment courses are defined as a course sequence that leads to a career certificate and shall not be used to enroll students in isolated career courses. Credit earned shall be recorded in the student’s academic record using the course number and title used by the postsecondary institution.

d. An additional quality point may not be earned in honors class if the grade received is below a C.

10. Advanced Placement Courses, Advanced International Certificate of Education, And International Baccalaureate to Receive Quality Points

a. All classes that are clearly labeled “Pre-Advanced International Certificate of Education” or “Pre-International Baccalaureate” shall receive one quality point, if the grade received is C or above.

b. All classes that are clearly labeled “Advanced Placement” (AP), “Advanced International Certificate of Education” (AICE) or “International Baccalaureate” (IB) shall receive two quality points if, the grade received is C or above.

c. Students will be required to take the AP, AICE, and/or the IB examination (cost of examination to be paid by the District) in order to receive two quality points. If a student elects not to take the AP, AICE, and/or IB examination, he/she will receive one quality point for a grade of C or higher.

11. Forgiveness Rule

a. For students taking high school courses, forgiveness for required courses shall be limited to replacing a grade of D, F, or I with a grade of C or higher, earned subsequently in the same or comparable course. Forgiveness for elective courses shall be limited to replacing a grade of D, F, or I with a grade of C or higher earned subsequently by retaking the same or comparable course or different course (F.S. 1003.43). The student’s record, however, will show all courses taken

(1) For a student whose cumulative Grade Point Average is below a 2.5, courses previously passed with a grade of D (1.0) may be retaken through an extended learning opportunity or through co-enrollment in order to maintain continuous progress toward graduation.

(2) The Forgiveness Rule shall be applied only one time per course.

b. All forgiveness courses and grades must be included on a student’s transcript as an accurate reflection of a student’s record of achievement. The authority for the School Board to adopt a forgiveness policy does not provide authority to alter a student record to delete the forgiven course and grade (F.A.C. 6A1.0955(3)(a)7; F.S. 1003.428(4)(d)).

12. Grade Averaging (F.S.1003.436)

a. Starting in 2009-10, for the purpose of graduation, grade averaging of the two semesters for a year-long course will be permitted when one is a failing grade and the other grade is C or higher.

b. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade.

c. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half and the averaging of the grades obtained in each half would result in a passing grade, provided that the student receives a grade of C or better on the final examination in the semester failed and meets District policies for 31

attendance (applied to the class in question for the purpose of grade averaging), homework, participation, and other indicators of performance.

13. Grade Point Averages (GPAs)

- a. The Grade Point Average is calculated by dividing the quality points by the credits attempted.
- b. A quality point is the numerical value assigned to the letter grade (e.g. A=4, B=3, C=2, D=1).

- c. There are six different grade point averages that are used for different purposes:

- (1) **Semester Weighted GPA**

The weighted average of the courses taken in any one semester (includes extra quality points for honors, Advanced Placement, International Baccalaureate, and dual enrollment courses, including technical dual enrollment for student entering 9th grade in 2007-2008).

- (2) **Cumulative Weighted GPA (District)**

The weighted average of all courses taken in high school (includes extra quality points for honors, Advanced Placement, International Baccalaureate, and dual enrollment courses, including technical dual enrollment for student entering 9th grade in 2007-2008).

- (3) **Core GPA**

The average of all academic college core courses completed using an additional .5 quality point for each full credit course.

- (4) **Bright Futures GPA**

A weighted and unweighted scale that is applied to college preparatory courses (Florida Academic Scholars, Florida Medallion Scholars, and Florida Gold Seal Vocational Scholars Awards) and career preparatory courses (Florida Gold Seal Vocational Scholars Award). That is, 0.5 additional quality points for each full credit and .25 additional quality points for each half-credit is awarded for courses that are more challenging. These courses can be found in the Bright Futures Comprehensive Courses Code Table at www.floridastudentfinancialaid.org/SSFAD/bf.

- (5) **State GPA**

The cumulative, unweighted average of grade points earned in all high school courses not forgiven. This GPA includes all high school courses taken in middle school. For graduation purposes, students must meet the minimum GPA requirements of their chosen program. No additional quality points are given for rigorous coursework.

- (6) **District GPA**

The cumulative, weighted average of grade points earned in all high school courses earned and not forgiven. This GPA is used to determine class ranking. Additional quality points are given for honors, Advanced Placement, International Baccalaureate, and dual enrollment courses, including technical dual enrollment for students entering 9th grade in 2007-2008.

2. Alternative Report Card

A District-approved alternative progress report may be used for students with disabilities whose progress cannot be appropriately reported using the standard progress report.

3. IEP Annual Goals Progress Report:

The IEP Annual Goal(s) Progress Report must be completed and sent home with each report card for all students with disabilities.

4. **The EP (Gifted Education Plan) Goals Progress Report** must be completed and sent home with each report card for all gifted students.

H. GRADUATION ACCELERATION MECHANISMS

1. Notification

At the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Dual Enrollment, and Florida Virtual School courses (F.S. 003.02(1)(i)).

2. Dual Enrollment

a. Definition

The enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree (F.S. 1007.271(1)). The purpose of dual enrollment is to shorten the time necessary to complete requirements for a diploma, career certificate, associate, or baccalaureate degree, to broaden the scope of curricular options, or increase the depth of study available in a particular subject area.

b. Eligibility for College Dual Enrollment

To be eligible for dual enrollment in college credit courses, students must have a 3.0 un-weighted high school grade point average, unless the approved inter-institutional articulation agreement provides otherwise. Students must also meet minimum scores on the Common Placement Test (CPT), Postsecondary Education Readiness Test (PERT), or equivalent assessments (SAT or ACT). To continue in dual enrollment for college credit courses, students must continue to maintain the 3.0 un-weighted high school grade point average, inclusive of college courses taken, and maintain at least a 2.0 college grade point average. Students who are disruptive will lose the privilege of participating in the Dual Enrollment Program.

c. Eligibility for Career Dual Enrollment

To be eligible for dual enrollment in a career certificate program offered through the Broward Technical Centers, students must have a 2.0 un-weighted high school grade point average. The student's un-weighted GPA is inclusive of any college courses the student has taken. Students must also pass the Test of Adult Basic Education (TABE) at the required exit level for the targeted career certificate program. These programs will allow students to earn a series of elective credits toward the high school diploma, while working towards a career certificate, and shall not be used to enroll students in isolated career courses. Dual Enrollment career certificate programs taught on the high school campus must carry the

appropriate post-secondary course code number. To continue in technical through Broward Technical Centers, students must maintain at least a 2.0 un-weighted grade point average, inclusive of dual enrollment courses.

d. Dual Enrollment Procedures

High school students who meet the rules and regulations listed above may dually enroll in coursework, not to exceed 11 credits per student, per term, unless the student's principal or designee provides approval to exceed 11 credits per term. Students wishing to take more than 11 credits may be better served through Early Admission and should be advised accordingly. Denial of a request to exceed 11 credits may be appealed prior to enrollment.

Dual enrollment coursework cannot be remedial in nature and must be provided by either the community college or university with whom the School Board has an approved agreement or by a School Board Technical Center. Students who elect to participate in dual enrollment (which includes technical coursework). coursework may do so during regular school hours, after regular school hours, and during the college/university/technical center summer terms. Said instruction shall not include physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity (F.S.1007.271(2)). Any student so enrolled in a state supported postsecondary institution with which the School Board has an approved inter-institutional articulation agreement or in a course sequence through the Broward Technical Center that leads to a career certificate shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees (F.S. 1007.271(13-14)). Dual Enrollment will be open to students in grades 9-12 as specified and agreed on in the approved inter-institutional articulation agreement and as stated above.

3. Early Admissions

a. Definition

Early admission is a form of Dual Enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree (F.S. 1007.271(7-8)) in order to shorten the time necessary to complete requirements for a diploma, associate, or baccalaureate degree.

b. Eligibility

To be eligible for early admissions, students must have a 3.0 un-weighted high school grade point average, inclusive of Dual Enrollment courses taken. Students must also meet minimum scores on the College Placement Test (CPT), Postsecondary Education Readiness Test (PERT), or equivalent assessments (SAT or ACT). Once a student is eligible for early admissions, the eligibility continues through the end of the current school year.

c. Early Admissions Enrollment

Early admission may take place at accredited postsecondary institutions with or without the existence of an articulation agreement. All coursework completed and credits earned under the early admission option will be recorded in the student's academic history and be calculated into the student's cumulative grade point average. Any student so enrolled in a state supported postsecondary institution with which the School Board has an approved inter-institutional articulation agreement shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees (F.S. 1007.271(7)). Students participating in early admissions programs at all other institutions will be responsible for all fees and expenses. In order to graduate from a public high school under the Early Admissions Program, be awarded a high school diploma, and participate in graduation ceremonies, the student must be degree seeking and must qualify on an approved placement examination and enroll in non-remedial, credit-earning coursework. The student must have completed two consecutive semesters of college coursework or the equivalent, with a full-time class load of 24 credit hours or the equivalent. This must include coursework that satisfies the remaining high school graduation requirements and the student must maintain a minimum college 2.0 GPA as shown by grade transcripts. A student who does not meet all requirements by the time his/her class graduates will default to a standard diploma when all requirements are met.

4. Credit from Other Postsecondary Institutions

Students may receive high school credit for completion of college coursework offered through programs at accredited postsecondary institutions that do not have interinstitutional articulation agreements with The School Board of Broward County, Florida.

In order to receive high school credit, students must complete these requirements:

- a. Be enrolled as a high school student.
- b. Have a 3.0 un-weighted grade point average.
- c. Obtain approval from the school administrator.
- d. Provide a description of the course to be taken; the course must be included in a specific degree program (as opposed to a special interest session offered by a college/university, which does not meet the criteria of a credit-granting course).
- e. Provide the school administrator with an official transcript delineating course title/number of college credit hours earned (F.S. 1003.436).

For purposes of this Policy, three semester hours of college credit will be equated to one-half high school elective credit. Honor points will be awarded in accordance with established School Board policy, which stipulates rigor and for 2006-07, awards one quality point for a level 1000 college course (or its equivalent) and two quality points for a level 2000 or higher college course (or its equivalent). Effective 2007-08, all dual enrollment courses completed with a C or better will earn two quality points.

5. Credit Acceleration Program (CAP): Students who meet specific scores on standardized end-of-course assessments as defined in F. S. 1008.22 shall receive credit for the corresponding course (F.S. 1003.4295).

I. HIGH SCHOOL CREDIT EARNED IN GRADES 6 – 8

High school credit may be earned in grades 6-8 by completing the course and earning a passing grade. Credit may be earned in courses which include, but are not limited to, Algebra I, Geometry, Spanish I and II, Japanese I and II, and French I and II. Students may also receive credit for courses successfully completed in a virtual environment. Letter grades (A-F and I) will be assigned for any high school course taken by a middle school student and will be counted towards the student's high school grade point averages.

J. GRADUATION

The charts at the end of this section summarize the graduation requirements for each diploma option/program.

1. Graduation Diploma Options

- a. Each year the District must provide students in grades six through nine, and their parents, with information concerning the three-year (18-credit) and four-year (24-credit) high school graduation options, including the respective curriculum requirements for those

options so that the students and their parents may select the program that best fits their needs.

- b. Selection of one of the graduation options is exclusively up to the student and parent. If the student and parent fail to select a graduation option, the student shall be considered to have selected the general requirements for the four-year high school graduation option (F.S. 1003.429(1)6(2)).

(1) **24-Credit Option**

- (a) The 24-credit option is the traditional standard high school diploma as described in the graduation requirements chart.
- (b) Students enrolled in special magnet programs may only select this diploma option.

(2) **18-Credit Option**

Students who select the 18-credit college preparatory or career preparatory diploma option shall automatically move to the 24-credit diploma when the student: (F.S. 1003.429(8)).

- (a) Exercises the right to change to the 4-year, 24-credit diploma, OR
- (b) Fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10, OR
- (c) Does not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment, OR
- (d) Does not meet the diploma/graduation requirements by the end of grade 11.

(3) **International Baccalaureate Curriculum Diploma Option**

To qualify for the International Baccalaureate Diploma, students must select the 4-year/24-credit diploma option and complete:

- (a) 4 credits of language in the student's native language,
- (b) 3 credits of mathematics,
- (c) 3 credits of experimental sciences,
- (d) 3 credits of Study of Individuals in Societies,
- (e) 150 creativity/activity/service hours (CAS),
- (f) 75 hours of community service, and
- (g) Complete an extended essay

2. Graduation Requirements

A student may be awarded a standard diploma at which time he/she meets all graduation requirements. A student who graduates early from high school may continue to participate in school activities during his/her four-year cohort period, and will continue to be ranked with this cohort. The student shall be included in all awards and honors with his/her cohort. Students who have graduated early shall comply with school board rules regarding access to school facilities and grounds during normal operating hours. The information below provides additional information regarding a number of graduation requirements:

a. Mathematics:

(1) **Algebra**

All students must earn one credit in Algebra. The Algebra requirement can be satisfied in the following ways:

- (a) 1 credit in Algebra I or Algebra I Honors
- (b) 2 credits in Applied Mathematics
- (c) 1 credit in Integrated Mathematics I and 1 credit in Integrated Mathematics II
- (d) 1 credit in Algebra IA and 1 credit in Algebra IB
- (e) 1 credit in Algebra II or Integrated Mathematics III or any Level III mathematics course

(2) **Algebra I End-of-course assessment:**

Students who entered grade 9 in the 2010-11 school year and who had not already earned credit for Algebra I in middle school will be required to take the End-of-Course assessment in Algebra. The results of this assessment will count as 30% of the student's final Algebra I grade. Students who enter grade 9 in the 2011-12 school year, who have not already earned credit for Algebra I in middle school, will be required to pass the End-of-Course assessment in Algebra I to earn credit in Algebra I. Students who enter grade 9 in the 2012-13 school year and thereafter will be required to pass the End-of-Course assessment in Algebra to earn high school credit in Algebra.

(3) Geometry:

Beginning with students entering grade 9 in the 2010-2011 school year, in addition to the Algebra I credit requirement, one of the four credits in mathematics must be Geometry or a series of courses equivalent to Geometry, as approved by the State Board of Education.

(4) Geometry End-of-course assessment:

Students who entered grade 9 in the 2011-12 school year and who had not already earned credit for Geometry in middle school will be required to take the End-of-Course assessment in Geometry. The results of this assessment will count as 30% of the student's final Geometry grade. Students who enter grade 9 in the 2012-13 school year, who have not already earned credit for Geometry in middle school, will be required to pass the End-of-Course assessment in Geometry to earn credit in Geometry. Students who enter grade 9 in the 2013-14 school year and thereafter will be required to pass the End-of-Course assessment in Geometry to earn high school credit in Geometry.

(5) Algebra II:

Beginning with students entering grade 9 in the 2012-2013 school year, in addition to the Algebra I and Geometry credit requirements, one of the four credits in mathematics must be Algebra II or a series of courses equivalent to Algebra II, as approved by the State Board of Education.

b. Science:**(1) Required Sciences:**

Beginning with students entering grade 9 in the 2011-2012 school year, one of the three credits in science must be Biology I or a series of courses equivalent to Biology I, as approved by the State Board of Education. Beginning with students entering grade 9 in the 2011-2012 school year, the end-of-course assessment requirements must be met in order for a student to earn the required credit in Biology I. Beginning with students entering grade 9 in the 2013-14 school year, one of the three credits must be Biology I or a series of courses equivalent to Biology I, as approved by the State Board of Education, one credit must be chemistry or physics or a series of courses equivalent to chemistry or physics, as approved by the State Board of Education, and one credit must be an equally rigorous course, as determined by the State Board of Education.

(2) Biology End-of-course assessment:

Students who entered grade 9 in the 2011-12 school year and who had not already earned credit in Biology in middle school will be required to take the End-of-Course assessment in Biology. The results of this assessment will count as 30% of the student's final Biology grade. Students who enter grade 9 in the 2012-13 school year, who have not already earned credit in Biology in middle school, will be required to pass the End-of-Course assessment in Biology to earn 37 credit in Biology. Students who enter grade 9 in the 2013-14 school year and thereafter will be required to pass the End-of-Course assessment in Biology to earn high school credit in Biology.

c. Fine Arts:

For 9th graders entering in 2007-2008, 1 credit in Speech, Debate, TV Production, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination may also satisfy this requirement. (F.S. 1003.428(2)(5)).

d. Performing Arts:

In addition to courses identified as Fine Arts, this requirement may be met through:

- (1) Completion of one semester with a grade of C or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in Eurhythmics, a dance class, if it has not been used to satisfy the Physical Education requirement, OR
- (3) Completion of two (2) years in a JROTC class, a significant component of which is drills.

e. Life Management Skills:

Beginning with students entering 9th grade in 2007-2008, this course is integrated into HOPE (Physical Education with Integrated Health). For students who take Physical Education + Personal Fitness (Option 1) to meet the Physical Education requirement, Life Management Skills, a separate course, is still required since the content of LMS is not included in the Physical Education or Personal Fitness curriculum.

f. Education, Physical Education Integrated with Health (HOPE):

While our district has adopted HOPE Variation 1 as our Physical Education instructional model, students may meet the Physical Education requirement by meeting any one of the following options:

- (1) .5 credit of Personal Fitness, .5 credit of Life Management Skills and .5 credit of a Physical Education Elective.
- (2) One full credit of HOPE
- (3) 2 full credits of Junior Reserve Officer Training (JROTC)
- (4) .5 credits of Marching Band, Dance or Eurythmics plus .5 credits of Personal Fitness and .5 credits of Life Management Skills.
- (5) Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons AND passing the Personal Fitness Competency Test with a passing grade of C or better (this will satisfy the PE requirement even though no PE credit is earned).

g. Florida Comprehensive Assessment Test (FCAT):

- (1) For students entering 9th grade in 2009-2010 and prior, the FCAT requirement includes passing scores in reading and in mathematics.
- (2) For students entering 9th grade in 2010-2011, students must earn passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with the passing scores on the FCAT (ACT or SAT).
- (3) The requirement for a passing score on the FCAT may be waived for students with disabilities for whom the IEP committee determines that the FCAT cannot accurately measure the student's abilities, taking into consideration all reasonable accommodations. The IEP committee must provide up-portioning documentation that the student has mastered the 10th grade standards adopted by the State Board of Education (F.S. 1003.43(11)(b)). Information about the FCAT waiver must be provided to parents of students with disabilities.
- (4) A student who has not earned passing scores on the Grade 10 FCAT must participate in each retake of the assessment until the student earns passing scores or achieves scores on a standardized assessment, which are concordant with passing scores.

h. Service Learning:

Students are required to complete a minimum of 40 documented hours of service learning in order to graduate. In cases of extreme hardship or senior out-of-district transfers, the school principal may waive the service learning requirement.

i. Grade Point Average (GPA):

- (1) All courses shall be counted as attempts for credit when calculating all grade point averages except when the forgiveness rule has been applied or when course validation is used (e.g. transfer credit from home education).
- (2) Class rank shall be computed based upon the student's cohort. All attempted high school credits earned shall be calculated for class rank, including dual enrollment, early admission, adult education, and transfer credit. Students transferring from one Broward County high school to another in the last 2 semesters (or 4 for block schools) shall not displace, for class ranking recognition purposes, any other student.

j. Online Learning:

Students entering 9th grade in 2011-12 and thereafter will be required to earn at least 0.5 credits toward graduation requirements through a fully online delivery model (F.S.1003.428).

- (1) Schools shall not require that students work beyond the school day to fulfill this requirement.
- (2) When an IEP committee determines that this requirement is not appropriate for a particular ESE student, this requirement may be waived.
- (3) When a student enters a Florida school during the Senior year, and this student had not previously attended a Florida high school, this requirement may be waived.

3. Additional Graduation Information**a. Certificate of Completion:**

- (1) A student may receive a standard Certificate of Completion when he/she completes the minimum number of required credits as defined in the graduation charts, but is unable to meet one or more of the following:

- (a) Passing score on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT).
 - (b) Cumulative unweighted grade point average of 2.0.
- (2) A student who has received a Standard Certificate of Completion may elect to remain in the secondary school either as a full-time or part-time student for up to one additional year in order to receive continued instruction for the purpose of meeting state graduation requirements (F.S. 003.43(10)(b)).
- (3) A student who receives a standard Certificate of Completion may participate in the graduation ceremonies with his or her class.

b. Students with Disabilities

Students with disabilities, eligible under IDEA, may remain in or return to school until receipt of a standard diploma or until the end of the school year in which they turn 22 years of age. A student with a disability, for whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit.

c. Alternative Education Programs

Students who are enrolled in an approved alternative education program may earn a standard high school diploma and graduate with their high school class under the conditions of the GED or FCAT Exit Option, which include:

- (1) Earning a passing score on the tenth grade FCAT (F.S. 1003.43).
- (2) Completing an employability and postsecondary portfolio as prescribed by the District.
- (3) Achieving a minimum score of 2250 on the GED.

Students who are not in attendance at a regular high school (grades 9-12), but who attend alternative programs that have been approved and identified as an alternative by the Division of Educational Programs & Student Support Services, may re-enroll in a high school program and receive credit for all courses successfully completed in the alternative program(s) after evaluation of the grade transcript. For purposes of this policy, adult secondary education credit programs may be considered as an educational alternative pursuant to F.A.C. 6A.6.014, if approved by the appropriate area superintendent prior to placement.

d. Co-Enrollment

High school students who are deficient in credits needed to graduate or who need to improve their cumulative grade point average in order to meet graduation requirements may earn a lifetime maximum of two credits while co-enrolled in adult secondary education programs under the following conditions:

- (1) The student must be deficient in the credits required for graduation.
- (2) The student must be attempting a full load of required credits at the traditional high school during the co-enrollment period.
- (3) The student must have written authorization for entrance into each course in the co-enrollment program from the home school principal or designee.
- (4) The student's credit deficiencies have not resulted from an intentional, willful neglect of studies as determined by the principal or designee.
- (5) Co-enrollment courses will be limited to core curricular areas as defined in F.S. 1003.01(14).
- (6) The student does not have a pattern of excessive absenteeism or habitual truancy or a history of disruptive behavior in school.

e. Level I Courses

Level I courses may only be used to meet graduation requirements for English and mathematics when assessment data indicates that a more rigorous course of study would be inappropriate. For an ESE student with a disability, this determination is made by the IEP team using assessment data to support the decision. Level I courses cannot be used to meet the Algebra I requirement.

f. Career and Technical Job Preparatory Program

- (1) Students in grades 9-12 who enroll in and satisfactorily complete a career and technical job preparatory program may substitute credit for a portion of the required credits in English, mathematics or science.

- (2) The credit substituted for English, mathematics, and science shall be on a curriculum equivalency basis.
- (3) Substitutes shall not exceed two credits in each subject area. A program that has been used to substitute in one subject area may not be used to substitute for any other subject area.

g. Compensatory or Remedial Programs

Students can use no more than 9 credits in compensatory or remedial programs to meet graduation requirements (F.S.1003.43(7)(a)).

h. Exploratory Vocational Courses

Students cannot use more than 1 credit in exploratory vocational courses to meet graduation requirements (F.S.1003.43(7)(b)).

4. Honors for Graduates

a. Standard High School Diploma Designations (F.S. 1003.4285)

Beginning in the 2008-2009 school year, each standard high school diploma shall include, as applicable:

- (1) A designation reflecting completion of four or more accelerated college credit courses in Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or Dual Enrollment courses.
- (2) A designation reflecting career education certification.
- (3) A designation reflecting a Florida Ready to Work Credential.
A Florida Ready to Work Credential shall be awarded to a student who successfully passes assessments in Reading for Information, Applied Mathematics, and Locating Information or any other assessments of comparable rigor. Each assessment shall be scored on a scale of 3 to 7. The level of the credential each student receives is based on:

- i. A bronze-level credential requires a minimum score of 3 or above on each of the assessments.
- ii. A silver-level credential requires a minimum score of 4 or above on each of the assessments.
- iii. A gold-level credential requires a minimum score of 5 or above on each of the assessments (S.B. 1908).

b. Valedictorian/Salutatorian

- (1) To be selected as valedictorian or salutatorian, a high school senior shall have completed at least the last two full years of high school in any Broward County public school.
- (2) Students transferring from one Broward County high school to another in the last 2 semesters (or 4 for block schools) shall not displace, for class ranking purposes including valedictorian/salutatorian, any other student.

c. Honor Cords

- (1) Gold honor cords shall be issued to those students who graduate with a standard diploma under the following conditions:
 - (a) Graduating students shall be in the top 10% of the entire senior class by rank order established by the District weighted grade point average.
 - (b) Graduating students who have earned a 3.75 weighted grade point average but who may not be included in the top 10% shall also receive gold honor cords.
 - (c) Graduating students utilizing course validation shall not displace any of the top 10% honor students in rank order listing.
- (2) Silver cords shall be issued to those students who graduate with a standard or special diploma under the following conditions:
 - (a) Graduating students must earn a total of 250 documented volunteer service hours beyond the school day.
 - (b) Students must obtain prior approval from the school principal or designee.
 - (c) Students may earn up to five hours per week providing service in an organized, supervised tutoring program conducted through a service learning, peer counseling, exploratory teaching, or study hall program.

5. High School Graduation Requirements-Special Diploma for Students with Disabilities

- a. Option I is based primarily upon mastering state standards and earning credits.
- b. Option II is based primarily on demonstrating competency in employment.
- c. Service learning hours are not required for a special diploma.
- d. A student with disabilities who was working towards a Special Diploma–Option I may receive a special certificate of completion and participate in the graduation ceremonies of his/her school if the student completes the minimum number of credits and other requirements of the School Board but is unable to demonstrate mastery of the state standards.
- e. The Special Diploma graduation charts summarize the graduation prerequisites and requirements for each special diploma option. The charts include references to “notes” that are applicable to specific diploma options. The notes include additional requirements as well as options for meeting some of the requirements. The notes are an essential component of the graduation requirements. (Notes relating to Special Diploma Options follow the Special Diploma Graduation Charts)

6. Graduation Requirements – Adult Standard Diploma

The graduation requirements for an Adult Standard Diploma are the same as for a Traditional 24-Credit Standard High School Diploma with the following exceptions: physical education, Computer Competency, and Service Learning are not required. The Adult Education graduation charts summarize the graduation requirements with additional information noted.

- a. No student shall be awarded a Standard High School Diploma earlier than he/she would have normally graduated from high school except when that student has been assigned to adult high school for the purposes of acceleration pursuant to SBBC Policy 6.7.
- b. Successful performance on an examination for high school credit may be substituted only as outlined in this Policy.
- c. Students shall be permitted to substitute military service and/or education received while on active duty pursuant to restrictions and limitations imposed by F.A.C. 6A-6.020.

7. Graduation Requirements - Adult Certificate of Completion

A student may receive an Adult Certificate of Completion and participate in the graduation ceremonies with his/her adult high school class when the student completes the minimum number of credits and other requirements of the School Board but is unable to meet one or more of the state requirements.

- a. Passing score on the Grade 10 FCAT or scores on a standardized test those are concordant with the passing scores on the FCAT (ACT or SAT).
- b. Cumulative un-weighted grade point average of 2.0.

8. Diplomas and Graduation Exercises

High schools, centers, and adult centers within the District shall issue only the types of diplomas authorized by the State and by the Board’s rules. Special recognition for achievement beyond the prescribed requirements shall be allowed but must be uniform throughout the District.

Graduation exercises for the public high schools of the District shall be scheduled by the Student Activities and Athletics Department and approved by the Superintendent.

- a. Students who have completed graduation requirements prior to the scheduled end of the normal school year may participate in the annual graduation ceremony.
- b. There shall be a summer graduation ceremony for high school students who complete their high school graduation requirements through extended learning opportunities.
- c. A school may schedule a mid-year graduation ceremony for students who have elected to complete high school prior to the scheduled end of the school year (SBBC Policy 5313).
- d. Only students who achieve a certificate of completion or a standard or special education high school diploma may participate in graduation ceremonies.
- e. Per SBBC Policy 5313, students who have violated any of the rules of the Code of Student Conduct from January to June may be disallowed from participating in the annual graduation ceremony.

K. HIGH SCHOOL GUIDANCE SERVICES

All schools shall assure access to school counseling programs for all students through a standards-driven guidance program that is comprehensive in scope, developmental in nature and focused on the academic, personal/social and career development needs of all students. All guidance counselors will develop, in collaboration with the principal, a Guidance Plan in a format to be determined by the District. The plan will support the School Improvement Plan and be based upon national counseling standards. The high school plan will include a plan for ensuring that every 8th and 10th grader is given an opportunity to participate in a face-to-face activity with a guidance counselor that involves the student in reviewing course selections and comparing those selections with requirements for career and/or postsecondary plans.

1. **Exit Interviews:** An exit interview shall be conducted with any student who drops out of school. The interview shall be conducted by the student's guidance counselor or other school personnel to determine the reasons for the student's decision to drop out of school and to determine what actions could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation. The student will complete a survey in the format prescribed by the DOE to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled. (F.S.1003.21(1)2(c)).

L. HIGH SCHOOL Student DAY

A student day shall consist of a minimum of (F.A.C. 6A.1.09512):

High Schools 360 minutes

ESE Centers 360 minutes

**Graduation Requirements for Students Who Entered 9th Grade in
2012-13 Earning a Traditional 24-Credit Standard Diploma**

Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra I or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent and one of which must be Algebra II or its equivalent.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics
World Languages	0	Not required for high school graduation, but required for State University System admission. (Two credits of the same language are recommended.)
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
HOPE (Health Options Through Physical Education)	1	See policy for possible HOPE waivers.
Electives	8	
Total Credits	24	
State Assessment Requirements		<p>-Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or score on a standardized test that is concordant with a passing score on the FCAT (ACT or SAT).</p> <p>-Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology.</p>
Grade Point Average (GPA)		Cumulative un-weighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours		40 Required

Graduation Requirements for Students Who Entered 9th Grade in 2012-13 Earning a Three-Year, 18-Credit College Preparatory Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra I or its equivalent, or a higher level mathematics course, one of which must be Geometry or its equivalent and one of which must be Algebra II or its equivalent, or a high level mathematics from the list of courses that qualify for State University System (SUS) admission.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; .5 credit United States Government, .5 credit Economics
World Languages	2	2 credits of the same language or demonstrated proficiency in a second language
Fine Arts	0	Not required
Physical Education	0	Not required
Electives	2	Courses must meet state university system admission requirements.
Total Credits	18	All credits must meet State University System admission requirements. At least 6 of the 18 credits must be in courses that include Dual Enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or are specifically listed as rigorous by the Department of Education.
State Assessment Requirements		<p>-Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with the passing scores on the FCAT (ACT or SAT)</p> <p>-Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology.</p> <p>-Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology I unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology.</p>
Grade Point Average (GPA)		Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or un-weighted grade that earns at least 3.0 points or its equivalent in each of the 18 credits.

Graduation Requirements for Students Who Entered 9th Grade in 2012-13 Earning a Three-Year, 18-Credit Career Preparatory Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra I or its equivalent, or a higher level mathematics course, one of which must be Geometry or its equivalent and one of which must be Algebra II or its equivalent, or a high level mathematics from the list of courses that qualify for state university admission (SUS)
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; .5 credit United States Government, .5 credit Economics
World Languages	0	Not required for high school graduation, but required for state university system admission (Two credits of the same Foreign Language are recommended.)
Fine Arts	0	Not required
Physical Education	0	Not required
Electives	4	3 credits in single vocational/career education program and one elective credit OR 3 credits in single career/technical certificate dual enrollment and one elective credit OR 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program.
Total Credits	18	
State Assessment Requirements		<p>-Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with the passing scores on the FCAT (ACT or SAT)</p> <p>-Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology.</p> <p>-Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology I unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology.</p>
Grade Point Average (GPA)		Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or un-weighted grade that earns at least 3.0 points or its equivalent in each of the 18 credits.

Graduation Requirements for Students Who Entered 9th Grade in 2011-12 Earning a Traditional 24-Credit Standard Diploma

Requirements	Required Credits		Additional Information
English	4		Major concentration in Composition, Reading for Information, and Literature
Mathematics	4		One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent.
Science	3		Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3		1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics
World Languages	0		Not required for high school graduation, but required for State University System admission. (Two credits of the same language are recommended.)
Fine Arts	1		One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
HOPE (Health Options Through Physical Education)	Option 1	Option 2	Schools may choose from one of two options to allow students to meet the Physical Education requirement. Option 1: .5 Health/Life Management + 5. Personal Fitness + .5 Physical Education Elective. Option 2: HOPE- One full credit of Physical Education to include the integration of Health/Life Management Skills.
	1.5	1	
Electives	7.5	8	The Physical Education option chosen will affect the number of elective credits required for graduation.
Total Credits	24		
State Assessment Requirements			<p>-Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with the passing scores on the FCAT (ACT or SAT)</p> <p>-Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I. (This is true unless the student had previously earned credit for Algebra I in middle school.)</p> <p>- Students are required to take the End-of-Course assessment in Geometry. The results of this assessment will count as 30% of the student's final grade for Geometry. (This is true unless the student had previously earned credit for Geometry in middle school.) -Students are required to take the End-of-Course assessment in Biology. The results of this assessment will count as 30% of the student's final grade for Biology. (This is true unless the student had previously earned credit for Biology in middle school.)</p>
Grade Point Average (GPA)			Cumulative un-weighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours			40 Required
Online Learning			One or one half credit of the 24 graduation credits shall be met via Virtual Education.

Graduation Requirements for Students Who Entered 9th Grade in 2011-12 Earning a Three-Year, 18-Credit College Preparatory Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra I or its equivalent, or a higher level mathematics course, one of which must be Geometry or its equivalent, or a high level mathematics from the list of courses that qualify for state university admission (SUS)
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; .5 credit United States Government, .5 credit Economics
World Languages	2	2 credits of the same language or demonstrated proficiency in a second language
Fine Arts	0	Not required
Physical Education	0	Not required
Electives	2	Courses must meet state university system admission requirements.
Total Credits	18	All credits must meet State University System admission requirements. At least 6 of the 18 credits must be in courses that include Dual Enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or are specifically listed as rigorous by the Department of Education.
Computer Competency		Completion of one course from the approved list meeting NETS Standards or Demonstration of competency in a core course integrating technology or Demonstration of competency through a GLIDES project.
State Assessment Requirements		<p>-Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with the passing scores on the FCAT (ACT or SAT)</p> <p>-Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I. (This is true unless the student had previously earned credit for Algebra in middle school.)</p> <p>- Students are required to take the End-of-Course assessment in Geometry. The results of this assessment will count as 30% of the student's final grade for Geometry. (This is true unless the student had previously earned credit for Geometry in middle school.)</p> <p>-Students are required to take the End-of-Course assessment in Biology. The results of this assessment will count as 30% of the student's final grade for Biology. (This is true unless the student had previously earned credit for Biology in middle school.)</p>
Grade Point Average (GPA)		Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or un-weighted grade that earns at least 3.0 points or its equivalent in each of the 18 credits.

Graduation Requirements for Students Who Entered 9th Grade in 2011-12 Earning a Three-Year, 18-Credit Career Preparatory Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra I or its equivalent, or a higher level mathematics course, one of which must be Geometry or its equivalent.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; .5 credit United States Government, .5 credit Economics
World Languages	0	Not required for high school graduation, but required for state university system admission (Two credits of the same Foreign Language are recommended.)
Fine Arts	0	Not required
Physical Education	0	Not required
Electives	4	3 credits in single vocational/career education program and one elective credit OR 3 credits in single career/technical certificate dual enrollment and one elective credit OR 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program.
Total Credits	18	
State Assessment Requirements		<p>-Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with the passing scores on the FCAT (ACT or SAT)</p> <p>-Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology.</p> <p>-Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology I unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology.</p>
Grade Point Average (GPA)		Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or un-weighted grade that earns at least 3.0 points or its equivalent in each of the 18 credits.

Graduation Requirements for Students Who Entered 9th Grade in 2010-11 Earning a Traditional 24-Credit Standard Diploma			
Requirements	Required Credits		Additional Information
English	4		Major concentration in Composition, Reading for Information, and Literature
Mathematics	4		One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent.
Science	3		Credits in Natural Science, two of which must have a laboratory component.
Social Studies	3		1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics
World Languages	0		Not required for high school graduation, but required for State University System admission. (Two credits of the same language are recommended.)
Fine Arts	1		One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
Physical Education	Option 1	Option 2	Schools may choose from one of two options to allow students to meet the Physical Education requirement: Option 1: .5 Health/Life Management + 5. Personal Fitness + .5 Physical Education Elective. Option 2: HOPE- One full credit of Physical Education to include the integration of Health/Life Management Skills.
	1.5	1	
Electives	7.5	8	The Physical Education option chosen will affect the number of elective credits required for graduation.
Total Credits	24		
State Assessment Requirements			-Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or score on a standardized test that is concordant with a passing score on the FCAT (ACT or SAT). -Students are required to take the End-of-Course assessment in Algebra I. The results of this assessment will count as 30% of the student's final Algebra I grade. (This is true unless the student had previously earned credit for Algebra I in middle school.)
Computer Competency			Completion of one course from the approved list meeting NETS Standards or Demonstration of competency in a core course integrating technology or Demonstration of competency through a GLIDES project.
Grade Point Average (GPA)			Cumulative un-weighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours			40 Required

Graduation Requirements for Students Who Entered 9th Grade in 2010-11 Earning a Three-Year, 18-Credit College Preparatory Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra I or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent, or a high level mathematics from the list of courses that qualify for State University System (SUS) admission.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; .5 credit United States Government, .5 credit Economics
World Languages	2	2 credits of the same language or demonstrated proficiency in a second language
Fine Arts	0	Not required
Physical Education	0	Not required
Electives	2	Courses must meet state university system admission requirements.
Total Credits	18	All credits must meet State University System admission requirements. At least 6 of the 18 credits must be in courses that include Dual Enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or are specifically listed as rigorous by the Department of Education.
Computer Competency		Completion of one course from the approved list meeting NETS Standards or Demonstration of competency in a core course integrating technology or Demonstration of competency through a GLIDES project.
State Assessment Requirements		-Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or score on a standardized test that is concordant with a passing score on the FCAT (ACT or SAT). -Students are required to take the End-of-Course assessment in Algebra I. The results of this assessment will count as 30% of the student's final Algebra I grade. (This is true unless the student had previously earned credit for Algebra I in middle school.)
Grade Point Average (GPA)		Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or un-weighted grade that earns at least 3.0 points or its equivalent in each of the 18 credits.

Graduation Requirements for Students Who Entered 9th Grade in 2010-11 Earning a Three-Year, 18-Credit Career Preparatory Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra I or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; .5 credit United States Government, .5 credit Economics
World Languages	0	Not required for high school graduation, but required for state university system admission (Two credits of the same Foreign Language are recommended.)
Fine Arts	0	Not required
Physical Education	0	Not required
Electives	4	3 credits in single vocational/career education program and one elective credit OR 3 credits in single career/technical certificate dual enrollment and one elective credit OR 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program).
Total Credits	18	
State Assessment Requirements		-Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or score on a standardized test that is concordant with a passing score on the FCAT (ACT or SAT). -Students are required to take the End-of-Course assessment in Algebra I. The results of this assessment will count as 30% of the student's final Algebra I grade. (This is true unless the student had previously earned credit for Algebra I in middle school.)
Grade Point Average (GPA)		Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 credits.

Graduation Requirements for Students Who Entered 9th Grade in 2008-09 or 2009-10 Earning a Traditional 24-Credit Standard Diploma			
Requirements	Required Credits		Additional Information
English	4		Major concentration in Composition, Reading for Information, and Literature
Mathematics	4		One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course.
Science	3		Credits in Natural Science, two of which must have a laboratory component.
Social Studies	3		1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics
World Languages	0		Not required for high school graduation, but required for State University System admission. (Two credits of the same language are recommended.)
Fine Arts	1		One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
Physical Education	Option 1	Option 2	Schools may choose from one of two options to allow students to meet the Physical Education requirement. Option 1: .5 Health/Life Management + 5. Personal Fitness + .5 Physical Education Elective. Option 2: HOPE- One full credit of Physical Education to include the integration of Health/Life Management Skills.
	1.5	1	
Electives	7.5	8	The Physical Education option chosen will affect the number of elective credits required for graduation.
Total Credits	24		
State Assessment Requirements			Passing scores on the Grade 10 FCAT Reading and Math or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Computer Competency			Completion of one course from the approved list meeting NETS Standards or Demonstration of competency in a core course integrating technology or Demonstration of competency through a GLIDES project.
Grade Point Average (GPA)			Cumulative un-weighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours			40 Required

Graduation Requirements for Students Who Entered 9th Grade in 2008-09 or 2009-10 Earning a Three-Year, 18-Credit College Preparatory Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	3	One of which must be Algebra I or its equivalent, or a higher-level mathematics course, or a high level mathematics from the list of courses that qualify for state university admission (SUS)
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; .5 credit United States Government, .5 credit Economics
World Languages	2	2 credits of the same language or demonstrated proficiency in a second language
Fine Arts	0	Not required
Physical Education	0	Not required
Electives	3	Courses must meet state university system admission requirements.
Total Credits	18	At least 6 of the 18 credits required must be received in classes that are: Dual Enrollment, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education OR Identified by the Department of Education as rigorous.
State Assessment Requirements		Passing scores on the Grade 10 FCAT Reading and Math or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA)		Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or un-weighted grade that earns at least 3.0 points or its equivalent in each of the 18 credits.

Graduation Requirements for Students Who Entered 9th Grade in 2008-09 or 2009-10 Earning a Three-Year, 18-Credit Career Preparatory Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	3	One of which must be Algebra I or its equivalent, or a higher-level mathematics course.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; .5 credit United States Government, .5 credit Economics
World Languages	0	Not required for high school graduation, but required for state university system admission (Two credits of the same Foreign Language are recommended.)
Practical Arts/Performing Fine Arts	3 or 5	3 credits in a single vocational/career education program or 3 credits in a single career/technical certificate or dual enrollment courses or 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical education courses.
Physical Education	0	Not required
Electives	0 or 2	2 credits unless 5 credits in career/technical education.
Total Credits	18	3 credits in single vocational/career education program and one elective credit OR
State Assessment Requirements		Passing scores on the Grade 10 FCAT Reading and Math or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA)		Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or un-weighted grade that earns at least 3.0 points or its equivalent in each of the 18 credits.

Graduation Requirements for Students Who Entered 9th Grade in 2012-13 Earning an Adult Standard Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent and one of which must be Algebra II or its equivalent.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics
World Languages	0	Not required for high school graduation, but required for State University System admission. (Two credits of the same language are recommended.)
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
Health/Life Management	0.5	
Physical Education	0	Not required
Electives	8.5	
Total Credits	24	
State Assessment Requirements		<p>Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or score on a standardized test that is concordant with a passing score on the FCAT (ACT or SAT).</p> <p>Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology.</p>
Grade Point Average (GPA)		Cumulative un-weighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours		40 Required
Online Learning		One or one half credit of the 24 graduation credits shall be met via Virtual Education.

Graduation Requirements for Students Who Entered 9th Grade in 2011-12 Earning an Adult Standard Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics
World Languages	0	Not required for high school graduation, but required for State University System admission. (Two credits of the same language are recommended.)
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
Health/Life Management	0.5	
Physical Education	0	Not required
Electives	8.5	The Physical Education option chosen will affect the number of elective credits required for graduation.
Total Credits	24	
State Assessment Requirements		<p>-Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with the passing scores on the FCAT (ACT or SAT)</p> <p>-Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology.</p> <p>-Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology I unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology.</p>
Grade Point Average (GPA)		Cumulative un-weighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours		40 Required
Online Learning		One or one half credit of the 24 graduation credits shall be met via Virtual Education.

Graduation Requirements for Students Who Entered 9th Grade in 2010-11 Earning an Adult Standard Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent..
Science	3	Credits in Natural Science, two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics
World Languages	0	Not required for high school graduation, but required for State University System admission. (Two credits of the same language are recommended.)
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
Health/Life Management	0.5	
Physical Education	0	Not required
Electives	8.5	
Total Credits	24	
State Assessment Requirements		<p>Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or score on a standardized test that is concordant with a passing score on the FCAT (ACT or SAT).</p> <p>Students are required to take the End-of-Course assessment in Algebra I. The results of this assessment will count as 30% of the student's final Algebra I grade. (This is true unless the student had previously earned credit for Algebra I in middle school.)</p>
Computer Competency		Completion of one course from the approved list meeting NETS Standards or Demonstration of competency in a core course integrating technology or Demonstration of competency through a GLIDES project.
Grade Point Average (GPA)		Cumulative un-weighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours		40 Required

Graduation Requirements for Students Who Entered 9th Grade in 2008-09 or 2009-10 Earning an Adult Standard Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course.
Science	3	Credits in Natural Science, two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics
World Languages	0	Not required for high school graduation, but required for State University System admission. (Two credits of the same language are recommended.)
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
Health/Life Management	0.5	
Physical Education	0	Not required
Electives	8.5	
Total Credits	24	
State Assessment Requirements		Passing scores on the Grade 10 FCAT Reading and Math or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Computer Competency		Completion of one course from the approved list meeting NETS Standards or Demonstration of competency in a core course integrating technology or Demonstration of competency through a GLIDES project.
Grade Point Average (GPA)		Cumulative un-weighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours		40 Required

For Students Who Entered 9th Grade in 2011-2012 and 2012-13 Special Diploma Option I		
Requirements	Required Credits	Additional Information
English	4	Credits may include a combination of English and Reading
Mathematics	4	
Science	3	
Social Studies	3	
Foreign Language	0	
Fine Arts	0	
Vocational	1	
Physical Education	1	Credit may include one half (.5) credit in health and one-half (.5) credit in physical education, or one (1) credit in physical education to include the integration of health.
Electives	8	
Total Credits	24	
Computer Competency		Not Required
State Assessment Requirements		Students must participate in state assessments. However, passing scores on the FCAT or FAA are not required for graduation with a special diploma.
Grade Point Average (GPA) Requirements		Cumulative GPA of 2.0 on a 4.0 Scale
Service Learning Hours		Not Required; students have the option to participate.

For Students Who Entered 9th Grade in 2011-2012 and 2012-13 Special Diploma Option II		
Requirements	Required Credits	Additional Information
English	2	
Mathematics	2	
Science	0	
Social Studies	0	
Foreign Language	0	
Fine Arts	0	
Physical Education	0	
Vocational/Career	1	
Electives	3	
Total Credits	8	
Computer Competency		Not Required
State Assessment Requirements		Students must participate in state assessments. However, passing scores on the FCAT or FAA are not required for graduation with a special diploma.
Grade Point Average (GPA) Requirements		2.0 GPA Documented mastery of the academic, employment, and community competencies specified on the student's Graduation Training Plan. Paid employment at or above minimum wage full-time (based upon industry standards) for 200 days.
Service Learning Hours		Not Required

Notes relating to Special Diploma Options:

- a) Physical Education requirements for Special Diploma Option I may include one half (.5) credit in health and one-half (.5) credit in physical education, or one (1) credit in physical education to include the integration of health.
- b) Service Learning Hours are not required for graduation with a special diploma. However, students on Special Diploma Option I may opt to participate in Service Learning Hours.
- c) The employer, student, parent, and instructor develop the **Graduation Training Plan**. The plan specifies the academic, employment, and community competencies the student is expected to master in order to graduate with a Special Diploma Option II. The Graduation Training Plan template is available on Easy IEP.
- d) The student's employer, job coach, and/or instructor must verify documented mastery of academic, **employment, and community competencies in the Graduation Training Plan** in order for student to earn a Special Diploma Option II.
- e) Student must be employed in the community at a site where the employer:
 - (1) Has a Federal Employer Identification Number;
 - (2) Provides opportunities for the student to interact with non-disabled coworkers;
 - (3) Adheres to child labor laws and the Fair Labor Standards Act; and
 - (4) Provides an opportunity for advancement.
- f) The Transition IEP committee may modify the **full-time employment standard** by decreasing the number of hours per week to be worked for an individual exceptional student if it is determined that the modification would be in the best interest of the student. The modification must be recorded on the student's Graduation Training Plan.
- g) Transition IEP committee members must verify that the student has met all criteria outlined in the student's Graduation Training Plan by completing the assurance section of the Graduation Training Plan prior to awarding the student an a special diploma under Option II (F.S. 1003.438).

IV. STATE REPORTING REQUIREMENTS (F.S. 1008.25(8)(b)(1))

The School Board will annually publish in the local newspaper, and report in writing to the State Board of Education by September 1st of each year, the following information on the prior school year:

- A. The provisions of this section relating to public school student progression and the District School Board's policies and procedures on student retention and promotion.
- B. By grade, the number and percentage of all students in grades 3 through 10 performing at levels 1 and 2 on the reading portion of the FCAT.
- C. By grade, the number and percentage of all students retained in grades 3 through 10.
- D. Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b).
- E. Any revisions to the district school board's policy on student retention and promotion from the prior year.

AUTHORITY: F.S. 1001.41; F.S. 1008.25

RULES ADOPTED: 2/12/70

RULES AMENDED: 5/30/73; 9/5/74; 7/21/77; 10/1/96

7/6/78; 12/11/79; 4/2/81; 5/6/82

EMERGENCY RULE #82-13: 10/21/82; 11/18/82; 4/20/83; 5/17/84

EMERGENCY RULE #84-10: 10/4/84; 11/1/84; E

EMERGENCY RULE #84-17: 3/12/85; 4/18/85; 5/16/85; 5/15/86

EMERGENCY RULE #85-86-24: 8/7/86

EMERGENCY RULE #86-87-13: 4/14/87; 6/3/87; 9/3/87; 4/12/88; 3/14/89;

6/22/89; 2/20/90; 6/19/90; 7/23/91; 1/19/93; 8/17/93; 12/7/93; 5/2/95

AMENDED RULES APPROVED: 09/02/97; 6/25/08; 12/16/08

AUTHORITY: F.S. 1001.41; F.S. 1008.25

RULES ADOPTED: 7/8/76

RULES AMENDED: 4/14/77; 3/16/78; 3/1/79; 4/19/79;

3/6/80; 4/23/81; 5/17/83; 8/4/83; 6/21/84; 5/16/85; 8/7/86;

6/3/87; 8/20/87; 4/12/88; 3/14/89; 9/19/89; 2/20/90; 10/2/90;

2/23/91; 8/4/92; 9/15/92; 9/21/93; 12/7/93; 7/18/95; 5/7/96;

8/20/96; 9/2/97; 8/18/98

POLICY ADOPTED: 03/16/99; 06/15/99; 10/05/99; 05/07/00;

09/12/00; 6/18/02; 8/20/02; 10/15/02; 6/17/03; 9/16/03; 11/17/03;

4/20/04; 8/17/04; 12/21/04; 4/12/05; 1/17/06; 11/14/06; 06/05/07;

10/2/07; 8/5/08; 2/3/09; 6/2/09; 3/16/10; 5/18/10; 11/09/10; 6/7/2011;

02/22/2012; 07/24/2012

FORMERLY POLICY 5104

21 RtI – Response to Intervention

Response to Intervention (RtI) is defined as “the change in behavior or performance as a function of an intervention” (Gresham, 1991). RtI is implemented as a leveled or tiered approach to instructional delivery that includes interventions of increasingly higher intensity, based on a student’s need; that is, a multi-tiered system of supports. Assessment data provide the evidence of student learning, and based on this information, decisions are made about the most appropriate instruction, including interventions, that will help a student learn. Likewise, behavior management is addressed in a leveled or tiered approach, and decisions are made about the best behavioral interventions to employ based on assessment and data. A problem-solving method of decision-making is employed and results of efforts are documented. The process is intended to result in better learning opportunities (academic and behavioral) and higher achievement for all students. (Psychological Services Exceptional Student Education & Support Services, School Board of Broward County 2012)

21.1 Tier 1 Teacher Strategies and Activities – ACADEMIC

Activities

Area of Concern: ACADEMIC

Student Number: _____ Created by: _____ Date: _____

Last Name: _____ First Name: _____

School: _____ School Number: _____ Grade Level: ____

Targeted Subject Area: (check all that apply)

- ☐ Reading
- ☐ Math
- ☐ Science
- ☐ Social Studies
- ☐ Writing
- ☐ Elective/Other

Targeted Concerns: (Check all that apply)

- ☐ Assessment/Testing
- ☐ Below-Level skills
- ☐ Class participation
- ☐ Grades
- ☐ Homework
- ☐ Organization of academic skills
- ☐ Organization materials
- ☐ Work completion

Tier 1 Strategies should be effective for approximately 75% to 80% of the class level. If not, the teacher needs to review and make necessary adjustments to the classroom academic plan and/or its implementation.

Instructional Strategies Tried

- ☐ Cooperative Learning
- ☐ Core curriculum supports
- ☐ Differential instruction
- ☐ ESE accommodations as designated in IEP
- ☐ ESOL strategies
- ☐ Organizational support (e.g. Graphic organizer, note taking, etc.)
- ☐ Other volunteer help
- ☐ Professional help
- ☐ Parent volunteer help
- ☐ Peer tutoring/buddy
- ☐ Small group teaching
- ☐ Student data chat
- ☐ Teacher modeling
- ☐ Teacher tutoring
- ☐ Technology support/programs
- ☐ 504 accommodations

Other Strategies Tried

- ☐ Organizational support (e.g. Academic planner, procedures, etc.)
- ☐ Review recent screen results (hearing/vision)
- ☐ Seating change
- ☐ Technology support/equipment

*Employee Handbook 2013-2014***Home-School Communication**

- ☐ Parent phone conference
- ☐ Parent email conference
- ☐ Parent in-school conference
- ☐ Weekly progress report
- ☐ Daily progress reports

Professional Consultation

- ☐ Consulted with peer(s)
- ☐ Consulted with literacy coach
- ☐ Consulted with math specialist
- ☐ Consulted with department/grade level chair
- ☐ Consulted with school counselor
- ☐ Consulted with school administrator
- ☐ Consulted with ESOL Coordinator
- ☐ Consulted with ESE facilitator/specialist
- ☐ Consulted with media specialist

Outcome:

Comment:

21.2 Tier 1 Teacher Strategies and Activities – BEHAVIOR

Area of Concern: BEHAVIOR

Student Number: _____ Created by: _____ Date: _____

Last Name: _____ First Name: _____

School: _____ School Number: _____ Grade Level: ____

Externalized Behaviors of Concern: (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Physical aggression toward others or things | <input type="checkbox"/> Does not interact with teacher/peers |
| <input type="checkbox"/> Verbally aggressive | <input type="checkbox"/> Overly shy or timid |
| <input type="checkbox"/> Arguing | <input type="checkbox"/> Is teased or bullied |
| <input type="checkbox"/> Defiance/non-compliance | <input type="checkbox"/> Does not participate in class/games |
| <input type="checkbox"/> Out of seat/area | <input type="checkbox"/> Self-injurious statements/behaviors |
| <input type="checkbox"/> Tantrums | <input type="checkbox"/> Withdrawn |
| <input type="checkbox"/> Not following directions | <input type="checkbox"/> Belittles self or abilities |
| <input type="checkbox"/> Steals | <input type="checkbox"/> Clings to adults |
| <input type="checkbox"/> Impulsive | <input type="checkbox"/> Cries/appears sad |
| <input type="checkbox"/> Talks excessively | <input type="checkbox"/> Claims illness to avoid school or assignment |
| <input type="checkbox"/> Uses profanity | |

Choose the Most Severe/ Disruptive/Debilitating Behavior (Choose only one:

- ☐ Physical Aggression towards other or thing
- ☐ Verbally Aggressive
- ☐ Arguing
- ☐ Defiance/Non-Compliance
- ☐ Out of Seat/Area
- ☐ Tantrums
- ☐ Not following directions
- ☐ Steals
- ☐ Impulsive
- ☐ Talks excessively
- ☐ Uses profanity
- ☐ Does not interact with teacher/peers
- ☐ Overly shy or timid
- ☐ Is teased or bullied
- ☐ Does not participate in class/games
- ☐ Overly shy or timid
- ☐ Is teased or bullied
- ☐ Does not participate in class/games
- ☐ Self injurious statement/behaviors
- ☐ Withdrawn
- ☐ Belittles self or abilities
- ☐ Clings to adults
- ☐ Cries/Appears to be sad
- ☐ Claims illness to avoid school or assignments

Tier 1 Strategies should be effective for approximately 75% to 80% of the class level. If not, the teacher needs to review and make necessary adjustments to the classroom academic plan and/or its implementation.

CLASSROOM MANAGEMENT STRATEGIES TRIED (Check all strategies tried with the student)

Teachers can be proactive by collecting and documenting written descriptions of interventions, data collection, and progress monitoring for any future CPS Team meetings.

- ☐ Taught specific expectations related to Target Behavior
- ☐ Implemented strategies//reinforcement to increase demonstration of Goal (positive) Behavior
- ☐ Implemented strategies//reinforcement to decrease demonstration of Goal (negative) Behavior
- ☐ Created and implemented class-wide positive behavior plan/token economy
- ☐ Daily/Weekly Progress Notes
- ☐ Individual student conference/data chat
- ☐ Taught problem solving skills
- ☐ Taught positive social skills
- ☐ Modified curriculum/differentiated instructions
- ☐ Modeled appropriate behavior
- ☐ Used corrective feedback
- ☐ Verbal/non-verbal prompts and cues
- ☐ Peer assistance/tutoring
- ☐ Student self-management strategies
- ☐ Contracting
- ☐ Time out

Home-School Communication

- ☐ Parent phone conference
- ☐ Parent email conference
- ☐ Parent in-school conference
- ☐ Weekly progress report
- ☐ Daily progress reports

Professional Consultation

- ☐ Consulted with peer(s)
- ☐ Consulted with literacy coach
- ☐ Consulted with math specialist
- ☐ Consulted with department/grade level chair
- ☐ Consulted with school counselor
- ☐ Consulted with school administrator
- ☐ Consulted with ESOL Coordinator
- ☐ Consulted with ESE facilitator/specialist
- ☐ Consulted with media specialist

Outcome:

Comment:

21.3 PS Team Initial Meeting Notes

Date of Meeting: _____

Name of Student: _____

Grade of student: _____

Team Members present:

NAME	POSITION

Referral Date: _____

Reason for Referral: ☐ Academic ☐ Behavior

Specify:

Student data – Attach or write in relevant student data

☐ **Initial CPS Team Meeting on this student***Review any data or documentation the student's teacher brought to CPS Team***CPS Team Recommendations:** (check one)☐ Initiate/Modify Tier 1 strategies*(Send back to teacher with comments entered below)*☐ Initiate new Tier 2 interventions*(Set next meeting date below then proceed to create Tier 2 plan)*☐ Initiate new Tier 3 interventions*(Set next meeting date below then proceed to create Tier 3 plan)*☐ Refer Teacher to other professional support: Referred to: _____ Date: _____*(Set next meeting date below - auto create referral to SSW if applicable)*☐ Refer Student to outside behavior support: Referred to: _____ Date: _____*(Set next meeting date below then proceed to 3rd party partner referral process)***Next CPS Team meeting on this student:**Date: _____ or ☐ N/A (no next meeting if sent back to teacher)

Additional Comments: _____

21.4 CPS Team Follow-Up Meeting Notes

Date of Meeting: _____

Name of Student: _____

Grade of student: _____

Team Members present:

NAME	POSITION

Referral Date: _____

Reason for Referral: ☐ Academic ☐ Behavior

Specify:

Student data – Attach or write in relevant student data

Student is currently receiving: (choose one)

- ☐ Tier 1 strategies
- ☐ Tier 2 interventions
- ☐ Tier 3 interventions

Review and attach graphic representation of baseline and intervention data

Response to Intervention: (If either “Poor” or Questionable” choose next action below)

- ☐ Poor
- ☐ Questionable

- ☐ Modify Tier 2 interventions
(Set next meeting date below then proceed back to the Tier 2 plan for modification)
- ☐ Initiate/Modify Tier 3 interventions
(Set next meeting date below then proceed to modify or create Tier 3 plan)
- ☐ Refer Teacher to other professional support
Referred to: _____ Date: _____
(Set next meeting date below - create referral to SSW if applicable)
- ☐ Refer Student to outside behavior support
Referred to: _____ Date: _____
(Set next meeting date then proceed to 3rd party partner referral process)

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☐ Positive: (choose one)

☐ Continue to implement interventions as designed

☐ Fade intervention to Tier 1 and continue progress monitoring

☐ Fade intervention to Tier 2 and continue progress monitoring

Parent contact to share graphic representation of student progress to be completed by:

Name: _____ Meeting date with parent: _____

Next CPS Team meeting on this student: Date: _____ or ☐☐ N/A ☐

Additional Comments:

Tier 1 strategies should be effective for approximately 75% to 80% of the classroom. If not, review and make necessary adjustments to the classroom management plan and/or its implementation.

☐ Teacher has implemented Tier 1 strategies with fidelity

☐ Student has access to Tier 1 strategies (See Teacher Activities and Strategies)

☐ Student is not responding to Tier 1 strategies

☐ 75% (or more*) of the classroom does not have similar problems of this frequency, duration, or intensity.

Date of Referral:

☐ Home work/class work ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Classroom Participation ☐ Testing concerns

☐ Externalized Behaviors of Concern:

- ☐ Physically aggression towards others or things
- ☐ Verbally aggressive
- ☐ Arguing
- ☐ Defiance/non-compliance
- ☐ Out of seat/area
- ☐ Tantrums
- ☐ Not following directions
- ☐ Steals
- ☐ Impulsive
- ☐ Talks excessively
- ☐ Uses profanity

☐ Internalized Behaviors Concerns:

- ☐ Does not interact with teacher/peers
- ☐ Overly shy or timid
- ☐ Is teased or bullied
- ☐ Does not participate in class/games
- ☐ Self-injurious statements/behaviors
- ☐ Withdrawn
- ☐ Belittles self or abilities
- ☐ Clings to adults
- ☐ Cries/appears sad
- ☐ Claims illness to avoid school or assignment

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21.6 Tier 2 Individual Intervention Record – Academic

Student Name: _____ Grade: _____ Plan Date: _____

STEP 1: Problem Identification through data collection:

- ☐ Assessments used to define the problem in **Reading**. (Check all that apply)
- ☐ BAT 1 / BAT 2
 - ☐ CELLA
 - ☐ CogAT (Cognitive Abilities Test)
 - ☐ Cool Tools: Informal Reading Assessments by Project Central
 - ☐ DAR
 - ☐ FAIR
 - ☐ FCAT
 - ☐ FORF
 - ☐ In-program assessments
 - ☐ IRI
 - ☐ Peabody Picture Vocabulary Test (PPVT-III)
 - ☐ Rigby
 - ☐ Rosner Test of Auditory Analysis
 - ☐ Running Records
 - ☐ Stanford Diagnostic Reading Test (SDRT)
 - ☐ Treasures / DIBELS Oral Reading Fluency
 - ☐ WADE
 - ☐ Yopp/Singer Test of Phoneme Segmentation
 - ☐ Other: _____
- ☐ Assessments used to define the problem in **Math** (Check all that apply)
- ☐ AGS: Math Level Indicator (MLI)
 - ☐ BAT 1 / BAT 2
 - ☐ CogAT (Cognitive Abilities Test)
 - ☐ EOY (end of year test)
 - ☐ FCAT
 - ☐ Go Math!
 - ☐ Pearson Assessments: Group Mathematic Assessment and Diagnostic Evaluation (G-Made)
 - ☐ Pearson Assessments: Key Math-3
 - ☐ Pro-Ed Publisher: Comprehensive Mathematical Ability Test (CMAT)
 - ☐ Pro-Ed Publisher: Test of Early Mathematical Ability (TEMA-3)
 - ☐ Pro-Ed Publisher: Test of Mathematical Ability (TOMA-2)
 - ☐ Publisher-made Diagnostic and Placement Tests
 - ☐ Stanford Diagnostic Mathematics Tests (SDMT)
 - ☐ Other: _____
- ☐ Assessments used to define the problem in **Writing** (Check all that apply)
- ☐ CELLA
 - ☐ FCAT Writes
 - ☐ In-house diagnostic prompts
 - ☐ In-program assessments
 - ☐ Other: _____

- ☐ Interviews (Check all that apply)
- ☐ Parent / guardian
- ☐ Previous teacher(s)
- ☐ Student

☐ Observations

☐ Student work samples (attach appropriate samples)

☐ Criteria used to define the problem in the **Organization** category

- ☐ Interviews
 - ☐ Parent / guardian
 - ☐ Previous teacher(s)
 - ☐ Student

☐ Observations

☐ Student work samples (attach appropriate samples)

STEP 2: Problem Analysis:

Hypothesis: After reviewing assessments, data and criteria, what have you determined to be the area of primary difficulty in which you will target for intervention? (Choose one area of difficulty and then drop down click to the specific area you will target) *If you choose reading above, check to make sure level 1 and 2 students are placed properly in intensive reading class before implementing additional interventions

- ☐ Reading:
 - ☐ Comprehension ☐ Fluency ☐ Oral Language ☐ Phonemic Awareness ☐ Phonics ☐ Vocabulary
- ☐ Math
 - ☐ Algebra ☐ Data Analysis ☐ Geometry & Measurement ☐ Number & Operations ☐ Probability
- ☐ Writing
 - ☐ Argumentation ☐ Expository ☐ Mechanics/Spelling ☐ Narrative ☐ Persuasive ☐ Writing Process

STEP 3: Intervention Design:

Choose Tier 2 Evidence-Based Intervention(s) to be implemented in addition to Tier 1

Links to Interventions

http://beep.browardschools.com/ssoPortal/pdf/Reading_Resources/081309_200910K12CompReadPlan081209.pdf

<http://www.broward.k12.fl.us/STUDENTSUPPORT/psychologicalservices/pdf/StrugglingMatHK12.pdf>

<http://www.interventioncentral.org/>

What progress monitoring tool will be used to document implementation / outcome?

Choose one of the following assessments to monitor progress for reading.

References:

Elementary Assessment Instruments

K-12 Comprehensive Reading Plan:

http://beep.browardschools.com/ssoPortal/pdf/Reading_Resources/081309_200910K12CompReadPlan081209.pdf

Choose one of the following assessments to monitor progress for mathematics.

Choose one of the following assessments to monitor progress for writing.

Choose one of the following assessments to monitor progress for organizational skills

Collect and graph baseline data. Use the same appropriate and objective measurement tool for each data point in the graph (e.g. number or percent of vocabulary test items correct; how many words correct per minute on equivalent forms of a fluency test; etc.)

Attach graphs to this printed Intervention plan ([links to graphs below](#))

<http://www.nces.ed.gov/nceskids/createagraph/>

http://www.jimwrightonline.com/php/chartdog_2_0/chartdog.php

[Individual Graph](#)

[Classroom RtI Graph \(25 students\)](#)

Goal: Must be tied to student achievement

(Example #1: By ___, student will increase words read per minute from ___ to ___.)

(Example #2: By ___, student will utilize organizational skills targeted for completing class work resulting in at least one grade level increase.)

STEP 4: Implementation:

Frequency:

When will intervention be implemented?

Location:

Where will intervention be implemented?

Duration:

How long will intervention be implemented?

From Date: _____ End Date: _____

Materials:

What materials are needed to implement the intervention?

When will the intervention be started? _____

Who will implement intervention?

Who will collect data / progress monitor?

How often will progress be monitored?

Who will inform student of the academic plan?

Name: _____ When? (By date) _____

Who will contact student's home?

Name: _____ When? (By date) _____

STEP 5: Follow up:

When will the CPS Team reconvene to discuss? Date: _____

21.7 Tier 2 Behavior Intervention Record

Student Name: _____ Grade Level: _____ Plan Date: _____

Primary Target Behavior: CPS Team chooses one Target Behavior. Team chooses most severe/disruptive/pivotal behavior.

☐ **Externalized Behaviors of Concern:**

- ☐ Arguing
- ☐ Defiance/non-compliance
- ☐ Impulsive
- ☐ Not following directions
- ☐ Out of seat / area
- ☐ Physically aggressive towards others or things
- ☐ Steals
- ☐ Talks excessively
- ☐ Tantrums
- ☐ Uses profanity
- ☐ Verbally aggressive

☐ **Internalized Behaviors Concerns:**

- ☐ Belittles self or abilities
- ☐ Claims illness to avoid school or assignment
- ☐ Clings to adults
- ☐ Cries/appears sad
- ☐ Does not interact with teacher/peers
- ☐ Does not participate in class/games
- ☐ Overly shy or timid
- ☐ Self-injurious statements/behaviors
- ☐ Student is teased or bullied
- ☐ Withdrawn

STEP 1: Problem Identification (Check all that apply)

When does the Target Behavior occur?

AM before start of classes

- ☐ 1st Period
- ☐ 2nd Period
- ☐ 3rd Period
- ☐ 4th Period
- ☐ 5th Period
- ☐ 6th Period
- ☐ PM after end of classes

Where does the Target Behavior occur? (Check all that apply)

- ☐ Bus / bus area
- ☐ Cafeteria
- ☐ Classroom
- ☐ Hallway
- ☐ Restroom

Frequency: How often does the Target Behavior occur?

_____ (1-999) times a/an: ☐ Hour ☐ Period ☐ Day ☐ Week

Duration: For how long does the Target Behavior last? ☐ Hours ☐ Minutes ☐ N/A

Intensity: Rate the severity of the Target Behavior: (Choose one)

- ☐ 1 – Mild
- ☐ 2 – Moderate
- ☐ 3 – Severe
- ☐ N/A

STEP 2: Problem Analysis

Hypothesis: What is the likely cause/function of the Target Behavior? (Check one)

- ☐ Attention
- ☐ Avoidance of person/task
- ☐ Internal stimulation

- ☐ Power
☐ Seeking out person/task
☐ To receive tangible/activity

Goal Behavior: What is the Goal for the intervention?**Step 3 Implementation Design:****Brief Description of Intervention(s)*:**

*Evidence-Based interventions can be found in the Behavior Intervention Resources list in the BASIS help folder and include: CHAMPS, Encyclopedia of Behavior Management, PRIM, RIDE, and a few websites, including Intervention Central (interventioncentral.org).

Who will teach student? Name: _____ Position: _____
 When? (Enter by date) _____

Who will implement intervention? Name: _____ Position: _____

Frequency: When will intervention be implemented?

_____ (1-999) times a /an: ☐ Hour ☐ Period ☐ Day ☐ Week

Location: Where will intervention be implemented?

- ☐ Bus / bus area
☐ Cafeteria
☐ Classroom
☐ Hallway
☐ Restroom

Duration: How long will intervention be implemented?

From Date: _____ End Date: _____

Materials:

What materials are needed to implement?

STEP 4: Implementation:

When will intervention be started? _____

Who will implement intervention? Name: _____ Position: _____

Who will collect data/progress monitor? Name: _____ Position: _____

☐ Frequency chart
☐ Duration chart
☐ Latency chart
☐ ODR (Office discipline referrals) analysis and chart

Who will contact student's home? Name: _____ **Position:** _____

When will the CPS Team reconvene to discuss?

--

21.8 Tier 3 Individual Intervention Record – Academic

Student Name: _____ Grade: _____ Plan Date: _____

STEP 1: Problem Identification through data collection:

- ☐ Assessments used to define the problem in **Reading**. (Check all that apply)
- ☐ BAT 1 / BAT 2
 - ☐ CELLA
 - ☐ CogAT (Cognitive Abilities Test)
 - ☐ Cool Tools: Informal Reading Assessments by Project Central
 - ☐ DAR
 - ☐ FAIR
 - ☐ FCAT
 - ☐ FORF
 - ☐ In-program assessments
 - ☐ IRI
 - ☐ Peabody Picture Vocabulary Test (PPVT-III)
 - ☐ Rigby
 - ☐ Rosner Test of Auditory Analysis
 - ☐ Running Records
 - ☐ Stanford Diagnostic Reading Test (SDRT)
 - ☐ Treasures / DIBELS Oral Reading Fluency
 - ☐ WADE
 - ☐ Yopp/Singer Test of Phoneme Segmentation
 - ☐ Other: _____
- ☐ Assessments used to define the problem in **Math** (Check all that apply)
- ☐ AGS: Math Level Indicator (MLI)
 - ☐ BAT 1 / BAT 2
 - ☐ CogAT (Cognitive Abilities Test)
 - ☐ EOY (end of year test)
 - ☐ FCAT
 - ☐ Go Math!
 - ☐ Pearson Assessments: Group Mathematic Assessment and Diagnostic Evaluation (G-Made)
 - ☐ Pearson Assessments: Key Math-3
 - ☐ Pro-Ed Publisher: Comprehensive Mathematical Ability Test (CMAT)
 - ☐ Pro-Ed Publisher: Test of Early Mathematical Ability (TEMA-3)
 - ☐ Pro-Ed Publisher: Test of Mathematical Ability (TOMA-2)
 - ☐ Publisher-made Diagnostic and Placement Tests
 - ☐ Stanford Diagnostic Mathematics Tests (SDMT)
 - ☐ Other: _____
- ☐ Assessments used to define the problem in **Writing** (Check all that apply)
- ☐ CELLA
 - ☐ FCAT Writes
 - ☐ In-house diagnostic prompts
 - ☐ In-program assessments
 - ☐ Other: _____
- ☐ Interviews (Check all that apply)
- ☐ Parent / guardian
 - ☐ Previous teacher(s)
 - ☐ Student

☐ Observations

☐ Student work samples (attach appropriate samples)

STEP 2: Problem Analysis:

Hypothesis: After reviewing assessments, data and criteria, what have you determined to be the area of primary difficulty in which you will target for intervention? (Choose one area of difficulty and then drop down click to the specific area you will target) *If you choose reading below, check to make sure level 1 and 2 students are placed properly in intensive reading class before implementing additional interventions

☐ Reading:

☐ Comprehension ☐ Fluency ☐ Oral Language ☐ Phonemic Awareness ☐ Phonics ☐ Vocabulary

STEP 3: Intervention Design:

Choose Tier 2 Evidence-Based Intervention(s) to be implemented in addition to Tier 1

Links to Interventions

links to Interventions

http://beep.browardschools.com/ssoPortal/pdf/Reading_Resources/081309_200910K12CompReadPlan081209.pdf

<http://www.broward.k12.fl.us/STUDENTSUPPORT/psychologicalservices/pdf/StrugglingMatHK12.pdf>

<http://www.interventioncentral.org/>

What progress monitoring tool will be used to document implementation / outcome?

Choose one of the following assessments to monitor progress for reading.

References:

Elementary Assessment Instruments

K-12 Comprehensive Reading Plan:

http://beep.browardschools.com/ssoPortal/pdf/Reading_Resources/081309_200910K12CompReadPlan081209.pdf

Choose one of the following assessments to monitor progress for mathematics.

Choose one of the following assessments to monitor progress for writing.

Collect and graph baseline data. Use the same appropriate and objective measurement tool for each data point in the graph (e.g. number or percent of vocabulary test items correct; how many words correct per minute on equivalent forms of a fluency test; etc.)

Attach graphs to this printed Intervention plan (links to graphs below)

<http://www.nces.ed.gov/nceskids/createagraph/>

http://www.jimwrightonline.com/php/chartdog_2_0/chartdog.php

[Individual Graph](#)

[Classroom RtI Graph \(25 students\)](#)

Goal: Must be tied to student achievement

(Example #1: By , student will increase words read per minute from ____ to ____.)

STEP 4: Implementation: *Reminder: Tier 3 interventions must be more intensive and/or more frequent in administration and in monitoring of progress.*

Frequency:

When will intervention be implemented?

☐ Twice Daily ☐ Daily ☐ Twice Weekly

Location:

Where will intervention be implemented?

☐ Classroom ☐ Another teacher's classroom ☐ Resource Room/Pull Out

☐ Classroom push-in Facilitator ☐ Other write in _____

Duration:

How long will intervention be implemented?

From Date: _____ End Date: _____

Materials:

What materials are needed to implement the intervention?

When will the intervention be started? _____

Who will implement intervention?

Who will collect data / progress monitor?

How often will progress be monitored?

Who will inform student of the academic plan?

Name: _____ When? (By date) _____

Who will contact student's home?

Name: _____ When? (By date) _____

STEP 5: Follow up:

When will the CPS Team reconvene to discuss? Date: _____

21.9 Tier 3 Individual Behavior Intervention Plan

Student Name: _____ Grade: _____

Student Data: (Enter relevant data below):

Functional Behavioral Assessment (FBA)

FBA Date: _____

Rationale:

- ☐ The student is engaging in behavior that places them or others at risk of harm and or results in substantial property damage.
- ☐ Behavioral concerns may result in exclusion from participation in activities or settings with peers.
- ☐ The education team is considering a more restrictive placement due to behavioral concerns.
- ☐ The student's behavioral difficulties persist despite consistently implemented behavior management strategies (Tier 2) based on a less comprehensive or systematic assessment.

Student Profile:

Describe the student's strengths, skills and interests:

Describe the student's limitations

Target Behavior:

What is the specific behavioral difficulty identified for increase or decrease?

Baseline estimate: (Use Tier 2 data, if available)

When does the Target Behavior occur? (Check all that apply)

AM Before start of classes

- ☐ 1st Period
- ☐ 2nd Period
- ☐ 3rd Period
- ☐ 4th Period
- ☐ 5th Period
- ☐ 6th Period
- ☐ PM after end of class

Where does the Target Behavior occur? (Check all that apply)

- ☐ Bus / bus area
☐ Cafeteria
☐ Classroom
☐ Hallway
☐ Restroom

Frequency: How often does the Target Behavior occur?

(1-999) times a/an: ☐ Hour ☐ Period ☐ Day ☐ Week

☐

Duration: For how long does the Target Behavior last? ☐

☐ Hour ☐ Minutes ☐ N/A (1-60) ☐

Intensity: Rate the severity of the Target Behavior: (Choose one)

☐ 1 – Mild ☐ 2 – Moderate ☐ 3 – Severe ☐ N/A

Record Review: (Check all that apply)

- ☐ curriculum/IEP ☐ disciplinary records ☐ previous intervention (Tier 2)
☐ anecdotal/home notes ☐ psychological evaluation ☐ other _____

Relevant information obtained:

--

Indirect Assessments: (Interviews)

- ☐ student ☐ parent/guardian ☐ general education teacher
☐ ESE Teacher ☐ school administrator ☐ related service provider
 Other: _____

Direct Assessment: (Fill in specific data collection)

Data Type:	Date:	Conducted by:
<input type="checkbox"/> A – B - C		
<input type="checkbox"/> Scatter Plot		
<input type="checkbox"/> Frequency		
<input type="checkbox"/> Duration		
<input type="checkbox"/> Latency		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

Relevant information obtained:

--

Setting Events: (Variables that affect the student's behavior)

--

Summary: (Hypothesis Statements)

--

Patterns: (As identified by data collection)

When it occurs: (circumstances)	The student does: (behavior)	To get or avoid: (consequence)

Outcome: (Based on FBA)
☐ Recommended Interventions:

--

☐ A Positive Behavioral Intervention Plan (PBIP) to be developed

☐ FBA completed: Date: _____ Completed by: _____ Position: _____
Positive Behavioral Intervention Plan (PBIP)

Name of Student: _____ Grade: _____ Date of Meeting: _____

Team Members present:

NAME	POSITION

Goals of Intervention: (social, educational, etc.)

--

Description of Intervention(s): (strategies based on FBA)

--

Proactive Strategies: (environmental adjustments to make Target Behavior unnecessary)

--

Replacement Skills: (positive skills to replace the function of the Target Behavior)

--

Consequence Strategies: (reinforcements for positive behavior not problem behavior)

	GRADE/SUBJECT:
--	-----------------------

Generalization Strategies: (implementation across time, people and settings)

	GRADE/SUBJECT:
--	-----------------------

Maintenance Strategies: (including fading process)

	GRADE/SUBJECT:
--	-----------------------

Crisis Management:

Are Crisis Management procedure needed to ensure safety and de-escalation of the student's behavior in emergency situations? ☐☐☐ No ☐☐☐ Yes, Describe below:

	GRADE/SUBJECT:
--	-----------------------

Monitoring:

What tool will be used to document implementation/outcome?

- ☐ Duration chart
☐ Frequency chart
☐ Latency chart
☐ ODR analysis and chart

Who will collect data/progress monitor?

	GRADE/SUBJECT:
--	-----------------------

Tier 3 Implementation of PBIP:

When will the PBIP be started? Date: _____

Who will implement the PBIP intervention? Name: _____ Position: _____

Frequency: _____

When will PBIP interventions be implemented?

_____ (1-999) times a /an: ☐ Hour ☐ Period ☐ Day ☐ Week

Location:

Where will PBIP interventions be implemented?

- ☐ Bus / bus area
- ☐ Cafeteria
- ☐ Classroom
- ☐ Hallway
- ☐ Restroom

Duration: How long will intervention be implemented?

From Date: _____ End Date: _____

Materials:

What materials are needed to implement the PBIP?

	GRADE/SUBJECT:
--	-----------------------

What tool will be used to document implementation/outcome?

- ☐ Frequency chart
- ☐ Duration chart
- ☐ Latency chart
- ☐ ODR analysis and chart
- ☐

Who will teach student? Name: _____ Position: _____

When? (Enter by date) .

Follow up:

Who will contact student's home? Name: _____ Position: _____

When will the CPS Team reconvene to discuss?

Date: _____

22 School Safety Check List

22.1 Games

Play one game at a time in order to supervise the entire class. It is difficult to watch two or more games being played in different areas.

22.2 Recess

During recess please make sure to keep students in the same area and supervised during all structured activities.

Playground Rules:

1. Student should go down the slide, sitting down, feet first. They should NEVER go head first, climb UP the slide, or walk down the slide.
2. Student should not jump down from the playground equipment. There are slides, stairs, and other equipment for students to use to get down.
3. Students should walk quickly, instead of running, in the playground area.
4. Students should keep off of the fence. (It is not part of the playground equipment.)
5. Student should keep hands and feet to themselves and not push or pull another student.
6. Students should take turns on the equipment.
7. Students should listen to EVERY adult (teacher, associate, or substitute teacher/associate) who is supervising, follow their directions, and be respectful.

Please remain standing at all times on the playground or play area. If more than one teacher is out, position yourself for better control of the children and activities. Keep your total attention on the children. **ASSOCIATES SHOULD NOT WATCH STUDENTS OUTSIDE UNLESS A TEACHER IS PRESENT.**

CONSEQUENCES: The safety of ALL the children is of utmost importance to us. ANY student who chooses to not follow these rules will be removed from the playground equipment and will sit out for the remainder of the playground time. A second offense will result in removal from the playground equipment and parental notification. A third offense will result in all of the above and administrative interventions.

22.3 Reporting of Accidents/Injuries

Make sure all accidents, no matter how minor, are reported to the office and school administrator. If an accident is reported, you will have to write it up and sign as the witness and supervising teacher.

When a student is injured on school grounds, the teacher or person in charge shall immediately advise the office of the injury and refer the child for proper and appropriate treatment.

The staff member witnessing the accident shall then complete an accident report indicating the nature and circumstances of the accident. Reports can be obtained in the front office.

22.4 Safety

Following these guidelines will improve the quality of the school's Annual Comprehensive Safety Inspection Report.

- It is unsafe to have coffee pots, knives, microwaves, hot plates, etc in your classrooms and/or resource rooms. If you have one of these items, please remove it immediately.
- Classroom doors must remain locked throughout the day. Please remind students that they should not open the door for anyone.
- Curtain(s) require a fire retardant label that is attached to the curtain(s).
- Make fire extinguishers accessible-items CANNOT block or be hung on extinguishers. . Make fire pull stations accessible-items CANNOT block or be hung on pull stations. . Remove smoke door obstructions (this includes door stops). Remove Door Stops from fire doors.

One of the most common fire code violations found by Fire inspector in schools is the excessive use of combustible materials in the form of artwork and teaching materials on classroom walls. To help eliminate this problem the Fire Departments with the School Safety Department produced this information below on how to comply with the Fire Code and still be able to display artwork and other teaching materials safely.

State Fire Prevention Code Requirements:

Artwork and teaching materials shall be permitted to be attached with the following:

1. The artwork and teaching materials shall not exceed 20 percent of the wall area in a building that is not protected

throughout by an approved automatic fire sprinkler system.

2. The artwork and teaching materials shall not exceed 50 percent of the wall area (classroom) in a building that is protected throughout by an approved automatic fire sprinkler system.

For more Safety information, visit the following link: www.broward.k12.fl.us/safetydept/

22.5 Supervision

In view of the liability laws wherein schools and personnel may be held liable in case of negligence, it is mandatory that classes not be left unattended. If an emergency arises which necessitates leaving the classroom, another teacher is to be obtained to cover the class. The office should be notified as soon as possible of the emergency. If the emergency is such that the teacher must leave immediately and there is no time to find coverage, the office should be notified and an administrator will cover the class until other arrangements can be made.

23 Section 504/ADA Manual

Section 504

Section 504 is part of a federal civil rights law known as the Rehabilitation Act of 1973. This law specifically prohibits discrimination against students with disabilities and guarantees them a free and appropriate public education (FAPE). Discrimination, as defined in Section 504, is the failure to provide students with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their nondisabled peers. Therefore, schools cannot exclude students with disabilities from facilities, programs, benefits, activities, or services that are provided to students without disabilities. Schools must make sure that all students receive equal access to educational opportunities. Students with disabilities receiving exceptional student education (ESE) services, as defined by the Individuals with Disabilities Education Act (IDEA), are protected under Section 504, but not all Section 504 students are eligible for ESE.

Classroom teachers need to be flexible in their teaching techniques and expectations for students with disabilities. In order for students with disabilities to be successful in school, teachers may need to modify the classroom environment, adjust their teaching strategies, or make other accommodations. In addition to making classroom modifications, other tasks include assessment of student progress and effective communication with parents. Teachers are required under Section 504 to make necessary accommodations as specified in the Section 504 accommodation plan.

A parent, teacher, or other member of the school staff may raise a concern about a student's unique need for special help to the Section 504 liaison at the school. Parents, teachers, and other staff members will meet to discuss all relevant information about the student. The parents' participation in this meeting is critical and helps to establish an accurate picture of the student's needs. At the meeting, the team will consider whether the student has a disability that substantially limits a major life activity. (See definitions in question #1.) If the team needs more information, they will request the parent's consent to evaluate the student. If the team determines that the student does have a disability, they will then identify what types of support, or accommodations, are appropriate to meet the student's needs. The accommodations will be described in a document referred to as the Section 504 accommodation plan. Additional information may be found at:

www.broward.k12.fl.us/STUDENTSUPPORT/psychologicalservices/html/section504.htm

www.fldoe.org/ease/pdf/504bro.pdf

24 Service Hours Policies

24.1 Guidelines

1. All volunteers are to fill out and submit a Service Hours Application form. On the form, parents must list all children who attend our charter school system.
2. Each family must complete 30 or more hours per school year; however, 10 hours of that can be given by some form of donation in lieu of fulfilling these hours in increments of ½ hour per donation. All donations must be authorized by the principal in advance. Parents and guardians of students in the City's Charter School system shall be able to satisfy a portion of their thirty (30) volunteer hour requirement by purchasing up to twenty (20) of these hours as follows:

- The first ten (10) hours may be purchased for \$10.00 per hour.
- The second ten (10) hours may be purchased for \$20.00 per hour.

No parent or guardian shall be permitted to purchase more than twenty (20) volunteer hours for a total of \$300.00. The remaining ten (10) hours of the volunteer requirement shall be satisfied in a manner consistent with the Charter Schools' previously established rules and regulations. **After May 1, 2013 you may only pay for these hours with cash or cashier's check.**

3. Service hours obtained from all campuses may be combined (Central, East, West, FSU and High School).
4. Attending informational meetings / functions such as PTA / PTSA, Advisory Board and Open House, count towards service hours, however, recreational functions including, but not limited to, sports events, school plays / performances, and Awards Ceremony do not constitute as time that may be utilized towards service hours; unless otherwise specified by school.
5. All visitors must sign in at the front office to receive a visitor's badge before going to the classroom.
6. All visitors during the school day must wear their visitor's badges at all times while at the school or with the students. All volunteers are required to dress in attire that is consistent with the dress code.
7. Volunteers must keep a record of their hours and should turn them in every two (2) weeks to their child's teacher for verification.
8. If donating supplies, food, etc., for classrooms in exchange for service hours, you may receive no more than ½ hour credit towards your service hours for all items donated at that time. Prior approval from the principal must be received before any items may be donated and credit received.
9. During the 2nd and 3rd grading periods, all service hours will be tabulated and parents will be notified of the hours they have accumulated.
10. A new duplicate form should be filled out for every service activity attended. Please keep the yellow copy for your records. The white copy must be turned in to the office.
11. Any hardship related deviation from this policy must be put in writing fully explaining the extenuating circumstances for such request and submitted to the principal.
12. Service hours may only be performed by parents, grandparents, foster parents, adoptive parents, and legal guardians at the discretion and review of the principals.
13. Pursuant to Chapter 2004-81, Florida Laws (2004), all volunteers at the school shall be subject to a limited background check. Principals have the sole discretion and authority to refuse an individual to perform volunteer hours at the school as a result of this required background check.
14. **All service hours must be fulfilled prior to May 24, 2013 unless prior arrangements have been approved by administration.** Your signature below indicates that you understand that if you do not fulfill the required hours, your child will not be allowed to enroll in the Pembroke Pines Charter Schools the ensuing school year.

25 Teacher Responsibilities

25.1 Parent Communication

Communication between the home and school and among the school staff is extremely important. In order to ensure that communication be consistent and concise, teachers are asked to note the following concerns:

Written class correspondence including flyers, letters, and newsletters to parents/guardians must be approved by Administration.

Teachers are encouraged to maintain electronic communication with parents via teacher website, Jupitergrades, EDMODO, newsletter, Pinnacle, etc.

Teachers are asked to respond to all parent communication within 48 hours.

25.2 Parent Conferences

Parent conferences will be scheduled upon request through guidance or teacher. All elementary teachers are required to have two parent conferences per year.

26 Miscellaneous

26.1**Announcements**

When an announcement needs to be made on the intercom system or TV, please notify the media specialist or office at least 24 hours in advance.

26.2 After the Pledge Songs

August/September/October – Star Spangled Banner
 November/December – America (My Country Tis of Thee)
 January/February – God Bless America
 March/April – America the Beautiful
 May/June – Grand Old Flag

26.3 Associates

We are fortunate in having excellent aides/ASSOCIATES who assist teachers in a variety of activities. However, there are certain functions, which are not within their job description.

Associates may not be left in charge of an entire class without the teacher present for more than 30 minutes. (In an emergency the teacher should contact the front office).

No Associate shall be asked by another staff member to change their job assignment without prior administrative approval.

26.4 Clinic

Please use the Clinic Pass when sending any student to the clinic.

26.5 Financial Procedures**26.6 Honor Roll Criteria**

Listed below are the guidelines for the honor roll. Please use them to complete the honor roll list to be submitted to the office with your report cards.

PRINCIPAL'S HONOR ROLL
 All A's All E's and S's

GOLD HONOR ROLL
 A's and B's All E's and S's

Presidential Achievement Award

Students qualify who either maintained all Es in Social Growth and Study Skills for the year or raised a report card grade two or more letters and have maintained that average (sliding 1 grade is okay) in reading, math or language arts. Do not include those students who have received the Principal's Honor Roll for the entire year, as they will receive a different award.

26.7 Media Center/Library – See addendum**26.8 Movies/Videos – forms link****26.9 Newsletter**

A K-8 monthly parent newsletter will be emailed on the first Friday of every month. Any staff member wishing to contribute to the newsletter must have the information emailed to administration by the first Monday of the month. The newsletter will be written on Wednesday, typed, edited, printed, and distributed to all campuses on Friday.

26.10 Personal Phone Calls

Cell phones are not allowed to be used during student contact hours. If you are expecting an important phone call, please inform the office staff so that you may be reached during your break or lunch time.

26.11 School Motto

Setting Sail on a New Course – Elementary School
Charting Our Course – Middle School

26.12 School Colors

Gold and Navy – Elementary School
Maroon, Gray, Navy – Middle School

26.13 School Mascot

Golden Eagle – Elementary School
Jaguar – Middle School/High School

26.14 Sexual and Other Unlawful Harassment and Discrimination Policy

All employees have a right to work in an environment free of discrimination and harassment. Harassment or discrimination on the basis of race, color, religion, sex, age, marital status, handicap, disability, national origin, and any other protected categories, is a violation of law, and will not be tolerated.

While all forms of harassment and discrimination are prohibited, it is the Schools' policy to emphasize that sexual harassment is specifically prohibited. Sexual harassment is defined as unwelcome, deliberate or repeated behavior of a sexual nature.

It can include verbal behavior such as unwanted sexual comments, suggestions, jokes, or pressure for sexual favors; nonverbal behavior such as suggestive looks or leering; and physical behavior such as pats, or squeezes, or repeated brushing against another person's body.

Conduct which constitutes sexual harassment, unlawful harassment or discrimination can result in termination of employment or severe discipline without regard to general principles of progressive discipline.

Specifically, the Schools prohibit the following:

- Unwelcome sexual advances.
- Requests for sexual favors, whether or not accompanied by promises or threats with regard to the employment relationship.
- Other verbal or physical conduct of a sexual nature made to any employee that may threaten or insinuate either explicitly or implicitly that any employee's submission to or rejection of sexual advances will in any way influence any personnel decision regarding that person's employment, evaluation, wages, advancement, assigned duties, shifts or any other condition of employment or career development.
- Any verbal or physical conduct that has the purpose or effect of substantially interfering with the employee's ability to do his or her job.
- Any verbal or physical conduct that has the purpose or effect of creating an intimidating, hostile or offensive working environment.

Specific examples of inappropriate behavior include, but are not limited to:

- Conditioning a job benefit on sexual favors;
- Threatening a job detriment for the failure to submit to sexual advances;
- Negative or offensive comments, jokes or suggestions about another employee's gender or sexuality;
- Obscene or lewd sexual comments, jokes, suggestions or innuendoes;
- Slang, names or labels (such as "honey," "sweetie," "boy," "girl,") that others find offensive;
- Talking about or calling attention to an employee's body or sexual characteristics in a negative or embarrassing way;
- Laughing at, ignoring or not taking seriously an employee who experiences sexual harassment;
- Blaming the victims of sexual harassment for causing the problem;
- Continuing certain behavior after an individual has objected to that behavior;
- Displaying nude or sexual pictures, books, objects, cartoons or sexually suggestive calendars on School property.

Other sexually harassing conduct in the workplace, whether physical or verbal, committed by Supervisors or Non-Supervisory personnel is also prohibited.

Acts of harassment or discrimination committed by School personnel may result in disciplinary action, up to and including dismissal. If an employee believes that he or she has been the subject of harassment or discrimination by anyone while at work, including any supervisors, co-employees, or visitors, or if an employee observes such harassment or discrimination, he or she is urged to report the alleged conduct immediately to his or her supervisor, or, if the individual does not wish to discuss the matter with the Supervisor, to the Director of Human Resources.

Any Supervisor or Principal who receives a complaint of harassment or discrimination from an employee shall immediately notify the Director of Human Resources of the complaint regardless of the Supervisor's or Principal's opinion concerning its validity.

The Schools will endeavor to investigate all complaints as expeditiously, confidentially and professionally as possible. Any Supervisor, agent, or other employee who is found after investigation to have engaged in harassment or discrimination of another employee will be subject to appropriate disciplinary action, up to and including dismissal.

There will be no retaliation against employees for reporting harassment or discrimination or assisting the Schools in the investigation of a complaint of harassment or discrimination.

26.15 Smoking

Smoking is prohibited in all areas of the school. This is in accordance with State law. PLEASE DO NOT SMOKE OR ALLOW PARENTS TO SMOKE IN THE CLASSROOMS OR BUILDING.

26.16 Social Security Number Collection Disclosure

Please be advised that pursuant to Section 119.071(5)(a)2.a., Florida Statutes the City of Pembroke Pines ("City") discloses that the City requests your social security number for the purpose of payroll eligibility verification, processing employment benefits, applicant employee background checks, and income reporting, and that your social security number will be used solely for these purposes.

26.17 Special Events Request

General assemblies are held at the need or desire of faculty and students and should evolve from activities in the classroom or special classes. Assemblies should be posted on the school-wide master calendar.

If you are using the cafeteria/multi-purpose room for practice, a meeting, or programs, it will be necessary to clear this with administration. Please email administration with the date and time that you need to use the cafeteria/multi-purpose room. Once cleared, your activity will be put on the master calendar.

When assemblies are held and your class is invited, make sure you accompany them to the assemblies and supervise their behavior while they are there. If it is the "special" teacher's time with your class, he/she will be responsible.

Form Link

26.18 Staff Responsibilities

Use of Building Before/After Regular Day - Please let them know if you plan to be in the building after 3:30 p.m., please make sure you notify the front office no later than 3:30pm so that you will not be locked in/out. This is also a safety measure for your protection. If you need to be in the building at a time other than when custodians are on duty, please see the Principal so that arrangements may be made.

27 Forms

27.1 Clinic Pass**Pembroke Pines Charter Schools**

Date: _____

Teacher: _____

Student: _____ ☐ M ☐ F**Nature of Complaint:**

- ☐ Not feeling well ☐ Stomachache ☐ Headache ☐ Toothache
☐ Injury _____
☐ Other: _____

 CLINIC USE ONLY 
Arrival Time: _____ ☐ am ☐ pm**Action Taken:**

- ☐ Student laid/sat in clinic for 20 minutes or less
☐ Student laid/sat in clinic for 20 minutes or more
☐ Temperature taken _____ °F
☐ Ice pack applied to affected area
☐ Band aid applied to affected area
☐ Head checked for: _____
☐ Parent/Guardian notified: _____ at _____ ☐ am ☐ pm
☐ 911 called
☐ Other: _____

Disposition of student:

- ☐ Returned to class. Feeling better
☐ Returned to class at parent/guardian's request
☐ Returned to class unable to contact parent/guardian
☐ Remained in clinic. Reason: _____
☐ Sent home at _____ ☐ am ☐ pm. ☐ Teacher notified
☐ 911 Transported
☐ Other: _____

Student left clinic at (Time): _____ ☐ am ☐ pm
 Comment: _____

Clinic Action Handled by: _____

27.2 Faculty/Staff Absentee Form

Date _____

Employee _____ Grade _____

Campus: ☐ Central Campus ☐ East Campus ☐ FSU Campus ☐ High School ☐ West Campus

Please check one of the following:

____ I request permission to leave school at _____ on _____
Time Date____ I request permission to be absent for a full day on _____
Date____ I request permission to be excused between the hours of _____ to _____ on _____
Date

Please state the reason for your request:

Coverage provided by: _____

____ Permission Granted

____ Permission Denied

____ See Me

Principal or Designee's Signature

PLEASE NOTE
SICK OR PERSONAL TIME WILL BE DEDUCTED IF YOU
(FULL-TIME EMPLOYEES) TAKE TIME OFF.

THIS REQUEST SHOULD BE APPROVED 24 HOURS PRIOR TO THE TIME/DAY YOU REQUESTED
UNLESS AN EMERGENCY ARISES.

27.3 Field Trip Information Packet

*FORMS MUST BE SUBMITTED AT LEAST EIGHT WEEKS
PRIOR TO FIELD TRIP IF IN THE TRI-COUNTY AREA,
TEN WEEKS PRIOR IF OUT OF TRI-COUNTY AREA.*

TEACHERS: After filling out field trip sheets, bring ENTIRE packet to bookkeeper's office.

Complete field trip packet as follows:

1. Complete field trip request form-note on form if this is a class trip or grade level trip. Principal signatures required.
2. Field Trips Out of County (Dade, Monroe, Palm Beach). This form must be completed eight weeks prior to field trip.
3. Complete worksheet to determine the cost per student. (Return to bookkeeper)
4. See bookkeeper for the proper procedure for collecting money. She will go over bookkeeping procedures with you. Notify bookkeeper of the amount of the check needed and the date. Also make sure she receives the original invoice.
5. Make Transportation Arrangements:
 - Transportation Authority Request (Transportation for Broward and Dade counties only) One form per trip (time frame is 9:00am – 1:45pm. Each bus holds 65 passengers and charges \$60.00 per hour per bus for a minimum of four hours. Copy to bookkeeper and fax copy to Transportation Authority 954-364-4790, plus keep a copy for your files.
 - Outside these areas we must use Vendor Bus Quote Sheet.
 - Give Bus Verification Form to outside vendor chosen and get approved by bookkeeper.
6. Release of Liability (Permission Slips) Front side only if in county. Both sides if out of county or overnight. The Release of Liability is to go with the teacher on the field trip but must be turned in to bookkeeper after trip is completed for auditing purposes. **Teacher cannot accept permission slips and money until student and parent has signed the authorization form.**
7. Calendar Placement Form: Make sure the trip is marked on the Master Calendar. Approval by principal or designee required.
8. Complete Cafeteria Notice of Field Trip and give to Cafeteria Manager. Make sure to note the date and amount of students who will not be at lunch. Give bookkeeper a copy of completed form.
9. Complete Temporary Duty Authorization (TDA) and chaperones list and return both to bookkeeper.
10. Give a list of students participating in the field trip to front office at least seven days in advance of field trip.
11. Give list of associates and hours who will be working the trip.

Also, field trip teachers must distribute a list of students attending field trip in email to front office and attendance.

**NOTE: THE FRONT OFFICE MUST BE INFORMED WHERE STUDENTS NOT
ATTENDING FIELD TRIP WILL BE.**

**AFTER TRIP IS COMPLETED, RETURN ALL PACKET FORMS, PERMISSION SLIPS, AND TDA'S TO
BOOKKEEPER (FIELD TRIP COORDINATOR)**

Field Trip Checklist

Date Submitted: _____

Teacher: _____

Grade: _____

Destination: _____

Date of Trip: _____

Departure Time: _ Arrival Time: _____

Which special will your class miss? _____

Will your class eat lunch in the cafeteria at their regular time? ☐ Yes ☐ No

If not eating in school, what arrangements are planned? _____

Check the following when completed:




- ☐ 1. Principal has approved trip.
- ☐ 2. Trip has been added to the activity calendar.
- ☐ 3. Bus form has been completed.
- ☐ 4. Obtain Certificate of Liability Insurance from company where field trip is taking place
(see attached sample)
- ☐ 5. ESE Teachers (one-week prior) have been notified of any changes affecting time.
- ☐ 6. Notify cafeteria 2 weeks in advance before field trip. (Attached Form)
- ☐ 7. Cleared which associates and their hours who will chaperone trip. Confirm if chaperones will work more than 4 hours or need to swap their work hours for the day.
- ☐ 8. Single Field Trip Authorization Form completed and copied for each student for parent signature.
- ☐ 9. Cutoff date established for collecting money from students and submitting money to bookkeeper. All monies must be turned in to the bookkeeper 4 weeks before the trip.
- ☐ 10. Monies Collected Envelope obtained from bookkeeper. All money must be given to bookkeeper.
Chaperones must complete the Chaperone Form.
- ☐ 11. Arrange for chaperones (**must have one level 2 cleared male chaperone**).
- ☐ 12. Give **ALL** originals to bookkeeper.
- ☐ 13. The morning of the field trip you must submit to the office Parent Permission Slips (**copies to bring on trip, and front office**), Attendance/Absence List (must include students remaining at School); Monies collected Envelope (if not already submitted).

PLEASE NOTE: If you need to make a deposit, bring all paperwork to the bookkeeper for processing of a purchase order.

*Out of county trips must have 3 bids turned into the bookkeeper prior to the start of money collection. The Telephone Bid Quote Form is available through the bookkeeper for quotes or a bid can be submitted on company letterhead. All trips over \$15.00 must use a receipt book, not an envelope, for money collections.

If using a charter bus, you must use Bus Quote Forms. See the bookkeeper.

Certificate of Liability Insurance

		Consumer's Certificate of Exemption Issued Pursuant to Chapter 212, Florida Statutes		DR-14 R. 04/05 04/24/07
85-8013818682C-8 Certificate Number	06/09/2007 Effective Date	06/30/2012 Expiration Date		
This certifies that THE CITY OF PEMBROKE PINES 10100 PINES BLVD PEMBROKE PINES FL 33026-6037				
is exempt from the payment of Florida sales and use tax on real property rented, transient rental property rented, tangible personal property purchased or rented, or services purchased.				
		Important Information for Exempt Organizations		DR-14 R. 04/05
<ol style="list-style-type: none"> 1. You must provide all vendors and suppliers with an exemption certificate before making tax-exempt purchases. See Rule 12A-1.038, Florida Administrative Code (FAC). 2. Your <i>Consumer's Certificate of Exemption</i> is to be used solely by your organization for your organization's customary nonprofit activities. 3. Purchases made by an individual on behalf of the organization are taxable, even if the individual will be reimbursed by the organization. 4. This exemption applies only to purchases your organization makes. The sale or lease to others by your organization of tangible personal property, sleeping accommodations or other real property is taxable. Your organization must register, and collect and remit sales and use tax on such taxable transactions. Note: Churches are exempt from this requirement except when they are the lessor of real property (Rule 12A-1.070, FAC). 5. It is a criminal offense to fraudulently present this certificate to evade the payment of sales tax. Under no circumstances should this certificate be used for the personal benefit of any individual. Violators will be liable for payment of the sales tax plus a penalty of 200% of the tax, and may be subject to conviction of a third degree felony. Any violation will necessitate the revocation of this certificate. 6. If you have questions regarding your exemption certificate, please contact the Exemption Unit of Central Registration at 850-487-4130. The mailing address is PO BOX 6480, Tallahassee, FL 32314-6480. 				
Pembroke Pines/FSU Charter Elementary School 601 S.W. 172nd Street Pembroke Pines, FL 33029				

The Transportation Authority

Office 954-364-4790 Fax 954-364-4791

Field Trip Request Form**Date of Trip:** _____**Confirmation #:** _____

Customer must receive a fax copy of this form stamped "Approved" to guarantee reservation

Pick-Up Information**Name:** _____ **Group:** _____ **Pick up Time:** _____**Location:** _____ **Drop off Time Back @ School / Organization:** _____**Address:** _____**Direction to Location:** _____**Destination Information****Name:** _____ **Phone #:** _____**Address:** _____**Direction to Destination:** _____**Completion of Trip Customer Signature:** _____ **Completion Time:** _____**Drivers Initial After Completion Of Emergency Evacuation Explanation:** _____

Customer Information**Name (School/Organization):** _____ **Team Name/Grade:** _____**Address:** _____ **Contact Name:** _____**City/State/Zip Code** _____ **Phone #:** _____**# of Buses:** _____ **# of Passengers:** _____ **P0#:** _____ **Fax #:** _____**Special Equipment: W/C # of Openings:** _____ **Emergency #:** _____***** **No eating or drinking on the bus** *******OFFICE / DRIVER USE ONLY****Driver Name:** _____ **Vehicle #** _____ **Odometer Start:** _____**Report Time Base:** _____ **Depart Time:** _____ **Arrival @ Pick Up** _____ **Load Time:** _____**Trip Completion Time:** _____ **Finish Time @ Base:** _____ **Odometer Finish:** _____

Pricing Minimum: School Year - Four (4) Hours @ \$60.00 per hour - Summer Five (5) Hours @ \$60.00 per hour - Prices as listed unless notified of change by date of trip. Trips in excess of 4 or 5 hours will be billed at additional 15 minute intervals. **Cancellation Policy:** Prior to date of trip: Customer must have a faxed copy of Field Trip Form Stamped **Cancelled** and signed by TA Office. Day of trip: charge for a minimal of four (4) or five (5) hours will be due if driver leaves base. Same Day (prior to bus leaving yard): one hour charge - *Not Responsible for items left on bus* **All toll's & parking fees are payable by Customer.** Customer signature & remittance of this document constitutes a binding contract and Customer agrees to the **Bus Rental Terms and Conditions** as detailed below.

Authorized Customer Signature: _____ **Print Name:** _____

_____ **If the Charter School will not be billed for transportation services please do not sign above and cross out entire box.**

BUS RENTAL TERMS AND CONDITIONS

1. Damage to Property. Customer shall be responsible for any and all damage to any of the buses not caused by ordinary wear and tear. Customer shall be liable to the City of Pembroke Pines, Florida for any and all damage which is not ordinary wear and tear in an amount equal to the cost of repair or replacement value of the buses or components thereof. Customer shall be notified of the cost to repair such damage by the City of Pembroke Pines ("City") as soon as practicable after the City has been made aware of or discovered the damage and obtained such estimate of cost for repair. "Ordinary wear and tear" shall refer to the normal deterioration of the buses caused by ordinary, reasonable and proper use thereof. **2. Supervision.** Customer is responsible to supervise and provide adequate supervision for all of its participants while on the bus. Such supervision shall not be provided by either the City or the Transportation Authority. In the event that such failure of Customer to provide adequate supervision results in a risk to the health, safety or welfare of the participants, the property of the City, or the employees of the Transportation Authority, the Transportation Authority may, in its sole discretion, immediately terminate the trip en route and return to the Customer's location, in such event, Customer shall be responsible for the full amount of the cost of the trip as provided on the reservation form. **3. Cancellation.** Customer shall be permitted to cancel its use of the buses as provided on the reservation form. In the event of a cancellation, Customer shall remit the amount indicated on the reservation form.

4. Payment. All payment for services hereunder shall be made in the form of a check, cashier's check or money order made payable to the City of Pembroke Pines. No cash payments will be accepted. .

5. All riders grade K and higher must wear safety belts. Riders age 4 and under will not be transported.

Authorized Customer Signature: _____ **CUSTOMER HERE BY CERTIFIES THAT ALL RIDERS MEET THE GRADE REQUIREMENTS.**

October 17, 2011

Bus Rental Terms and Conditions

1. **Damage to Property.** Customer shall be responsible for any and all damage to any of the buses not caused by ordinary wear and tear. Customer shall be liable to the City of Pembroke Pines, Florida for any and all damage which is not ordinary wear and tear in an amount equal to the cost of repair or replacement value of the buses or components thereof. Customer shall be notified of the cost to repair such damage by the City of Pembroke Pines ("City") as soon as practicable after the City has been made aware of or discovered the damage and obtained such estimate of cost for repair. "Ordinary wear and tear" shall refer to the normal deterioration of the buses caused by ordinary, reasonable and proper use thereof.
2. **Supervision.** Customer is responsible to supervise and provide adequate supervision for all of its participants while on the bus. Such supervision shall not be provided by either the City or the Transportation Authority. In the event that such failure of Customer to provide adequate supervision results in a risk to the health, safety or welfare of the participants, the property of the City, or the employees of the Transportation Authority, the Transportation Authority may, in its sole discretion, immediately terminate the trip en route and return to the Customer's location. In such event, Customer shall be responsible for the full amount of the cost of the trip as provided on the reservation form.
3. **Cancellation.** Customer shall be permitted to cancel its use of the buses as provided on the reservation form. In the event of a cancellation, Customer shall remit the amount indicated on the reservation form.
4. **Payment.** All payment for services hereunder shall be made in the form of a check, cashier's check or money order made payable to the City of Pembroke Pines. No cash payments will be accepted.
5. **Liability/Indemnification.** Customer hereby voluntarily and expressly agrees to release, indemnify, forever discharge and hold harmless the City of Pembroke Pines, Florida, the Transportation Authority, or the agents, employees, and affiliates of either entity against any and all liability, claims, demands, causes or rights of action whether personal to Customer or to a third-party, which are in any way connected with the Customer's use of the City's buses, including those allegedly attributable to negligent acts or omissions of the city or the Transportation Authority. Should the City of Pembroke Pines, the Transportation Authority, or anyone acting on their behalf be required to incur attorney's fees and costs as a result of Customer's use of the City's buses, Customer expressly agree to indemnify and hold the City and the Transportation Authority harmless for all such fees and costs.
6. **Ownership of Buses; Sovereign Immunity.** Customer acknowledges that the buses utilized in this transportation agreement are owned by the City of Pembroke Pines, Florida. Nothing herein is intended to waive sovereign immunity afforded to the City pursuant to §768.28, Florida Statutes.
7. **Incidental or consequential damage.** Customer waives any and all claims against the City of Pembroke Pines, Florida or the Transportation Authority for incidental or consequential damage in connection with the furnishing performance or use of the City's buses.

Field Attendance/Absentee List

Teacher: _____ Grade: _____ Destination: _____

Date: _____ Phone Number: _____

CHAPERONES ATTENDING:

1.	4.
2.	5.
3.	6.

Level 2 male chaperone's name: _____

STUDENTS ATTENDING:

1.	14.
2.	15.
3.	16.
4.	17.
5.	18.
6.	19.
7.	20.
8.	21.
9.	22.
10.	23.
11.	24.
12.	25.
13.	26.

STUDENT ABSENTEE LIST

STUDENT NAME	CLASSROOM ASSIGNMENT

Student Field Trip Form

- ☐ 1680 SW 184TH Avenue, Pembroke Pines, FL 33029 (954) 450-6990
☐ 18500 Pembroke Road, Pembroke Pines, FL 33029 (954) 443-4847
☐ 12350 Sheridan Street, Pembroke Pines, FL 33029 (954) 322-3300
☐ 10801 Pembroke Road, Pembroke Pines, FL 33029 (954) 322-3300
☐ 601 SW 172nd Avenue, Pembroke Pines, FL 33029 (954) 499-4244

Student Name: _____ **Telephone:** _____

Teacher: _____ **Grade:** _____ **Bag lunch required** ☐

I authorize my child to utilize the type of transportation identified below for this field trip.

School Bus _____ Charter Bus _____ Private Vehicle _____ Walk _____

Field trip destination: _____

Departure date/ time: _____

Return date/ time: _____

Cost (cash only): _____ **Deadline:** _____

EMERGENCY CONTACT

In case of an emergency, I may be reached at:

_____ **Telephone:** _____

In the event I cannot be reached, please contact:

Name of Establishment/Person: _____ **Telephone:** _____

HEALTH/ACCIDENT INSURANCE

My child is covered by twenty-four (24) hour accident insurance or family insurance:

Insurance Company: _____

Policy Number: _____ /or I've attached a photocopy of my family insurance identification card.

_____ **I do not have insurance; however, I will pay any and all medical bills for emergency care of my child.**

Signature of Parent/ Guardian

By signature to this statement of permission, I hereby release and hold harmless the above named school and individual sponsor, including the teachers and principal, from all liability for mishap or injury to the student named herein from the time of departure to the time of return, and from any and all responsibility for the acts of conduct of such student during such a trip.

Chaperone Form

Name: _____ Telephone: _____

Supervising Teacher: _____ Grade: _____

Field Trip Destination: _____

Departure Date & Time: _____

Return Date & Time: _____

Cost of Field Trip (if any- **Cash only**) \$ _____

I understand that my role as a chaperone is not to directly supervise any students but to assist in the safety and well-being of all students.

Therefore, I agree . . .

- To support the supervising teacher in enforcing established rules, procedures and expectations for student participation and effort;
- I will not bring my child's siblings on the trip nor will I engage in activities which distract from the activities taking place;
- To model appropriate language and behavior and to abide by all Pembroke Pines Charter School policies and regulations which govern the behavior of employees and chaperones for the entire duration of the field trip while in the presence of the students.

Signature_____
Date**In case of emergency, please contact:**_____
Telephone: _____**Health Accident Insurance:**

My insurance carrier is:

Insurance Provider: _____ Policy Number: _____

Or attach a photo copy of your family insurance identification card.

_____ I do not have insurance, however, I will pay any and all medical bills for emergency care.

Signature of Chaperone

Chartwells Pre-Order Lunch Form

Dear Parents,

Students attending the field trip will not be eating lunch in the cafeteria. Students may either bring lunch from home or order lunches from Chartwells using this form. The cafeteria will have the pre-ordered lunches ready for the associates to come and pick up from the cafeteria. If you would like your child to have school lunch, please complete the order form below and return it to your child's teacher. You must order lunches by _____ if you would like your child to buy a bag lunch for this field trip.

- If you order a bag lunch, it will include a sandwich of your choice, a small bag of Cheez-Its© (or something similar), fresh fruit and choice of milk or juice. Please select a sandwich type for each day you order.

- Select one drink for you order lunch.

Student Name: _____ **Lunch #:** _____

Field Trip Day	Ham & Cheese	Turkey & Cheese	Milk			Juice
			Plain	Chocolate	Strawberry	

Student's Name: _____
(please print clearly)

Parent Name: _____
(please print clearly)

Parent Signature: _____

Sincerely,
Chartwells

Cafeteria Notice of Field Trip

Please complete and return this form to the Cafeteria Manager at least two weeks before the field trip.

Class/Grade/Organization planning trip: _____

Number of students participating: _____

Date of Field Trip: _____

Departure Time: _____ **Return Time:** _____

Please check one of the following:

Our group will need:

_____ bag lunches _____ milk only

_____ no lunches

_____ other (explain _____)

_____ will not affect regular scheduled lunch

Signature: _____ **Date:** _____

Request for Field Trip*Please type or print*

Date: _____ Grade/Class: _____

Submitted By: _____

Date of Field Trip: _____ Departure Time: _____

Time students are expected at school: _____ Returning Time: _____

If student is not able to afford trip, what accommodations will be made for them:

Destination Name: _____

Address: _____

Contact person & telephone: _____

Number of students: _____ Numbers of chaperones: _____

Cost to each students (if any- **cash only**): _____

Travel Agency (if applicable): _____

Contact person & telephone: _____

Contract attached: Yes ☐ No ☐Overnight? Yes ☐ No ☐ How many nights? _____

Mode of transportation: _____

Name of Transportation Company: _____

Contact person & telephone: _____

TEACHER: _____ CELL #: _____

JUSTIFICATION FOR THE FIELD TRIP

Describe the purpose of the fieldtrip and the way in which it will enhance our school's curriculum program. _____

Approved: _____

Date: _____

Denied: _____

Date: _____

Approved by:

Principal: _____

Date: _____

Bookkeeper: _____

Date: _____

City Attorney: _____

Date: _____

City Manager: _____

Date: _____

Assistant City Manager: _____

Date: _____

27.4 Incentive Awards

The School Board of Broward County provides incentive awards for teachers who take college courses or earn in-service points following their last degree (bachelor or master's degree only). Incentive awards do not need to be renewed.

Official transcripts are required for all the coursework listed on the application.

BASIC INCENTIVE CRITERIA

- 15 semester hours (300 in-service points) beyond the last degree (bachelor's or master's)
- Teacher salary Schedule
- Professional Services or Continuing Contract (annual contract teachers are not eligible)
- All completed within ten (10) years
- 12 of the 15 credits (240 in-service points) must be in the teaching/job assignments Points earned in Broward County in-service programs approved by the School Board are acceptable. In-service points transferred from other counties are not acceptable.
- Applications must be submitted to the Office Manager by September 15.

ADVANCED INCENTIVE CRITERIA

- 15 semester hours (300 in-service points) beyond the master's degree **AND** the master's level basic incentive (total 30 semester hours or 600 hours)
- Teacher salary Schedule
- Master's Degree (Incentives are not available following a specialist or doctorate degree)
- 10 years Florida teaching experience
- Professional Services or Continuing Contract (annual contract teachers are not eligible) Hold, or be eligible for the Basic Incentive.
- All completed within ten (10) years
- College credits must be upper division (junior or senior) or graduate level. (No community college courses)
- 12 of the 15 credits (240 in-service points) must be in the teaching/job assignments Points earned in Broward County in-service programs approved by the School Board are acceptable. In-service points transferred from other counties are not acceptable.
- **Applications must be submitted to the Office Manager by September 13.**

INSERVICE POINTS

Chapter 231, Florida Statutes

3. One point is equivalent to one check clock hour of participation by the typical participant.
4. Equivalence of in-service points and college credits:
 - a. One semester hour equals twenty (20) in-service points
 - b. One quarter hour equals thirteen and one-third (13 1/3) in-service points.

Application for Incentive Awards

Only teachers who hold Continuing Contract, Professional Services Contract, or who qualify for such a contract are eligible for the Incentive Award.

PLEASE CHECK APPROPRIATE BOX: <input type="checkbox"/> Basic Incentive <input type="checkbox"/> Advanced Incentive				
Social Security:		Name:		Current Location: (Campus) FSU Campus
Teaching Field/Current Assignment:			Grade Level: (Check) K-5	
			<input type="checkbox"/> K-5 <input type="checkbox"/> 6 - 8 <input type="checkbox"/> 9 – 12 <input type="checkbox"/> Adult/Voc.	
COLLEGE COURSES				
COURSE PREFIX	COURSE NUMBER	COURSE TITLE	MONTH AND YEAR COMPLETED	SEMESTER HOURS
		Please see attached In-Service Record		
SUBMIT OFFICIAL TRANSCRIPT (S) _____			TOTAL SEMESTER HOURS EARNED _____	

INSERVICE POINTS +

SEMESTER HOURS +

TOTAL

OFFICIAL TRANSCRIPTS ARE: ATTACHED ☐REQUESTED UNIVERSITY TO FORWARD TO CERTIFICATION, ATTENTION: INCENTIVE AWARDS: ☐

I CERTIFIED THAT THE ABOVE INFORMATION IS CORRECT:

SIGNATURE OF APPLICANT

DATE

Applications must be submitted to the Office Manager by September 15th and supporting grade reports or transcripts must be received by October 1st.***-FOR CERTIFICATION OFFICE USE ONLY -***
☐ Approved EFFECTIVE DATE OF AWARD: ____/____/____

☐ Not Approved _____

PROCESSED BY/DATE: _____

CERTIFICATION ADMINISTRATION: _____

27.5 Medication Notice

Teacher(s): Pembroke Pines Charter School teacher(s) and staff CANNOT administer medication (prescription or over the counter) to field trip students **WITHOUT THE BROWARD COUNTY PHYSICIANS AUHTORIZATION FORM.**

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
 Health Education Services, 600 SE 3 Avenue, 7th Floor, Ft. Lauderdale, FL. 33301 Phone: (754) 321-2272
AUTHORIZATION FOR MEDICATION / TREATMENT

Student's Name: _____ **Date of Birth:** _____ **Grade:** _____

School: Pembroke Pines Charter Schools **Phone #:** _____ **Fax#:** _____

Allergies: _____

Diagnosis: _____

MEDICATION	DOSAGE & ROUTE	FREQUENCY	SPECIFIC TIMES	SPECIAL INSTRUCTIOS/ SIDE EFFECTS

TREATMENTS DURING SCHOOL HOURS

Treatment Plan: _____

PROCEDURE	TYPE	MEDS/FEEDING AMOUNT	FREQUENCY SPECIFIC TIMES	RATE/ FLOW
Catheterization				
Feedings	<input type="checkbox"/> G-Tube <input type="checkbox"/> J-Tube <input type="checkbox"/> NG-Tube <input type="checkbox"/> Special			
Suctioning	<input type="checkbox"/> Tracheostomy <input type="checkbox"/> Deep <input type="checkbox"/> Surface			
Tracheostomy	<input type="checkbox"/> Tube Replacement <input type="checkbox"/> Care (Cleaning)			
CPT				
Oxygen				
Missing				
Nebulizer Tx				
Pulse Oximeter				

Are any of the above procedures required for emergency care ? ☐ YES ☐ NO, **IF "YES"**, specify:

List any procedures the student has been trained to perform _____

List any limitations / precautionary measures that should be considered; e.g. physical education, outdoor

activities, transporting, lifting, moving, special devices / equipment : _____

OVER ➔

AUTHORIZATION FOR MEDICATION / TREATMENT – Page 2

List any emergency precautions / health emergencies that should be anticipated for this student; e.g. allergy triggers, diabetic reactions, etc.) : _____

There are no extraordinary emergency medical services available at school. Since only CPR and first aid are available until 911 arrive, is this adequate for student survival? ☐ YES ☐ NO, **IF "NO"**, specify:

Physician's Name (Printed)

Physician's Signature

Physician's Telephone & Fax Numbers

Physician's Office Address

Date Completed

This information will be obtained by School Board District Personnel

PARENTAL PERMISSION FOR MEDICATION / TREATMENT
(TO BE COMPLETED BY THE STUDENT'S PARENT / GUARDIAN)

Student's Name: _____ **Date of Birth:** _____ **Grade:** _____
School: _____ **Phone #:** _____ **Fax#:** _____

I grant the principal or his / her designee the permission to assist or perform the administration of each medication or treatment / procedure to or for my child during the school day including when he/she is away from school property for official school events.

NOTE:

- **Medications must be supplied in the original container.** Ask the pharmacist to divided the medication into two completely labeled containers, providing one for home and one for school.
- Only medications / treatments authorized by a physician may be administered by school personnel.
- It is your responsibility to notify the school when there is a change in medication / treatment regimen.

Parent / Guardian Name (Printed)

Signature of Parent / Guardian

Date Signed

Home Phone Number

Work Phone Number (Include Ext. if any)

Other numbers where you may be reached during school hours (Include cellular phone and beeper)

Form: #2240E

Revised: 5/02

27.6 Media Procedures

Please follow these media procedures. Remember, videos should have a curriculum basis. Videos with NR/PG/R are not to be used unless you have prior administrative approval. All videos, regardless of rating, must be approved at least one week in advance of showing.

The form below should be submitted to the building-level administrator before any video is shown. This will allow us to keep track of the number and types of videos our students are viewing. This will also assist us if a parent calls with a concern.

<p align="center"><u>Media Permission Form</u></p> <p>TEACHER NAME: _____</p>	<p>GRADE/SUBJECT: _____</p>
<p>DATE SUBMITTED: _____</p> <p>DATE TO BE SHOWN: _____</p>	<p>TITLE: _____ _____ _____</p>
<p>CURRICULUM RATIONALE:</p>	
<p>_____</p>	
<p>_____</p>	
<p>_____</p>	
<p>_____</p>	
<p>_____</p>	
<p>_____</p>	
<p>_____</p>	
<p>_____</p>	
<p>_____</p>	
<p>RATING:</p> <p><input type="checkbox"/> G (general)</p> <p><input type="checkbox"/> PG (parental guidance)</p> <p><input type="checkbox"/> NR (not rated)</p> <p><input type="checkbox"/> R (restricted)</p> <p><input type="checkbox"/> Other (explain)</p>	<p><input type="checkbox"/> ADMINISTRATOR'S PERMISSION</p> <p><input type="checkbox"/> ADMINISTRATOR'S DENIAL</p> <p>_____</p> <p align="center"><i>Administrator's Signature</i></p>

27.7 Student Accident Report



City of Pembroke Pines Charter Elementary School

- ☐ 1680 SW 184th Avenue, Pembroke Pines, FL 33029 (954) 450-6990
☐ 18500 Pembroke Road, Pembroke Pines, FL 33029 (954) 443-4847
☐ 12350 Sheridan Street, Pembroke Pines, FL 33029 (954) 322-3300
☐ 10801 Pembroke Road, Pembroke Pines, FL 33029 (954) 322-3300
☐ 601 SW 172nd Avenue, Pembroke Pines, FL 33029 (954) 499-4244

Student Accident Report

(Please print legibly)

Accident date: _____

Time: _____ ☐ a.m. ☐ p.m.

Injured student:

Name: _____

Grade:/Class: _____

Address: _____

Phone: _____

City: _____ State: _____ Zip: _____

Check type of Accident:

- ☐ Before School ☐ After School ☐ Physical Education ☐ Playground
☐ General/Classroom ☐ Field Trip ☐ Athletic/Extracurricular
☐ Other: _____

Person Notified:

Name: _____

Phone Home: _____ Work: _____ Other: _____

The Injury:

Location/Nature of Injury (be specific): _____

Treatment: (Check all that apply) ☐ Yes ☐ No Called 911?

☐ Yes ☐ No Parent Notified?

☐ Yes ☐ Transported to Hospital?

Name/Address/Phone of Doctor: (if one was consulted) _____

Please provide detailed description of the accident: _____

Witnesses:

Name: _____ Phone: _____

Address: _____

Name: _____ Phone: _____

Address: _____

Employee on duty: _____

Treatment (if any): _____

Were first aid supplies used? ☐ Yes ☐ No If so, what? _____

Name/Title of person making report: _____

Signature of person making report: _____

Signature of witness(es): _____

Signature of Teacher: _____

Signature of Principal: _____

Date of report: _____

28 Welcome to Going Green!

The Pembroke Pines Charter Schools are an earth-friendly school system. We are implementing new procedures to help save our planet. Please realize that every little bit does help. We will be sending as much information as we can to all of our Charter School families via global e-mail.

Appendix O – Educational Performance – Parental Surveys

Survey Response Counts

Section: Purpose and Direction

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
1. Our school's purpose statement is clearly focused on student success.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	133	60.18%	77	34.84%	8	3.62%	0	0%	1	0.45%	2	0.9%	221	100%
		4.52	133	60.18%	77	34.84%	8	3.62%	0	0%	1	0.45%	2	0.9%	221	100%
		Total	133	60.18%	77	34.84%	8	3.62%	0	0%	1	0.45%	2	0.9%	221	100%
	Total		133	60.18%	77	34.84%	8	3.62%	0	0%	1	0.45%	2	0.9%	221	100%
2. Our school's purpose statement is formally reviewed and revised with involvement from parents.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	105	47.51%	86	38.91%	23	10.41%	5	2.26%	0	0%	2	0.9%	221	100%
		4.29	105	47.51%	86	38.91%	23	10.41%	5	2.26%	0	0%	2	0.9%	221	100%
		Total	105	47.51%	86	38.91%	23	10.41%	5	2.26%	0	0%	2	0.9%	221	100%
	Total		105	47.51%	86	38.91%	23	10.41%	5	2.26%	0	0%	2	0.9%	221	100%
3. Our school has established goals and a plan for improving student learning.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	117	52.94%	89	40.27%	12	5.43%	1	0.45%	1	0.45%	1	0.45%	221	100%
		4.43	117	52.94%	89	40.27%	12	5.43%	1	0.45%	1	0.45%	1	0.45%	221	100%
		Total	117	52.94%	89	40.27%	12	5.43%	1	0.45%	1	0.45%	1	0.45%	221	100%
	Total		117	52.94%	89	40.27%	12	5.43%	1	0.45%	1	0.45%	1	0.45%	221	100%
Total			355	53.54%	252	38.01%	43	6.49%	6	0.9%	2	0.3%	5	0.75%	663	100%

Section: Governance and Leadership

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
4. Our school's governing body operates responsibly and functions effectively.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	103	47.91%	91	42.33%	18	8.37%	1	0.47%	1	0.47%	1	0.47%	215	100%
		4.35	103	47.91%	91	42.33%	18	8.37%	1	0.47%	1	0.47%	1	0.47%	215	100%
		Total	103	47.91%	91	42.33%	18	8.37%	1	0.47%	1	0.47%	1	0.47%	215	100%
	Total		103	47.91%	91	42.33%	18	8.37%	1	0.47%	1	0.47%	1	0.47%	215	100%
5. Our school's governing body does not interfere with the operation or leadership of our school.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	89	41.4%	88	40.93%	34	15.81%	2	0.93%	1	0.47%	1	0.47%	215	100%
		4.2	89	41.4%	88	40.93%	34	15.81%	2	0.93%	1	0.47%	1	0.47%	215	100%
		Total	89	41.4%	88	40.93%	34	15.81%	2	0.93%	1	0.47%	1	0.47%	215	100%
	Total		89	41.4%	88	40.93%	34	15.81%	2	0.93%	1	0.47%	1	0.47%	215	100%

Parent Survey

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
			#	%											#	%
6. Our school has high expectations for students in all classes.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	132	61.4%	73	33.95%	6	2.79%	3	1.4%	1	0.47%	0	0%	215	100%
		4.54	132	61.4%	73	33.95%	6	2.79%	3	1.4%	1	0.47%	0	0%	215	100%
	Total		132	61.4%	73	33.95%	6	2.79%	3	1.4%	1	0.47%	0	0%	215	100%
7. Our school shares responsibility for student learning with its stakeholders.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	97	45.12%	83	38.6%	30	13.95%	1	0.47%	0	0%	4	1.86%	215	100%
		4.23	97	45.12%	83	38.6%	30	13.95%	1	0.47%	0	0%	4	1.86%	215	100%
	Total		97	45.12%	83	38.6%	30	13.95%	1	0.47%	0	0%	4	1.86%	215	100%
8. Our school communicates effectively about the school's goals and activities.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	124	57.67%	68	31.63%	14	6.51%	7	3.26%	2	0.93%	0	0%	215	100%
		4.42	124	57.67%	68	31.63%	14	6.51%	7	3.26%	2	0.93%	0	0%	215	100%
	Total		124	57.67%	68	31.63%	14	6.51%	7	3.26%	2	0.93%	0	0%	215	100%
9. Our school provides opportunities for stakeholders to be involved in the school.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	106	49.3%	73	33.95%	28	13.02%	1	0.47%	1	0.47%	6	2.79%	215	100%
		4.23	106	49.3%	73	33.95%	28	13.02%	1	0.47%	1	0.47%	6	2.79%	215	100%
	Total		106	49.3%	73	33.95%	28	13.02%	1	0.47%	1	0.47%	6	2.79%	215	100%
Total			651	50.47%	476	36.9%	130	10.08%	15	1.16%	6	0.47%	12	0.93%	1,290	100%

Section: Teaching and Assessing for Learning

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
10. All of my child's teachers provide an equitable curriculum that meets his/her learning needs.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	99	48.29%	82	40%	12	5.85%	10	4.88%	2	0.98%	0	0%	205	100%
		4.3	99	48.29%	82	40%	12	5.85%	10	4.88%	2	0.98%	0	0%	205	100%
	Total		99	48.29%	82	40%	12	5.85%	10	4.88%	2	0.98%	0	0%	205	100%
11. All of my child's teachers give work that challenges my child.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	102	49.76%	82	40%	10	4.88%	9	4.39%	2	0.98%	0	0%	205	100%
		4.33	102	49.76%	82	40%	10	4.88%	9	4.39%	2	0.98%	0	0%	205	100%
	Total		102	49.76%	82	40%	10	4.88%	9	4.39%	2	0.98%	0	0%	205	100%

Parent Survey

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
12. All of my child's teachers use a variety of teaching strategies and learning activities.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	104	50.73%	74	36.1%	14	6.83%	11	5.37%	2	0.98%	0	0%	205	100%
		4.3	104	50.73%	74	36.1%	14	6.83%	11	5.37%	2	0.98%	0	0%	205	100%
		Total	104	50.73%	74	36.1%	14	6.83%	11	5.37%	2	0.98%	0	0%	205	100%
13. All of my child's teachers meet his/her learning needs by individualizing instruction.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	82	40%	69	33.66%	30	14.63%	19	9.27%	5	2.44%	0	0%	205	100%
		4.0	82	40%	69	33.66%	30	14.63%	19	9.27%	5	2.44%	0	0%	205	100%
		Total	82	40%	69	33.66%	30	14.63%	19	9.27%	5	2.44%	0	0%	205	100%
14. All of my child's teachers work as a team to help my child learn.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	90	43.9%	81	39.51%	20	9.76%	11	5.37%	3	1.46%	0	0%	205	100%
		4.19	90	43.9%	81	39.51%	20	9.76%	11	5.37%	3	1.46%	0	0%	205	100%
		Total	90	43.9%	81	39.51%	20	9.76%	11	5.37%	3	1.46%	0	0%	205	100%
15. All of my child's teachers help me to understand my child's progress.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	101	49.27%	72	35.12%	13	6.34%	12	5.85%	7	3.41%	0	0%	205	100%
		4.21	101	49.27%	72	35.12%	13	6.34%	12	5.85%	7	3.41%	0	0%	205	100%
		Total	101	49.27%	72	35.12%	13	6.34%	12	5.85%	7	3.41%	0	0%	205	100%
16. All of my child's teachers keep me informed regularly of how my child is being graded.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	102	49.76%	65	31.71%	20	9.76%	9	4.39%	9	4.39%	0	0%	205	100%
		4.18	102	49.76%	65	31.71%	20	9.76%	9	4.39%	9	4.39%	0	0%	205	100%
		Total	102	49.76%	65	31.71%	20	9.76%	9	4.39%	9	4.39%	0	0%	205	100%
17. All of my child's teachers report on my child's progress in easy to understand language.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	115	56.1%	68	33.17%	11	5.37%	6	2.93%	5	2.44%	0	0%	205	100%
		4.38	115	56.1%	68	33.17%	11	5.37%	6	2.93%	5	2.44%	0	0%	205	100%
		Total	115	56.1%	68	33.17%	11	5.37%	6	2.93%	5	2.44%	0	0%	205	100%
18. My child sees a relationship between what is being taught and his/her everyday life.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	87	42.44%	91	44.39%	20	9.76%	6	2.93%	1	0.49%	0	0%	205	100%
		4.25	87	42.44%	91	44.39%	20	9.76%	6	2.93%	1	0.49%	0	0%	205	100%
		Total	87	42.44%	91	44.39%	20	9.76%	6	2.93%	1	0.49%	0	0%	205	100%
19. My child knows the expectations for learning in all classes.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	101	49.27%	93	45.37%	7	3.41%	4	1.95%	0	0%	0	0%	205	100%
		4.42	101	49.27%	93	45.37%	7	3.41%	4	1.95%	0	0%	0	0%	205	100%
		Total	101	49.27%	93	45.37%	7	3.41%	4	1.95%	0	0%	0	0%	205	100%

Parent Survey

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total		
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	
			#	%												#	%
20. My child has at least one adult advocate in the school.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	85	41.46%	80	39.02%	29	14.15%	4	1.95%	1	0.49%	6	2.93%	205	100%	
		4.1	85	41.46%	80	39.02%	29	14.15%	4	1.95%	1	0.49%	6	2.93%	205	100%	
	Total		85	41.46%	80	39.02%	29	14.15%	4	1.95%	1	0.49%	6	2.93%	205	100%	
21. My child is given multiple assessments to measure his/her understanding of what was taught.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	92	44.88%	97	47.32%	12	5.85%	4	1.95%	0	0%	0	0%	205	100%	
		4.35	92	44.88%	97	47.32%	12	5.85%	4	1.95%	0	0%	0	0%	205	100%	
	Total		92	44.88%	97	47.32%	12	5.85%	4	1.95%	0	0%	0	0%	205	100%	
22. My child has up-to-date computers and other technology to learn.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	84	40.98%	99	48.29%	15	7.32%	4	1.95%	3	1.46%	0	0%	205	100%	
		4.25	84	40.98%	99	48.29%	15	7.32%	4	1.95%	3	1.46%	0	0%	205	100%	
	Total		84	40.98%	99	48.29%	15	7.32%	4	1.95%	3	1.46%	0	0%	205	100%	
23. My child has access to support services based on his/her identified needs.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	84	40.98%	80	39.02%	25	12.2%	9	4.39%	2	0.98%	5	2.44%	205	100%	
		4.07	84	40.98%	80	39.02%	25	12.2%	9	4.39%	2	0.98%	5	2.44%	205	100%	
	Total		84	40.98%	80	39.02%	25	12.2%	9	4.39%	2	0.98%	5	2.44%	205	100%	
Total			1,328	46.27%	1,133	39.48%	238	8.29%	118	4.11%	42	1.46%	11	0.38%	2,870	100%	

Section: Resources and Support Systems

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
24. Our school provides qualified staff members to support student learning.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	99	49.5%	86	43%	10	5%	4	2%	1	0.5%	0	0%	200	100%
		4.39	99	49.5%	86	43%	10	5%	4	2%	1	0.5%	0	0%	200	100%
	Total		99	49.5%	86	43%	10	5%	4	2%	1	0.5%	0	0%	200	100%
25. Our school provides an adequate supply of learning resources that are current and in good condition.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	92	46%	98	49%	9	4.5%	1	0.5%	0	0%	0	0%	200	100%
		4.4	92	46%	98	49%	9	4.5%	1	0.5%	0	0%	0	0%	200	100%
	Total		92	46%	98	49%	9	4.5%	1	0.5%	0	0%	0	0%	200	100%

Parent Survey

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
#																
#																
26. Our school provides a safe learning environment.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	113	56.5%	84	42%	2	1%	0	0%	1	0.5%	0	0%	200	100%
		4.54	113	56.5%	84	42%	2	1%	0	0%	1	0.5%	0	0%	200	100%
	Total		113	56.5%	84	42%	2	1%	0	0%	1	0.5%	0	0%	200	100%
27. Our school provides students with access to a variety of information resources to support their learning.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	92	46%	97	48.5%	9	4.5%	2	1%	0	0%	0	0%	200	100%
		4.4	92	46%	97	48.5%	9	4.5%	2	1%	0	0%	0	0%	200	100%
	Total		92	46%	97	48.5%	9	4.5%	2	1%	0	0%	0	0%	200	100%
28. Our school provides excellent support services (e.g., counseling, and/or career planning).	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	71	35.5%	77	38.5%	32	16%	9	4.5%	3	1.5%	8	4%	200	100%
		3.9	71	35.5%	77	38.5%	32	16%	9	4.5%	3	1.5%	8	4%	200	100%
	Total		71	35.5%	77	38.5%	32	16%	9	4.5%	3	1.5%	8	4%	200	100%
29. Our school provides opportunities for students to participate in activities that interest them.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	79	39.5%	79	39.5%	27	13.5%	9	4.5%	3	1.5%	3	1.5%	200	100%
		4.06	79	39.5%	79	39.5%	27	13.5%	9	4.5%	3	1.5%	3	1.5%	200	100%
	Total		79	39.5%	79	39.5%	27	13.5%	9	4.5%	3	1.5%	3	1.5%	200	100%
30. Our school ensures that the facilities support student learning.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	90	45%	94	47%	13	6.5%	2	1%	1	0.5%	0	0%	200	100%
		4.35	90	45%	94	47%	13	6.5%	2	1%	1	0.5%	0	0%	200	100%
	Total		90	45%	94	47%	13	6.5%	2	1%	1	0.5%	0	0%	200	100%
31. Our school ensures the effective use of financial resources.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	71	35.5%	85	42.5%	38	19%	3	1.5%	0	0%	3	1.5%	200	100%
		4.08	71	35.5%	85	42.5%	38	19%	3	1.5%	0	0%	3	1.5%	200	100%
	Total		71	35.5%	85	42.5%	38	19%	3	1.5%	0	0%	3	1.5%	200	100%
32. Our school ensures that instructional time is protected and interruptions are minimized.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	91	45.5%	90	45%	16	8%	3	1.5%	0	0%	0	0%	200	100%
		4.34	91	45.5%	90	45%	16	8%	3	1.5%	0	0%	0	0%	200	100%
	Total		91	45.5%	90	45%	16	8%	3	1.5%	0	0%	0	0%	200	100%
Total			798	44.33%	790	43.89%	156	8.67%	33	1.83%	9	0.5%	14	0.78%	1,800	100%

Section: Using Results for Continuous Improvement

Parent Survey

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
33. Our school ensures that all staff members monitor and report the achievement of school goals.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	83	42.13%	89	45.18%	17	8.63%	5	2.54%	2	1.02%	1	0.51%	197	100%
		4.23	83	42.13%	89	45.18%	17	8.63%	5	2.54%	2	1.02%	1	0.51%	197	100%
	Total		83	42.13%	89	45.18%	17	8.63%	5	2.54%	2	1.02%	1	0.51%	197	100%
34. My child is prepared for success in the next school year.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	111	56.35%	73	37.06%	10	5.08%	1	0.51%	2	1.02%	0	0%	197	100%
		4.47	111	56.35%	73	37.06%	10	5.08%	1	0.51%	2	1.02%	0	0%	197	100%
	Total		111	56.35%	73	37.06%	10	5.08%	1	0.51%	2	1.02%	0	0%	197	100%
35. My child has administrators and teachers that monitor and inform me of his/her learning progress.	City of Pembroke Pines Charter Elementary School - Central Campus	Average Score	100	50.76%	71	36.04%	15	7.61%	9	4.57%	2	1.02%	0	0%	197	100%
		4.31	100	50.76%	71	36.04%	15	7.61%	9	4.57%	2	1.02%	0	0%	197	100%
	Total		100	50.76%	71	36.04%	15	7.61%	9	4.57%	2	1.02%	0	0%	197	100%
Total			294	49.75%	233	39.42%	42	7.11%	15	2.54%	6	1.02%	1	0.17%	591	100%

Appendix O – Educational Performance – Parental Surveys

Survey Response Counts

Section: Purpose and Direction

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
1. Our school's purpose statement is clearly focused on student success.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	57	71.25%	21	26.25%	1	1.25%	0	0%	1	1.25%	0	0%	80	100%
		4.66	57	71.25%	21	26.25%	1	1.25%	0	0%	1	1.25%	0	0%	80	100%
	Total		57	71.25%	21	26.25%	1	1.25%	0	0%	1	1.25%	0	0%	80	100%
2. Our school's purpose statement is formally reviewed and revised with involvement from parents.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	43	53.75%	30	37.5%	6	7.5%	0	0%	0	0%	1	1.25%	80	100%
		4.41	43	53.75%	30	37.5%	6	7.5%	0	0%	0	0%	1	1.25%	80	100%
	Total		43	53.75%	30	37.5%	6	7.5%	0	0%	0	0%	1	1.25%	80	100%
3. Our school has established goals and a plan for improving student learning.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	53	66.25%	24	30%	2	2.5%	1	1.25%	0	0%	0	0%	80	100%
		4.61	53	66.25%	24	30%	2	2.5%	1	1.25%	0	0%	0	0%	80	100%
	Total		53	66.25%	24	30%	2	2.5%	1	1.25%	0	0%	0	0%	80	100%
Total			153	63.75%	75	31.25%	9	3.75%	1	0.42%	1	0.42%	1	0.42%	240	100%

Section: Governance and Leadership

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
4. Our school's governing body operates responsibly and functions effectively.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	37	47.44%	37	47.44%	3	3.85%	0	0%	1	1.28%	0	0%	78	100%
		4.4	37	47.44%	37	47.44%	3	3.85%	0	0%	1	1.28%	0	0%	78	100%
		Total	37	47.44%	37	47.44%	3	3.85%	0	0%	1	1.28%	0	0%	78	100%
5. Our school's governing body does not interfere with the operation or leadership of our school.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	28	35.9%	33	42.31%	13	16.67%	1	1.28%	1	1.28%	2	2.56%	78	100%
		4.03	28	35.9%	33	42.31%	13	16.67%	1	1.28%	1	1.28%	2	2.56%	78	100%
		Total	28	35.9%	33	42.31%	13	16.67%	1	1.28%	1	1.28%	2	2.56%	78	100%

Parent Survey

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
6. Our school has high expectations for students in all classes.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	52	66.67%	24	30.77%	1	1.28%	0	0%	1	1.28%	0	0%	78	100%
		4.62	52	66.67%	24	30.77%	1	1.28%	0	0%	1	1.28%	0	0%	78	100%
	Total		52	66.67%	24	30.77%	1	1.28%	0	0%	1	1.28%	0	0%	78	100%
7. Our school shares responsibility for student learning with its stakeholders.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	39	50%	33	42.31%	3	3.85%	1	1.28%	0	0%	2	2.56%	78	100%
		4.33	39	50%	33	42.31%	3	3.85%	1	1.28%	0	0%	2	2.56%	78	100%
	Total		39	50%	33	42.31%	3	3.85%	1	1.28%	0	0%	2	2.56%	78	100%
8. Our school communicates effectively about the school's goals and activities.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	51	65.38%	25	32.05%	1	1.28%	1	1.28%	0	0%	0	0%	78	100%
		4.62	51	65.38%	25	32.05%	1	1.28%	1	1.28%	0	0%	0	0%	78	100%
	Total		51	65.38%	25	32.05%	1	1.28%	1	1.28%	0	0%	0	0%	78	100%
9. Our school provides opportunities for stakeholders to be involved in the school.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	43	55.13%	30	38.46%	4	5.13%	0	0%	0	0%	1	1.28%	78	100%
		4.45	43	55.13%	30	38.46%	4	5.13%	0	0%	0	0%	1	1.28%	78	100%
	Total		43	55.13%	30	38.46%	4	5.13%	0	0%	0	0%	1	1.28%	78	100%
Total			250	53.42%	182	38.89%	25	5.34%	3	0.64%	3	0.64%	5	1.07%	468	100%

Section: Teaching and Assessing for Learning

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
10. All of my child's teachers provide an equitable curriculum that meets his/her learning needs.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	42	55.26%	27	35.53%	2	2.63%	4	5.26%	1	1.32%	0	0%	76	100%
		4.38	42	55.26%	27	35.53%	2	2.63%	4	5.26%	1	1.32%	0	0%	76	100%
	Total		42	55.26%	27	35.53%	2	2.63%	4	5.26%	1	1.32%	0	0%	76	100%
11. All of my child's teachers give work that challenges my child.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	51	67.11%	22	28.95%	2	2.63%	0	0%	1	1.32%	0	0%	76	100%
		4.61	51	67.11%	22	28.95%	2	2.63%	0	0%	1	1.32%	0	0%	76	100%
	Total		51	67.11%	22	28.95%	2	2.63%	0	0%	1	1.32%	0	0%	76	100%

Parent Survey

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
12. All of my child's teachers use a variety of teaching strategies and learning activities.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	43	56.58%	26	34.21%	6	7.89%	0	0%	1	1.32%	0	0%	76	100%
		4.45	43	56.58%	26	34.21%	6	7.89%	0	0%	1	1.32%	0	0%	76	100%
		Total	43	56.58%	26	34.21%	6	7.89%	0	0%	1	1.32%	0	0%	76	100%
13. All of my child's teachers meet his/her learning needs by individualizing instruction.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	32	42.11%	34	44.74%	2	2.63%	6	7.89%	2	2.63%	0	0%	76	100%
		4.16	32	42.11%	34	44.74%	2	2.63%	6	7.89%	2	2.63%	0	0%	76	100%
		Total	32	42.11%	34	44.74%	2	2.63%	6	7.89%	2	2.63%	0	0%	76	100%
14. All of my child's teachers work as a team to help my child learn.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	41	53.95%	27	35.53%	5	6.58%	1	1.32%	2	2.63%	0	0%	76	100%
		4.37	41	53.95%	27	35.53%	5	6.58%	1	1.32%	2	2.63%	0	0%	76	100%
		Total	41	53.95%	27	35.53%	5	6.58%	1	1.32%	2	2.63%	0	0%	76	100%
15. All of my child's teachers help me to understand my child's progress.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	41	53.95%	27	35.53%	3	3.95%	4	5.26%	1	1.32%	0	0%	76	100%
		4.36	41	53.95%	27	35.53%	3	3.95%	4	5.26%	1	1.32%	0	0%	76	100%
		Total	41	53.95%	27	35.53%	3	3.95%	4	5.26%	1	1.32%	0	0%	76	100%
16. All of my child's teachers keep me informed regularly of how my child is being graded.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	46	60.53%	20	26.32%	5	6.58%	4	5.26%	1	1.32%	0	0%	76	100%
		4.39	46	60.53%	20	26.32%	5	6.58%	4	5.26%	1	1.32%	0	0%	76	100%
		Total	46	60.53%	20	26.32%	5	6.58%	4	5.26%	1	1.32%	0	0%	76	100%
17. All of my child's teachers report on my child's progress in easy to understand language.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	47	61.84%	27	35.53%	1	1.32%	1	1.32%	0	0%	0	0%	76	100%
		4.58	47	61.84%	27	35.53%	1	1.32%	1	1.32%	0	0%	0	0%	76	100%
		Total	47	61.84%	27	35.53%	1	1.32%	1	1.32%	0	0%	0	0%	76	100%
18. My child sees a relationship between what is being taught and his/her everyday life.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	31	40.79%	35	46.05%	4	5.26%	5	6.58%	0	0%	1	1.32%	76	100%
		4.17	31	40.79%	35	46.05%	4	5.26%	5	6.58%	0	0%	1	1.32%	76	100%
		Total	31	40.79%	35	46.05%	4	5.26%	5	6.58%	0	0%	1	1.32%	76	100%
19. My child knows the expectations for learning in all classes.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	42	55.26%	33	43.42%	1	1.32%	0	0%	0	0%	0	0%	76	100%
		4.54	42	55.26%	33	43.42%	1	1.32%	0	0%	0	0%	0	0%	76	100%
		Total	42	55.26%	33	43.42%	1	1.32%	0	0%	0	0%	0	0%	76	100%

Parent Survey

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
20. My child has at least one adult advocate in the school.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	38	50%	26	34.21%	9	11.84%	0	0%	1	1.32%	2	2.63%	76	100%
		4.24	38	50%	26	34.21%	9	11.84%	0	0%	1	1.32%	2	2.63%	76	100%
	Total		38	50%	26	34.21%	9	11.84%	0	0%	1	1.32%	2	2.63%	76	100%
21. My child is given multiple assessments to measure his/her understanding of what was taught.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	45	59.21%	25	32.89%	4	5.26%	1	1.32%	0	0%	1	1.32%	76	100%
		4.46	45	59.21%	25	32.89%	4	5.26%	1	1.32%	0	0%	1	1.32%	76	100%
	Total		45	59.21%	25	32.89%	4	5.26%	1	1.32%	0	0%	1	1.32%	76	100%
22. My child has up-to-date computers and other technology to learn.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	40	52.63%	28	36.84%	5	6.58%	2	2.63%	0	0%	1	1.32%	76	100%
		4.36	40	52.63%	28	36.84%	5	6.58%	2	2.63%	0	0%	1	1.32%	76	100%
	Total		40	52.63%	28	36.84%	5	6.58%	2	2.63%	0	0%	1	1.32%	76	100%
23. My child has access to support services based on his/her identified needs.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	37	48.68%	28	36.84%	7	9.21%	0	0%	1	1.32%	3	3.95%	76	100%
		4.2	37	48.68%	28	36.84%	7	9.21%	0	0%	1	1.32%	3	3.95%	76	100%
	Total		37	48.68%	28	36.84%	7	9.21%	0	0%	1	1.32%	3	3.95%	76	100%
Total			576	54.14%	385	36.18%	56	5.26%	28	2.63%	11	1.03%	8	0.75%	1,064	100%

Section: Resources and Support Systems

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
24. Our school provides qualified staff members to support student learning.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	44	58.67%	29	38.67%	1	1.33%	0	0%	1	1.33%	0	0%	75	100%
		4.53	44	58.67%	29	38.67%	1	1.33%	0	0%	1	1.33%	0	0%	75	100%
	Total		44	58.67%	29	38.67%	1	1.33%	0	0%	1	1.33%	0	0%	75	100%
25. Our school provides an adequate supply of learning resources that are current and in good condition.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	48	64%	23	30.67%	3	4%	1	1.33%	0	0%	0	0%	75	100%
		4.57	48	64%	23	30.67%	3	4%	1	1.33%	0	0%	0	0%	75	100%
	Total		48	64%	23	30.67%	3	4%	1	1.33%	0	0%	0	0%	75	100%

Parent Survey

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
26. Our school provides a safe learning environment.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	55	73.33%	19	25.33%	1	1.33%	0	0%	0	0%	0	0%	75	100%
		4.72	55	73.33%	19	25.33%	1	1.33%	0	0%	0	0%	0	0%	75	100%
	Total		55	73.33%	19	25.33%	1	1.33%	0	0%	0	0%	0	0%	75	100%
27. Our school provides students with access to a variety of information resources to support their learning.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	51	68%	23	30.67%	1	1.33%	0	0%	0	0%	0	0%	75	100%
		4.67	51	68%	23	30.67%	1	1.33%	0	0%	0	0%	0	0%	75	100%
	Total		51	68%	23	30.67%	1	1.33%	0	0%	0	0%	0	0%	75	100%
28. Our school provides excellent support services (e.g., counseling, and/or career planning).	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	38	50.67%	24	32%	7	9.33%	2	2.67%	1	1.33%	3	4%	75	100%
		4.16	38	50.67%	24	32%	7	9.33%	2	2.67%	1	1.33%	3	4%	75	100%
	Total		38	50.67%	24	32%	7	9.33%	2	2.67%	1	1.33%	3	4%	75	100%
29. Our school provides opportunities for students to participate in activities that interest them.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	40	53.33%	27	36%	4	5.33%	3	4%	0	0%	1	1.33%	75	100%
		4.35	40	53.33%	27	36%	4	5.33%	3	4%	0	0%	1	1.33%	75	100%
	Total		40	53.33%	27	36%	4	5.33%	3	4%	0	0%	1	1.33%	75	100%
30. Our school ensures that the facilities support student learning.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	48	64%	24	32%	3	4%	0	0%	0	0%	0	0%	75	100%
		4.6	48	64%	24	32%	3	4%	0	0%	0	0%	0	0%	75	100%
	Total		48	64%	24	32%	3	4%	0	0%	0	0%	0	0%	75	100%
31. Our school ensures the effective use of financial resources.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	39	52%	24	32%	11	14.67%	0	0%	1	1.33%	0	0%	75	100%
		4.33	39	52%	24	32%	11	14.67%	0	0%	1	1.33%	0	0%	75	100%
	Total		39	52%	24	32%	11	14.67%	0	0%	1	1.33%	0	0%	75	100%
32. Our school ensures that instructional time is protected and interruptions are minimized.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	43	57.33%	26	34.67%	5	6.67%	0	0%	1	1.33%	0	0%	75	100%
		4.47	43	57.33%	26	34.67%	5	6.67%	0	0%	1	1.33%	0	0%	75	100%
	Total		43	57.33%	26	34.67%	5	6.67%	0	0%	1	1.33%	0	0%	75	100%
Total			406	60.15%	219	32.44%	36	5.33%	6	0.89%	4	0.59%	4	0.59%	675	100%

Section: Using Results for Continuous Improvement

Parent Survey

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
			#	%	#	%	#	%	#	%	#	%	#	%
33. Our school ensures that all staff members monitor and report the achievement of school goals.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	44	58.67%	22	29.33%	7	9.33%	1	1.33%	1	1.33%	75	100%
		4.43	44	58.67%	22	29.33%	7	9.33%	1	1.33%	1	1.33%	75	100%
	Total		44	58.67%	22	29.33%	7	9.33%	1	1.33%	1	1.33%	75	100%
34. My child is prepared for success in the next school year.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	51	68%	18	24%	5	6.67%	0	0%	1	1.33%	75	100%
		4.57	51	68%	18	24%	5	6.67%	0	0%	1	1.33%	75	100%
	Total		51	68%	18	24%	5	6.67%	0	0%	1	1.33%	75	100%
35. My child has administrators and teachers that monitor and inform me of his/her learning progress.	City of Pembroke Pines Charter Elementary School - East Campus	Average Score	48	64%	24	32%	2	2.67%	0	0%	1	1.33%	75	100%
		4.57	48	64%	24	32%	2	2.67%	0	0%	1	1.33%	75	100%
	Total		48	64%	24	32%	2	2.67%	0	0%	1	1.33%	75	100%
Total			143	63.56%	64	28.44%	14	6.22%	1	0.44%	3	1.33%	225	100%

Appendix O – Educational Performance – Parental Surveys

Survey Response Counts

Section: Purpose and Direction

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Total	
			#	%	#	%	#	%	#	%	#	%
1. Our school's purpose statement is clearly focused on student success.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	42	60.87%	25	36.23%	2	2.9%	0	0%	69	100%
		4.58	42	60.87%	25	36.23%	2	2.9%	0	0%	69	100%
	Total		42	60.87%	25	36.23%	2	2.9%	0	0%	69	100%
2. Our school's purpose statement is formally reviewed and revised with involvement from parents.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	28	40.58%	27	39.13%	12	17.39%	2	2.9%	69	100%
		4.17	28	40.58%	27	39.13%	12	17.39%	2	2.9%	69	100%
	Total		28	40.58%	27	39.13%	12	17.39%	2	2.9%	69	100%
3. Our school has established goals and a plan for improving student learning.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	36	52.17%	25	36.23%	8	11.59%	0	0%	69	100%
		4.41	36	52.17%	25	36.23%	8	11.59%	0	0%	69	100%
	Total		36	52.17%	25	36.23%	8	11.59%	0	0%	69	100%
Total			106	51.21%	77	37.2%	22	10.63%	2	0.97%	207	100%

Section: Governance and Leadership

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%
4. Our school's governing body operates responsibly and functions effectively.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	34	51.52%	28	42.42%	4	6.06%	0	0%	0	0%	66	100%
		4.45	34	51.52%	28	42.42%	4	6.06%	0	0%	0	0%	66	100%
		Total	34	51.52%	28	42.42%	4	6.06%	0	0%	0	0%	66	100%
5. Our school's governing body does not interfere with the operation or leadership of our school.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	30	45.45%	25	37.88%	11	16.67%	0	0%	0	0%	66	100%
		4.29	30	45.45%	25	37.88%	11	16.67%	0	0%	0	0%	66	100%
		Total	30	45.45%	25	37.88%	11	16.67%	0	0%	0	0%	66	100%

Parent Survey

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%
6. Our school has high expectations for students in all classes.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	40	60.61%	25	37.88%	1	1.52%	0	0%	0	0%	66	100%
		4.59	40	60.61%	25	37.88%	1	1.52%	0	0%	0	0%	66	100%
	Total		40	60.61%	25	37.88%	1	1.52%	0	0%	0	0%	66	100%
7. Our school shares responsibility for student learning with its stakeholders.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	28	42.42%	32	48.48%	4	6.06%	1	1.52%	1	1.52%	66	100%
		4.27	28	42.42%	32	48.48%	4	6.06%	1	1.52%	1	1.52%	66	100%
	Total		28	42.42%	32	48.48%	4	6.06%	1	1.52%	1	1.52%	66	100%
8. Our school communicates effectively about the school's goals and activities.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	30	45.45%	32	48.48%	2	3.03%	2	3.03%	0	0%	66	100%
		4.36	30	45.45%	32	48.48%	2	3.03%	2	3.03%	0	0%	66	100%
	Total		30	45.45%	32	48.48%	2	3.03%	2	3.03%	0	0%	66	100%
9. Our school provides opportunities for stakeholders to be involved in the school.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	28	42.42%	32	48.48%	4	6.06%	0	0%	2	3.03%	66	100%
		4.24	28	42.42%	32	48.48%	4	6.06%	0	0%	2	3.03%	66	100%
	Total		28	42.42%	32	48.48%	4	6.06%	0	0%	2	3.03%	66	100%
Total			190	47.98%	174	43.94%	26	6.57%	3	0.76%	3	0.76%	396	100%

Section: Teaching and Assessing for Learning

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
10. All of my child's teachers provide an equitable curriculum that meets his/her learning needs.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	30	46.87%	27	42.19%	5	7.81%	1	1.56%	1	1.56%	0	0%	64	100%
		4.31	30	46.87%	27	42.19%	5	7.81%	1	1.56%	1	1.56%	0	0%	64	100%
	Total		30	46.87%	27	42.19%	5	7.81%	1	1.56%	1	1.56%	0	0%	64	100%
11. All of my child's teachers give work that challenges my child.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	31	48.44%	24	37.5%	5	7.81%	4	6.25%	0	0%	0	0%	64	100%
		4.28	31	48.44%	24	37.5%	5	7.81%	4	6.25%	0	0%	0	0%	64	100%
	Total		31	48.44%	24	37.5%	5	7.81%	4	6.25%	0	0%	0	0%	64	100%

Parent Survey

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
12. All of my child's teachers use a variety of teaching strategies and learning activities.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	30	46.87%	24	37.5%	6	9.37%	4	6.25%	0	0%	0	0%	64	100%
		4.25	30	46.87%	24	37.5%	6	9.37%	4	6.25%	0	0%	0	0%	64	100%
		Total	30	46.87%	24	37.5%	6	9.37%	4	6.25%	0	0%	0	0%	64	100%
13. All of my child's teachers meet his/her learning needs by individualizing instruction.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	22	34.38%	25	39.06%	11	17.19%	5	7.81%	1	1.56%	0	0%	64	100%
		3.97	22	34.38%	25	39.06%	11	17.19%	5	7.81%	1	1.56%	0	0%	64	100%
		Total	22	34.38%	25	39.06%	11	17.19%	5	7.81%	1	1.56%	0	0%	64	100%
14. All of my child's teachers work as a team to help my child learn.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	28	43.75%	25	39.06%	8	12.5%	3	4.69%	0	0%	0	0%	64	100%
		4.22	28	43.75%	25	39.06%	8	12.5%	3	4.69%	0	0%	0	0%	64	100%
		Total	28	43.75%	25	39.06%	8	12.5%	3	4.69%	0	0%	0	0%	64	100%
15. All of my child's teachers help me to understand my child's progress.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	28	43.75%	23	35.94%	8	12.5%	4	6.25%	1	1.56%	0	0%	64	100%
		4.14	28	43.75%	23	35.94%	8	12.5%	4	6.25%	1	1.56%	0	0%	64	100%
		Total	28	43.75%	23	35.94%	8	12.5%	4	6.25%	1	1.56%	0	0%	64	100%
16. All of my child's teachers keep me informed regularly of how my child is being graded.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	27	42.19%	22	34.38%	8	12.5%	6	9.37%	1	1.56%	0	0%	64	100%
		4.06	27	42.19%	22	34.38%	8	12.5%	6	9.37%	1	1.56%	0	0%	64	100%
		Total	27	42.19%	22	34.38%	8	12.5%	6	9.37%	1	1.56%	0	0%	64	100%
17. All of my child's teachers report on my child's progress in easy to understand language.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	28	43.75%	27	42.19%	7	10.94%	2	3.12%	0	0%	0	0%	64	100%
		4.27	28	43.75%	27	42.19%	7	10.94%	2	3.12%	0	0%	0	0%	64	100%
		Total	28	43.75%	27	42.19%	7	10.94%	2	3.12%	0	0%	0	0%	64	100%
18. My child sees a relationship between what is being taught and his/her everyday life.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	28	43.75%	27	42.19%	7	10.94%	2	3.12%	0	0%	0	0%	64	100%
		4.27	28	43.75%	27	42.19%	7	10.94%	2	3.12%	0	0%	0	0%	64	100%
		Total	28	43.75%	27	42.19%	7	10.94%	2	3.12%	0	0%	0	0%	64	100%
19. My child knows the expectations for learning in all classes.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	32	50%	27	42.19%	3	4.69%	2	3.12%	0	0%	0	0%	64	100%
		4.39	32	50%	27	42.19%	3	4.69%	2	3.12%	0	0%	0	0%	64	100%
		Total	32	50%	27	42.19%	3	4.69%	2	3.12%	0	0%	0	0%	64	100%

Parent Survey

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total			
			#	%	#	%	#	%	#	%	#	%	#	%	#	%		
			#														#	
20. My child has at least one adult advocate in the school.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	22	34.38%	29	45.31%	10	15.62%	1	1.56%	0	0%	2	3.12%	64	100%		
		4.03	22	34.38%	29	45.31%	10	15.62%	1	1.56%	0	0%	2	3.12%	64	100%		
	Total		22	34.38%	29	45.31%	10	15.62%	1	1.56%	0	0%	2	3.12%	64	100%		
21. My child is given multiple assessments to measure his/her understanding of what was taught.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	28	43.75%	27	42.19%	7	10.94%	2	3.12%	0	0%	0	0%	64	100%		
		4.27	28	43.75%	27	42.19%	7	10.94%	2	3.12%	0	0%	0	0%	64	100%		
	Total		28	43.75%	27	42.19%	7	10.94%	2	3.12%	0	0%	0	0%	64	100%		
22. My child has up-to-date computers and other technology to learn.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	25	39.06%	31	48.44%	6	9.37%	1	1.56%	1	1.56%	0	0%	64	100%		
		4.22	25	39.06%	31	48.44%	6	9.37%	1	1.56%	1	1.56%	0	0%	64	100%		
	Total		25	39.06%	31	48.44%	6	9.37%	1	1.56%	1	1.56%	0	0%	64	100%		
23. My child has access to support services based on his/her identified needs.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	25	39.06%	27	42.19%	9	14.06%	3	4.69%	0	0%	0	0%	64	100%		
		4.16	25	39.06%	27	42.19%	9	14.06%	3	4.69%	0	0%	0	0%	64	100%		
	Total		25	39.06%	27	42.19%	9	14.06%	3	4.69%	0	0%	0	0%	64	100%		
Total			384	42.86%	365	40.74%	100	11.16%	40	4.46%	5	0.56%	2	0.22%	896	100%		

Section: Resources and Support Systems

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
24. Our school provides qualified staff members to support student learning.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	30	47.62%	28	44.44%	3	4.76%	2	3.17%	0	0%	0	0%	63	100%
		4.37	30	47.62%	28	44.44%	3	4.76%	2	3.17%	0	0%	0	0%	63	100%
	Total		30	47.62%	28	44.44%	3	4.76%	2	3.17%	0	0%	0	0%	63	100%
25. Our school provides an adequate supply of learning resources that are current and in good condition.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	25	39.68%	32	50.79%	4	6.35%	2	3.17%	0	0%	0	0%	63	100%
		4.27	25	39.68%	32	50.79%	4	6.35%	2	3.17%	0	0%	0	0%	63	100%
	Total		25	39.68%	32	50.79%	4	6.35%	2	3.17%	0	0%	0	0%	63	100%

Parent Survey

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
			# %													
26. Our school provides a safe learning environment.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	39	61.9%	24	38.1%	0	0%	0	0%	0	0%	0	0%	63	100%
		4.62	39	61.9%	24	38.1%	0	0%	0	0%	0	0%	0	0%	63	100%
	Total		39	61.9%	24	38.1%	0	0%	0	0%	0	0%	0	0%	63	100%
27. Our school provides students with access to a variety of information resources to support their learning.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	30	47.62%	27	42.86%	5	7.94%	1	1.59%	0	0%	0	0%	63	100%
		4.37	30	47.62%	27	42.86%	5	7.94%	1	1.59%	0	0%	0	0%	63	100%
	Total		30	47.62%	27	42.86%	5	7.94%	1	1.59%	0	0%	0	0%	63	100%
28. Our school provides excellent support services (e.g., counseling, and/or career planning).	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	17	26.98%	29	46.03%	12	19.05%	4	6.35%	0	0%	1	1.59%	63	100%
		3.89	17	26.98%	29	46.03%	12	19.05%	4	6.35%	0	0%	1	1.59%	63	100%
	Total		17	26.98%	29	46.03%	12	19.05%	4	6.35%	0	0%	1	1.59%	63	100%
29. Our school provides opportunities for students to participate in activities that interest them.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	18	28.57%	29	46.03%	11	17.46%	4	6.35%	1	1.59%	0	0%	63	100%
		3.94	18	28.57%	29	46.03%	11	17.46%	4	6.35%	1	1.59%	0	0%	63	100%
	Total		18	28.57%	29	46.03%	11	17.46%	4	6.35%	1	1.59%	0	0%	63	100%
30. Our school ensures that the facilities support student learning.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	27	42.86%	28	44.44%	8	12.7%	0	0%	0	0%	0	0%	63	100%
		4.3	27	42.86%	28	44.44%	8	12.7%	0	0%	0	0%	0	0%	63	100%
	Total		27	42.86%	28	44.44%	8	12.7%	0	0%	0	0%	0	0%	63	100%
31. Our school ensures the effective use of financial resources.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	22	34.92%	28	44.44%	12	19.05%	1	1.59%	0	0%	0	0%	63	100%
		4.13	22	34.92%	28	44.44%	12	19.05%	1	1.59%	0	0%	0	0%	63	100%
	Total		22	34.92%	28	44.44%	12	19.05%	1	1.59%	0	0%	0	0%	63	100%
32. Our school ensures that instructional time is protected and interruptions are minimized.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	30	47.62%	29	46.03%	4	6.35%	0	0%	0	0%	0	0%	63	100%
		4.41	30	47.62%	29	46.03%	4	6.35%	0	0%	0	0%	0	0%	63	100%
	Total		30	47.62%	29	46.03%	4	6.35%	0	0%	0	0%	0	0%	63	100%
Total			238	41.98%	254	44.8%	59	10.41%	14	2.47%	1	0.18%	1	0.18%	567	100%

Section: Using Results for Continuous Improvement

Parent Survey

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
			#	%	#	%	#	%	#	%	#	%	#	%
33. Our school ensures that all staff members monitor and report the achievement of school goals.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	24	38.1%	32	50.79%	6	9.52%	1	1.59%	0	0%	63	100%
		4.25	24	38.1%	32	50.79%	6	9.52%	1	1.59%	0	0%	63	100%
	Total		24	38.1%	32	50.79%	6	9.52%	1	1.59%	0	0%	63	100%
34. My child is prepared for success in the next school year.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	28	44.44%	30	47.62%	3	4.76%	2	3.17%	0	0%	63	100%
		4.33	28	44.44%	30	47.62%	3	4.76%	2	3.17%	0	0%	63	100%
	Total		28	44.44%	30	47.62%	3	4.76%	2	3.17%	0	0%	63	100%
35. My child has administrators and teachers that monitor and inform me of his/her learning progress.	City of Pembroke Pines Charter Elementary School - West Campus	Average Score	26	41.27%	25	39.68%	9	14.29%	2	3.17%	1	1.59%	63	100%
		4.16	26	41.27%	25	39.68%	9	14.29%	2	3.17%	1	1.59%	63	100%
	Total		26	41.27%	25	39.68%	9	14.29%	2	3.17%	1	1.59%	63	100%
Total			78	41.27%	87	46.03%	18	9.52%	5	2.65%	1	0.53%	189	100%



Broward County
Public Schools

Acknowledgment

This booklet lists the District's rules in Policy 5.8, for students in Broward County Public Schools. The rules apply to all activities occurring on school grounds, on other sites being used for school activities, and on any vehicles authorized to transport students. Your signature below does not indicate that you agree or disagree with the rules, **but rather that you have reviewed the electronic copy of these rules** (www.BrowardSchools.com/index.asp). Return this form to school within 3 days from the first day of school or from the date of enrollment.

Parents need to be involved in the education of their children and have the responsibility to:

- Know that for school safety, schools are not required to provide supervision more than 30 minutes prior to the official starting time, nor are they required to provide supervision for more than 30 minutes after the official closing time (F.S. 1003.31 (2)).
- Know that for school safety, for students who ride a school bus, drivers are NOT permitted to let students off the bus except at the designated stop.
- Provide the school with the names of current emergency contact person(s) and/or telephone numbers on an annual basis and when there are changes.
- Notify the school of anything that may affect their child's ability to learn, to attend school regularly, or to take part in school activities.
- Be aware that medicine must be administered in accordance with SB Policy 6305, as may be amended, and that consequences for transmittal and/or sale or attempted sale of over-the-counter medications and possession and/or use of unauthorized medications can be found in SB Policy 5006. SB Policy 6305 outlines the rules regarding over-the-counter and prescription drugs and SB Policy 5006 outlines the consequences for violating those rules. You may view the complete health and suspension and/or expulsion policies, as well as all School Board policies, on the Web at: www.Broward.k12.fl.us/sbcpolicies.
- Be aware that parents have rights with regard to the privacy and confidentiality of student records that are maintained by schools as defined in Section VIII of this booklet.
- Neither the School Board of Broward County nor its employees will be held liable for items that are prohibited and are lost, stolen, or confiscated; or for wireless communication devices or other personal technology that is lost, stolen, or confiscated.
- Be aware that confiscated items not claimed by the end of the school year will be donated to local charities.
- Recognize that they are responsible for their student's behavior on the way to and from school and at the bus stop. A safe and respectful learning environment is key to academic achievement; therefore any student's off campus actions that seriously affect a student's ability to learn or a staff member's ability to teach may be handled as a disciplinary infraction. For serious incidents that occur at bus stops and/or that are not on School Board property, parents should contact law enforcement directly. For bullying incidents (see bullying definition, Section II), school officials should be notified and will investigate and/or provide assistance and intervention, as the principal/designee deems appropriate, which may include the use of the School Resource Officer.
- Ensure their child demonstrates legal, ethical and responsible use of technology including networks, digital tools, the Internet, and software, as defined in Section IV of this booklet.
- Parents will continue to maintain responsibility for students who reach the age of majority, (18 years or older), for all educational and discipline purposes, with exceptions as provided by statute.

Student Name (PRINT)

Student Signature

Parent Signature

Date

Appendix Q – Organizational Performance Parent Handbook
PEMBROKE PINES CHARTER ELEMENTARY SCHOOLS
2013-2014



Education is the most powerful tool which you can use to change the world.
Nelson Mandela

Welcome Back!

Student First Day Packet

Pembroke Pines Charter Elementary Schools Directory



schools for the 2012-2013 school year!

Congratulations to staff and students for an outstanding achievement!



Kenneth Bass
Principal

Central Campus

12350 Sheridan Street
Pembroke Pines, FL 33026
(954) 322-3330



Linda Montoto
Assistant Principal



Devarn Flowers
Principal

West Campus

1680 SW 184th Avenue
Pembroke Pines, FL 33029
(954) 450-6990



JoAnna DiGioia
Assistant Principal



Sean Chance
Principal

East Campus

10801 Pembroke Road
Pembroke Pines FL 33025
(954) 443-4012



Jenny Iznaga
Assistant Principal



Lisa Libidinsky
Principal

FSU Campus

601 SW 172nd Avenue
Pembroke Pines, FL 33029
(954) 499-4244



Alan Pfau
Assistant Principal

Our Vision

Our vision, as a community, is to cultivate character and foster life-long learning through a challenging educational experience in a safe environment.

Our Mission

It is our mission to prepare students to succeed in a global society by providing a personalized and rigorous curriculum through excellence in teaching.

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Charting The Course



Frank C. Ortis, Mayor
 Angelo Castillo, Vice-Mayor
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 Kenneth B. Bass, Central Campus Principal
 Devarn Flowers, West Campus Principal
 Peter Bayer, High School Principal

Iris A. Siple, Commissioner
 Carl Shechter, Commissioner
 Jay Schwartz, Commissioner
 Lisa Libidinsky, FSU Campus Principal
 Sean Chance, East Campus Principal

August 19, 2013

Dear Students and Parents and Guardians:

Welcome back! We are very pleased to have you with us at the Pembroke Pines Charter School.

Our goal is to help your child achieve to the best of his/her potential! Together, we can accomplish that goal. We encourage you to become an active participant at our school and we invite your suggestions.

You will find information about our school in the attached pages. Please read through this online document with your child and then print and sign the acknowledgement form located on the last page. Please return this acknowledgment form to your child's teacher. We are requesting one signed form per student.

In addition, you will find other forms that must be reviewed and signed by you and your child in the first day packet that you will receive from your child's teacher. Please return all forms that require a signature by Wednesday, August 21, 2013.

Please feel free to call our school office if you have any concerns or questions. The office hours are from 8:00 AM to 4:00 PM. School hours for students are 8:45AM until 3:15PM.

Sincerely,

Kenneth Bass
 Central Campus Principal

Devarn M. Flowers
 West Campus Principal

Lisa Libidinsky
 FSU Campus Principal

Sean Chance
 East Campus Principal

90 Minute Reading Block

One of the goals of the Pembroke Pines Charter Schools is to provide students an education in an environment that is conducive to learning and free of distractions and interruptions. In accordance with the No Child Left Behind legislation, schools are mandated to provide a minimum of 90 minutes of uninterrupted reading instruction.

Please be advised that during the reading block, parent volunteers will be limited and require pre-approval from the teacher. The front office will be notified of all approved volunteers prior to the parent's arrival. Parents wishing to volunteer during the reading block will be required to check-in 10 minutes prior to the commencement of reading instruction. Your cooperation is greatly appreciated.



"Once you learn to read, you will be forever free."

Frederick Douglass

Acknowledgement Form for Employees

2013-2014

PLEASE REVIEW THE FIRST DAY INFORMATION FORMS WITH YOUR CHILD SO THAT YOU AND YOUR CHILD ARE AWARE OF THE POLICIES AND PROCEDURES OF THE PEMBROKE PINES CHARTER ELEMENTARY SCHOOLS.

Please sign and return this Acknowledgement Form no later than Wednesday, August 21, 2013 to your child's teacher to confirm that you have reviewed the information online at www.pinescharter.com.

Please note that the school requires an acknowledgement form from every child.

I have read and reviewed the following documents online with my child.

- Acknowledgement for Non-Broward Students – Page 6
- Safety Plan – Page 8
- Drug and Weapon Policy – Page 10
- Guide to Proactive Discipline Plan – Page 12
- Student Activity and Service Fees Page 16 – **FSU CAMPUS ONLY**
- Public Display of Student Work – Page 21
- Medical Concerns Form – Page 29

Student Print Name

Student Signature

Parent Print Name

Parent Signature

Teacher

Email address (please print clearly)

Date



Charting The Course



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 Jay Schwartz, Commissioner
 Lisa Libidinsky, FSU Campus Principal
 Sean Chance, East Campus Principal

August 21, 2013

Acknowledgement for Non-Broward Students

Parents or Guardians:

The lottery process for the Pembroke Pines-Florida State University Charter Elementary School is unique, in that it is a demographic lottery. While Pembroke Pines residents have priority in our selection process, our lottery occasionally requires us to select a student that resides outside the city in order for us to keep a balance in our demographic percentages. It is important that all parents or guardians of incoming students to the FSU Campus acknowledge that, if their child is not a resident of Broward County, the following procedures are in place:

- Before your child moves on to any of our Broward County Middle School campuses, you **must** reside in Broward County or your child will be withdrawn after completing 5th grade.
- If you decide to request a transfer to any of our Broward County sister campuses, you **must** reside in Broward County at the time you request the transfer.

Sincerely,

Kenneth Bass
 Central Campus Principal

Devarn M. Flowers
 West Campus Principal

Lisa Libidinsky
 FSU Campus Principal

Sean Chance
 East Campus Principal

Child's Name: _____

Date: _____

Parent Name (please print): _____

Parent Signature: _____

www.pinescharter.net

Dedicated to providing a high quality education to a diverse community where all students are expected to succeed as life-long learners.

Pembroke Pines-Florida State University Charter Elementary School

Activity and Service Fees for Students 2013-2014

The Pembroke Pines-Florida State University Charter Elementary School is a developmental research school (laboratory school) sponsored by Florida State University. The mission of a developmental research school is to provide “a vehicle for the conduct of research, demonstration, and evaluation regarding management, teaching, and learning.” As a developmental research school, the school is able to charge a student activity and service fee to be utilized for student needs throughout the school year. On June 17, 2009, the Pembroke Pines City Commission approved to institute a student activity and service fee for the students of the school. The student activity and service fee for each student for the school year 2013-2014 is \$280 per student for grades K-5. Please note that field trips and some other student activities may not be included in this fee.

The fees will be used for the following:

- Student Activities and Special Events (assemblies, competitions, etc.)
- Student Award Programs (Give Me 5, Honor Roll, etc.)
- Student Supplies
- Media
- Special Areas (PE, art, music, science)
- Classroom Materials and Programs
- Classroom Technology

SEE DEADLINE

For the 2013-2014 school year, if the payment is paid in full by October 1, 2013 a 10% discount will be given, making the total activity fee \$252.00. Also, a payment plan has been set up for the 2013-2014 school year if parents wish to pay in four payments throughout the year. The due dates for the four payments of \$70 each will be:

October 4, 2013

December 6, 2013

February 7, 2014

April 4, 2014

Any student that does not pay their fees in full will have their invitation for enrollment to the Pembroke Pines Charter School withdrawn for the next school year (this includes fifth grade students.) If families have extenuating circumstances that would prevent them from paying the fees, a hardship committee has been established to review these requests on a case by case basis.

FREE AND REDUCED WAIVERS

Those who qualify for the Free or Reduced Price Meals Program may be eligible for a waiver for all or half of the fee. In order to be eligible for the waiver of activity fees, the application for Free and Reduced lunch must be received within 30 calendar days (**on or before Thursday, September 19, 2013**) of the start of each school year. If a student is admitted after the first day of school, their application must be received within 30 calendar days of admission. If you qualify for the activity fee waiver but do not meet the 30 day application deadline, the activity fee will be due in full. The Free and Reduced Lunch application is included in the orientation packet.

Once a student is approved for free or reduced lunch, an adjustment will be made to the activity fee. Those who qualify for free lunch will not need to pay the fee. Those who qualify for reduced price meals will need to pay \$140 per student (four payments of \$35 each may be paid following the payment plan dates listed above.)

If the fees have already been paid, a refund will be processed. **Students who participate in this program will be audited.**

EXTRA-CURRICULAR ACTIVITIES

No student who has outstanding activity fee balances will be allowed to participate in any extra-curricular activity that is funded through the collection of these fees.

PARTIAL YEAR FEE SCHEDULES

Activity fees will be prorated for new students who attend for less than a full school year. For each part of a quarter that the new student attends the Pembroke Pines-Florida State University Charter Elementary School, they must pay $\frac{1}{4}$ of the activity fee.

There are no refunds and fees will not be prorated due to withdrawal except within 30 days of the start of each school year or within 30 calendar days of admission.

HOW TO PAY ACTIVITY FEES

Student activity fees may be paid either by cash or check made out to PPCES-FSU. Payments will be accepted in the front office or parents may send checks into the school in the Take-Home/Bring-Back folders.

No checks will be accepted after May 2, 2014.

Advisory Board Members

Central Campus

Elementary

Alan Prescott
Felix Marrero
Babu S. Madabushi

Middle

Raquel Gomez

East Campus

Debra Levy
Kristina Brown

West Campus

Elementary

Daniel Valdivia
Nicole McGovern
Alternative - Michelle Reyes

Middle

Vicki Croft
Rick Rundell
Alternative - Robert Granda

ESU Campus

Olga Perez – Chair
Betty Pilger – Vice Chair
Debbie Cilli
Angie Davis
Judith Founds
Aner Gonzalez
Amy Guerette
Ithel Jones
Maribel Muñiz

Advisory Meetings

These are the advisory meetings for the Central, West and East campuses.

The Pembroke Pines – Florida State University has a separate advisory board called the Professional Development Council. Meetings will be announced.

<i>Date</i>	<i>Campus</i>	<i>Time</i>
Tuesday, September 3, 2013	West Campus	6:00PM
Tuesday, October 1, 2013	East Campus	6:00PM
Tuesday, November 5, 2013	Central Campus	6:00PM
Tuesday, December 3, 2013	West Campus	6:00PM
Tuesday, January 7, 2014	East Campus	6:00PM
Tuesday, February 4, 2014	Central Campus	6:00PM
Tuesday, March 4, 2014	West Campus	6:00PM
Tuesday, April 1, 2014	East Campus	6:00PM
Tuesday, May 6, 2014	Central Campus	6:00PM
Tuesday, June 3, 2014	West Campus	6:00PM

Central Campus - 12350 Sheridan Street, Pembroke Pines, FL 33026

East Campus – 10801 Pembroke Road, Pembroke Pines, FL 33025

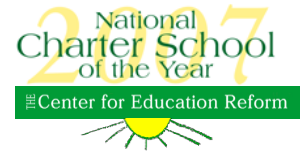
West Campus – 18500 Pembroke Road, Pembroke Pines, FL 33029

ELEMENTARY PTA EXECUTIVE BOARD

The joint PTA Board of the elementary campuses will meet before the advisory meetings at 5:00pm.



Charting The Course



Frank C. Ortis, Mayor
 Angelo Castillo, Vice-Mayor
 Charles F. Dodge, City Manager
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 Devam Flowers, West Campus Principal
 Peter Bayer, High School Principal

Iris A. Siple, Commissioner
 Carl Shechter, Commissioner
 Jay Schwartz, Commissioner
 Lisa Libidinsky, FSU Campus Principal
 Sean Chance, East Campus Principal

August 19, 2013

Dear Parents and Guardians:

Pembroke Pines Charter School provides after school care for elementary and middle school students in a nurturing and safe environment from 3:15-6:00PM daily when school is in session. In order to continue to meet the needs of your children, the monthly payment is \$ 130.00; late fees are applied as follows:

Child pick up from 6:01-6:15pm = \$10.00 additional charge
 Child pick up from 6:16-6:30pm = \$20.00 additional charge
 Child pick up from 6:31-6:45pm = \$30.00 additional charge

There is an annual registration fee of \$25.00 per child. Our program will also provide after care services during all early release days.

If you plan to register your child/children for our aftercare program, please fill out all the paperwork and bring your payment to the school on or before Friday, August 23, 2013. Please be advised that after **May 2, 2014** **you may only pay with a cashier's check or cash when paying for your child's Aftercare fees.** Past due accounts without satisfactory arrangements with the Site Supervisor shall result in your child not being able to attend the program until your account is brought current.

Thank you for your continued support and cooperation.

Sincerely,

Kenneth Bass
 Central Campus Principal

Devam M. Flowers
 West Campus Principal

Lisa Libidinsky
 FSU Campus Principal

Sean Chance
 East Campus Principal

www.pinescharter.net

Dedicated to providing a high quality education to a diverse community where all students are expected to succeed as life-long learners.

After the Pledge Songs



Month	Song
August-September	Star Spangled Banner
October-November	America (My Country Tis of Thee)
December-January	God Bless America
February-March	America the Beautiful
April-May	Grand Old Flag





The Haskell Company
111 Riverside Avenue
Jacksonville, Florida 32202

tel 904 791-4500
fax 904 791-4699
www.haskell.com

John D. Malinowski, A.I.A.
Project Architect

July 30, 2009

Re: **Pembroke Pines Charter Schools**
Pembroke Pines, Florida

Mr. Paul Edelstein
Operations Manager
City of Pembroke Pines
13975 Pembroke Road
Pembroke Pines, Florida 33027

Dear Mr. Edelstein:

As the Project Architect responsible for the construction of the Pembroke Pines East, West, Central and Pembroke Shores Additions designed and constructed by Haskell, I hereby submit the following statement:

I, John D. Malinowski, AIA, Project Architect for Haskell, certify that no toxic building materials were specified as a building material in any construction documents prepared for the charter school system in Pembroke Pines, Florida, as designed by Haskell. I further attest that to the best of my knowledge, no toxic materials were used as a building material in any of the schools' additions constructed by Haskell.

Sincerely,

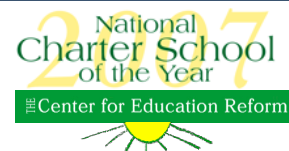

John D. Malinowski, AIA

cc: Mr. Michael C. Huskey

AAC000281 EB0000906 IB0000649 LC26000242 QB-0011795



Charting The Course



Frank C. Ortis, Mayor
 Angelo Castillo, Vice-Mayor
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 Devarn Flowers, West Campus Principal
 Peter Bayer, High School Principal

Iris A. Siple, Commissioner
 Carl Shechter, Commissioner
 Jay Schwartz, Commissioner
 Lisa Libidinsky, FSU Campus Principal
 Sean Chance, East Campus Principal

August 19, 2013

Dear Parents and Guardians:

Please assist us (for the safety of all our students) by following the procedures stated below:

A.M. Drop Off:

1. Stay in car.
2. Children will be escorted to classes
3. Do not park in drop off lines. Use visitor spaces when needed.
4. Do not drop children off before 8:15AM., as there is no supervision. West Campus may drop off starting at 8:00am. Before care is provided for a nominal cost.
5. Do not drop children off in unauthorized locations.

P.M. Car Pick-Up:

1. Stay in car.
2. Students will be grouped by grade level.
3. All students will be escorted to pick-up area and supervised by school personnel.
4. Encourage your student to wear his or her badge (middle) or tag on his/her bookbag (elementary) for the first 2 weeks identifying how he/she goes home.
5. Parents should be in line prior to 3:15PM.

Remember:

Stay in car

Do not park in pick-up areas – use regular parking spaces when needed.

Thank you for your continued support and cooperation.

Sincerely,

Kenneth Bass
 Central Campus Principal

Devarn M. Flowers
 West Campus Principal

Lisa Libidinsky
 FSU Campus Principal

Sean Chance
 East Campus Principal



The Haskell Company
111 Riverside Avenue
Jacksonville, Florida 32202

tel 904 791-4500
fax 904 791-4699
www.haskell.com

John D. Malinowski, A.I.A.
Project Architect

July 8, 2009

Re: Pembroke Pines Charter Schools
Pembroke Pines, Florida

Mr. Paul Edelstein
Operations Manager
City of Pembroke Pines
13975 Pembroke Road
Pembroke Pines, Florida 33027

Dear Mr. Edelstein:

In accordance with the Asbestos Hazard Emergency Response Act, 40 CFR, Part 763 and as the Project Architect responsible for the construction of the charter schools designed and constructed by Haskell, I hereby submit the following statement:

I, John D. Malinowski, AIA, Project Architect for Haskell, certify that no asbestos containing building material (ACBM) was specified as a building material in any construction documents prepared for the charter school system in Pembroke Pines, Florida, as designed by Haskell. I further attest that, to the best of my knowledge, no ACBM was used as a building material in any of the charter schools constructed by Haskell.

Sincerely,



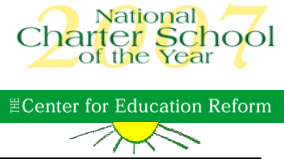
John D. Malinowski, AIA

cc: Mr. Michael C. Huskey

AAC000281 E80000906 IB0000849 LC26000242 QB-0011795



Charting The Course



Frank C. Ortis, Mayor
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 Peter Bayer, High School Principal

Iris A. Siple, Commissioner
 Carl Shechter, Commissioner
 Jay Schwartz, Commissioner
 Lisa Libidinsky, FSU Campus Principal
 Sean Chance, East Campus Principal

August 19, 2013

Dear Parents and Guardians:

The City of Pembroke Pines provides Before-School Care from 6:45am to 8:15am, Monday through Friday, for the students of the Charter Elementary School.

The cost is \$115 per period. There is no adjustment in the weekly fee when our program is closed due to a legal holiday, in the event of a natural disaster or any other circumstances that may arise beyond our control. You will not be charged, however, when the Charter Schools are closed for winter and spring breaks.

Space is limited and based on a first-come, first-served basis; therefore we would like to give you the opportunity to register early and reserve your child's space. Please come by the school and complete the appropriate forms.

If you plan to register your child/children for our Before Care program, please fill out all the paperwork and bring your \$25.00 registration fee and payment to the school on or before Friday, August 23, 2013. Please be advised that after **May 2, 2014 you may only pay with a cashier's check or cash when paying for your child's Beforecare fees.** Past due accounts without satisfactory arrangements with the Site Supervisor shall result in your child not being able to attend the program until your account is brought current.

Feel free to call with any questions you may have.

Sincerely,

Kenneth Bass
 Central Campus Principal

Devam M. Flowers
 West Campus Principal

Lisa Libidinsky
 FSU Campus Principal

Sean Chance
 East Campus Principal

2013-2014 SCHOOL CALENDAR-BROWARD COUNTY PUBLIC SCHOOLS*

AUGUST				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

SEPTEMBER				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JANUARY				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

FEBRUARY				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MARCH				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

APRIL				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

MAY				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JUNE				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

- Employee Planning (no school for students)
- Schools & Administrative Offices Closed
- Schools Closed
- Report Cards Issued
- Interim Reports Issued
- Early Release Day
- First & Last Day of School

Hurricane make-up days in order of preference: 10/24/13, 2/06/14, 3/20/14, 6/05/14 *Year-Round Schools Follow Different Calendars



August 19th, 2013



SCHOOL DINING SERVICES

Chartwells

Dear Parent,

The beginning of the school year is approaching, and we want to extend a warm welcome to let you know that Chartwells School Dining Services has exciting plans for your school meal program. School meals remain nutritious, a great value and more satisfying than ever for both students and parents. This year, Chartwells has exciting events and new menu items planned for your child's school cafeteria. Our job is to make sure that we serve healthy, well-balanced meals that students will enjoy eating. We also strive to make the dining experience a special one, so we've planned activities that will appeal to all of our students. Below are some of the highlights to help begin the new school year.

Highlights:

- Unveiling a newly Remodeled High School Cafeteria offering Exciting and nutritious Meals
- Adding Cooking Ovens at the Middle Schools for Cooked Fresh and nutritious Meals
- Offering more Fresh Fruits and Vegetables daily at Elementary and Middle Schools

Menus:

We will be writing menus for the 2013-14 school years in accordance to the new rules and regulations and menus are available on the main school website: <http://pinescharter.net> under the General tab, scroll down to Chartwells Dining

Simply Good:

Throughout the year, students will have the opportunity to learn about healthier food options through fun and engaging activities that we have planned in the school cafeteria through our Simply Good program. Simply Good has a culinary emphasis that focuses on healthier meal options, especially ones with fruits, vegetables, whole grains and lean proteins. We will begin the year with our 'What's Your Hometown Specialty' theme event that includes a 'Join Us for Lunch Day' that is open to parents and adults of our elementary school students and an exciting 'What's Your Hometown Specialty' student recipe and video contest for secondary school students. Look for more information on these special events coming soon.

Meal Prices:

	Breakfast	Elementary School Lunch	Middle School Lunch
Paid	\$1.10/1.25	\$2.10	\$ 2.45
Reduced	\$0.30	\$0.40	\$0.40
Adult	\$1.45	\$3.00	\$3.00

Other Information:

Our mission is to serve nutritious, well-balanced meals that appeal to our students and school community and we are committed to providing the best food options and nutrition education for your child. To learn more about Chartwells, visit our website at www.eatlearnlive.com. We're excited about our partnership with the City of Pembroke Pines and hope to provide a great program while becoming part of the Pembroke Pines community.

Please feel free to contact us at any time at farai.sithole@Compass-usa.com or (954)734-0934

Best Regards,
Farai P Sithole
Foodservice Director, FMP
Chartwells School Dining Services

Drug and Weapon Policy

The following infractions of the school rules may result in expulsion and removal from the Pembroke Pines Charter Schools with a one-year expulsion.

- False Alarms
- Bomb Threats
- Threats to kill another student/staff member
- Possession/Distribution of drugs
- Possession/Use of a weapon (gun, knife, or any device used as a weapon)



Early Release Schedule

Thursday, September 26, 2013

Thursday, October 24, 2013

Thursday, December 19, 2013

February 6, 2014

March 20, 2014

Thursday, June 5, 2014

Dismissal is at 12:45PM on Early Release Day.

Please be prompt in picking up your children so our staff can participate in staff training.



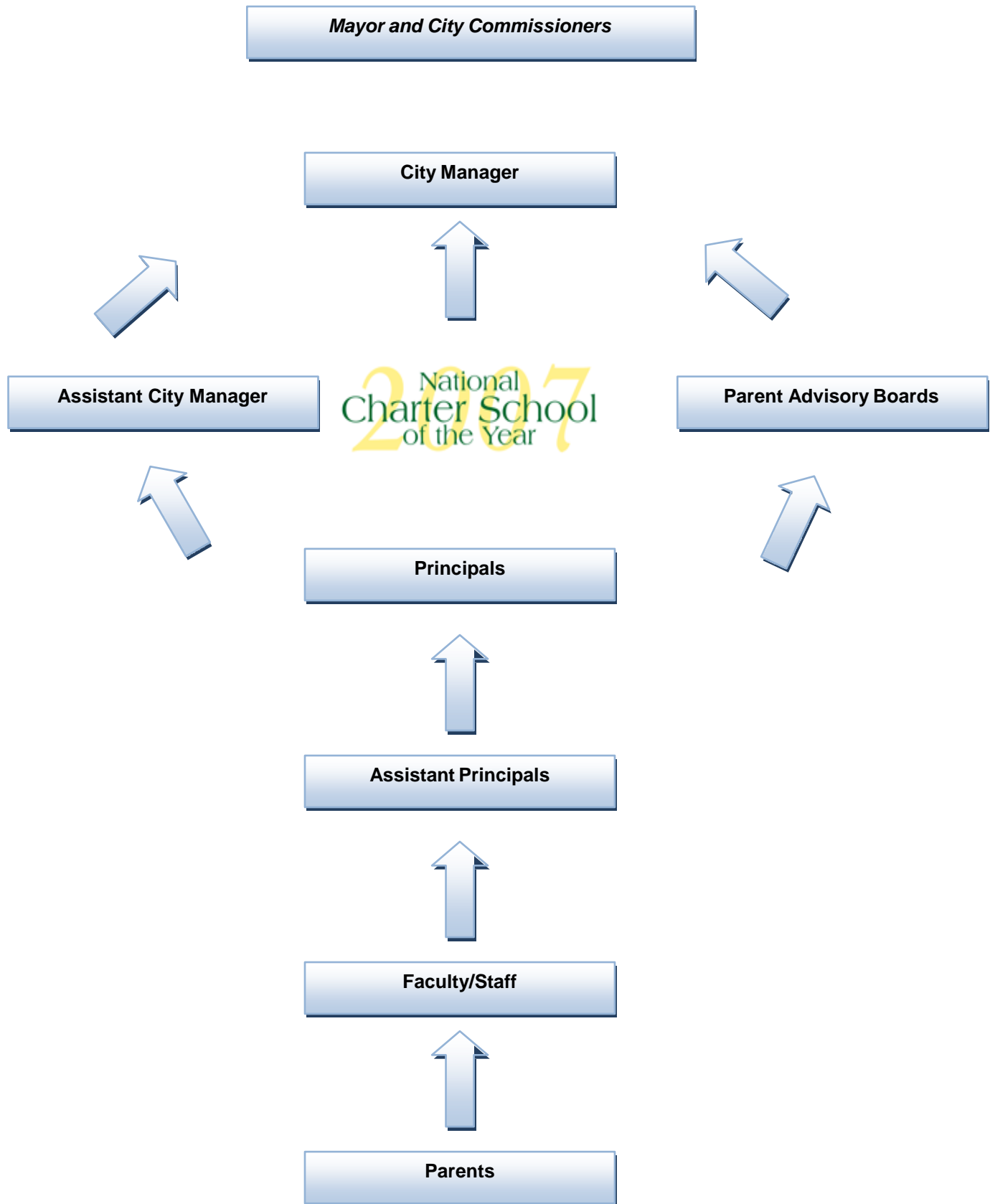
Field Trips

The City of Pembroke Pines Charter Elementary and Middle Schools believe that field trips can be an important part of the learning process and should be tied to the curriculum as appropriate. Each teacher is eligible to sponsor a field trip with the approval of their principal. Throughout the school year, efforts are made to communicate which field trips are planned at each campus as a part of the curricular meetings held by the team leaders (elementary), department heads (middle), curriculum specialists, and administrators.

Our schools generally follow the School Board of Broward County, Florida policy on field trips (Policy 6303). An important change is that our field trips are governed by the policies and procedures of the City of Pembroke Pines rather than the district. All field trip contracts are reviewed and approved by the City Attorney.

Every effort is made to ensure student safety while on a field trip. Teachers acting as chaperones are instructed on how to contact their school administrator in case of an emergency. In an emergency, teacher chaperones are instructed to follow the procedures and directives of the local authorities.







WHAT IS THE ELEMENTARY SCHOOL COUNSELING AND GUIDANCE PROGRAM?

The elementary school counseling and guidance program is a part of the total school program and complements learning in the classroom. It is child-centered, preventive, and developmental. The program encourages students' social, emotional, and personal growth at each stage of their development. The elementary school counselor also conducts guidance lessons; consults with parents, teachers, and other professionals; and coordinates student services in the school. This counseling and guidance program provides elementary students with assistance in:

- Understanding self and developing a positive self-image.
- Showing respect for the feelings of others.
- Understanding the decision-making process.
- Developing effective study skills.
- Maintaining effective relationships with peers and adults.
- Being prepared to make the transition to the intermediate school.
- Gaining an understanding of the world of work.

WHAT ARE THE QUALIFICATIONS OF THE ELEMENTARY SCHOOL COUNSELOR?

A Master's Degree & Florida state certification as an elementary school guidance counselor.
Special preparation in the following areas:

- child growth and development
- individual counseling skills
- group counseling and guidance skills
- communication skills
- elements of career development
- educational and psychological measurement
- theory and practice of counseling including exceptional and culturally diverse children
- philosophy and principles of guidance
- research and evaluation
- elementary school guidance

HOW DOES THE ELEMENTARY SCHOOL COUNSELOR WORK?

Counseling is conducted with students and parents individually and in small groups when requested and determined appropriate. It is short-term, voluntary, and confidential. Parental permission is obtained prior to any extended individual or group counseling. Students are seen by the counselor when:

- Parents request and indicate a need and desire that the counselor meet with their children.
- Students request counseling.
- Teachers, administrators, or other school staff refers the student.

Parents are informed of counseling groups for children and adults. Groups counseling sessions for children focus on building self-esteem, learning how to make or keep friends, developing good study habits, improving communication skills, preparing for the intermediate school, and coping with changing family situations. Topics for parent groups include child-rearing concerns, child development, and methods parents may use to help children experience healthy development and success in school.

WHAT ARE BENEFITS FOR STUDENTS?

The elementary school counselor works directly with students in individual and group counseling sessions as well as in classroom guidance lessons so students may:

- Be successful in school.
- Establish effective study skills.
- Adjust to a new school.
- Develop positive feelings about work, family, and society.
- Build positive feelings towards self and others.
- Develop skills in interacting and communicating with others.
- Cope with change in themselves and their surroundings.
- Identify and accept their own and others' strengths and weaknesses.
- Recognize the causes and effects of their actions.
- Become responsible for their own behavior.
- Receive crisis intervention when necessary.

The guidance counselor helps students become motivated learners and encourages them to discuss concerns with their parents. When students work through their social and emotional issues, with the help of their parents and the counselor, they are able to devote attention and energy to the intellectual tasks at school.

WHAT ARE THE BENEFITS FOR PARENTS?

The elementary school guidance counselor works with parents through individual consultation, joint consultation with the children's teachers, and parent discussion groups. In these ways the counselor assists parents to:

Understand their children's progress in school.

- Select strategies to motivate their children.
- Develop realistic goals with their children.
- Become actively involved in their children's school life.
- Understand the educational program K-12.

The counselor may lead parent education and discussion groups and serve as a resource when parents study or discuss child-related issues.

The counselor consults with parents to identify students with special abilities and/or needs. In this capacity the counselor helps parents understand the services available from other school staff such as the school psychologist, social worker, and resource teachers. The counselor helps parents find other professionals within the school system or within the larger community when extra support is needed.

WHAT ARE THE BENEFITS FOR THE SCHOOL STAFF?

The elementary school guidance counselor is an integral part of the total elementary school program. The counselor observes children; consults with teachers, psychologists, and social workers; gathers and provides resources; conducts classroom guidance lessons; collaborates on classroom intervention; conducts joint parent conferences; reviews and interprets school records; and serves on committees that plan for the individual needs of specific children.

The elementary school guidance counselor helps teachers by:

- Consulting with them concerning children.
- Planning small group and classroom activities to meet specific needs of students.
- Gathering and sharing resources.
- Observing children in the classroom or on the playground.
- Conferencing with parents.
- Reviewing student records and discussing their implications with the teachers and/or parents.
- Coordinating staff efforts to work with individual students.

- Promoting a positive school climate.
- Explaining the academic program K-12.

The elementary school counselor is a vital resource for the school staff. He or she coordinates and helps implement the staff's efforts to meet the needs of students individually, in small groups of students, and in entire classrooms.

Character Education



Character – The Core of Our Lives

October -Responsibility
 November -Citizenship
 December - Kindness
 January - Respect
 February - Honesty
 March – Self-Control
 April - Tolerance
 May – Cooperation



Weekly Groups

Divorce Self-Esteem
 Behavior Management
 New Students/Buddies
 Kids Club
 Peer Counseling
 SAI Students
 Contracted Students

Pembroke Pines Charter Schools..... Going Green!



The Pembroke Pines Charter Schools are an earth-friendly school system. We are implementing new procedures to help save our planet. Please realize that every little bit does help.

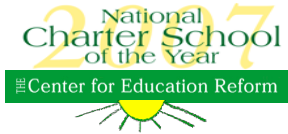
We will be sending as much information as we can to all of our Charter School families via global e-mail. Please make sure to add your most frequently used e-mail address to the Student Information/Emergency Contact Form in your First Day Packet.

Please be sure to print your e-mail address clearly so that you are always up to date on all school activities.

Thank you for your support!



Charting The Course



Frank C. Ortis, Mayor
 Angelo Castillo, Vice-Mayor
 Charles F. Dodge, City Manager
 Kenneth B. Bass, Central Campus Principal
 Devarn Flowers, West Campus Principal
 Peter Bayer, High School Principal

Iris A. Siple, Commissioner
 Carl Shechter, Commissioner
 Jay Schwartz, Commissioner
 Lisa Libidinsky, FSU Campus Principal
 Sean Chance, East Campus Principal

August 19, 2013

Dear Parents and Guardians:

School Board policy states that schools may not give any medication(s) to children during school hours unless a Authorization Medication/Treatment Form is completed by the health care provider and the parent. This form can be obtained at the school office. All medication authorizations for chronic or long term conditions shall not be good for over twelve (12) months. The Authorization Medication /Treatment Form must be signed by the doctor and the parent/guardian.

If at all possible, the medication should be scheduled to be given right before and right after school rather than during school hours.

Medications given at school must be provided in current original containers with original pharmacy labels. Have the pharmacy fill your prescription in two (2) labeled containers so there is proper labeling at home as well as at school.

The labels must include: name of student, name of drug, directions concerning dosage, time of day to be taken, name of the prescribing physician and date of prescription.

Parents are responsible for seeing that adequate supplies of the medication are provided for the school. Students may not bring the medications to school. Medication(s) must be brought to school by an adult.

If you have any questions, please feel free to contact us.

Sincerely,

Kenneth Bass
 Central Campus Principal

Devarn M. Flowers
 West Campus Principal

Lisa Libidinsky
 FSU Campus Principal

Sean Chance
 East Campus Principal

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(Please print clearly)



Proactive Discipline Plan

To ensure the safety of staff and students and create an environment conducive to learning.

Give Me 5

Be Safe
Be Responsible
Follow Directions
Be Respectful to Others
Keep Your Hands and Feet and Objects to Yourself

Students must:

- Dress appropriately for school by following the uniform dress code:
 - A black or brown belt must be worn at all times if belt loops are present.
 - Students should wear approved pleated navy blue shorts or pants. Also, girls may wear a navy blue wrapped skirt. Jumpers are not allowed.
 - Shoes must be worn at all times. For safety reasons, “zoris”, flips-flops, thronged sandals, clogs, bedroom slippers, or any other type of backless shoes cannot be worn.
 - All shirts must be tucked in at all times while on campus.
 - Only uniformed jackets/vests/sweaters may be worn to school. If it is not a uniform item, it must be removed once the student enters the building. Students may wear a plain (no logo, writing or pictures), navy blue jacket/vest/sweater in lieu of the uniform jacket/vest/sweater. All jackets/vests/sweaters should have first and last name on each item so they may be returned if misplaced.
 - A short or long sleeve polo with the Pembroke Pines Charter Elementary School logo embroidered in any of the following colors is allowed: navy blue, light blue, hunter green, or white.
 - All students must wear one of our approved uniform outfits.
 - Uniforms must be worn at all times. Girl Scout, etc. uniforms may not be worn in school. If a student has a meeting right after school, he/she may change at the end of the day.
 - Spirit shirts may only be worn on the last day of the week.
 - No bleached hair (green, orange, purple, etc.) will be allowed.
 - Hairstyles that are a disruption to the learning environment (e.g. “Mohawks”) are not allowed.
 - Students may not wear head coverings including, but not limited to, caps and hats, unless they are necessary for safety in certain classes, health or religious reasons.
 - All students must agree to the mandatory uniform policy.
- Walk in the corridors. Running is a potential danger for injuries and causes disruption.
- Arrive on time. Instruction begins promptly when the bell rings. Be prepared with class materials.
- Keep hands, body and objects to themselves. Doing so prevents injury and disruption.
- Be courteous. Be respectful toward staff and peers.
- Not misrepresent oneself by cheating, copying, plagiarizing, counterfeiting, using false identification, or making false reports by posing as a parent to excuse absences or tardiness, sign a report card, etc.
- Not conduct, recruit, or participate in youth gang activities on campus.
- Not use scooters and inline skates/rollerblades/heelies on school property.
- Not endanger the lives of students and staff by setting off unfounded fire alarms.

These rules are designed to reinforce the mission of the Pembroke Pines Charter Schools and the Broward County Code of Student Conduct. Any unacceptable behaviors identified in Broward County’s Code of Student Conduct book will be subject to disciplinary action.

Proactive Behavior Program

Student behaviors that are inappropriate are to be dealt with in the classroom. When interventions and parent contact have been documented, a referral to Administration will be issued. Repeated rule violations will result in the student being sent to Administration and the SBBC Discipline Matrix will be put into place.

School staff, parents, and students are all responsible for creating a culture of positive behavior.

* A violation of the Weapons Policy (School Board Policy 5006) or altercation which results in injury, will result in more serious consequences, up to and including expulsion as explained in the School Board of Broward County Code of Student Conduct.

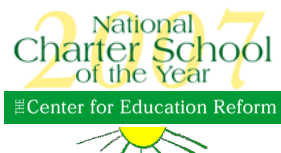
*All referrals must include parent notification.

**Exceptional Student Education (ESE) students, Alternative Education students, and students with a 504 Plan will be held responsible for their actions. Their consequences will be the same as a mainstream student where otherwise indicated by an Individual Educational Plan (IEP).*

*Students who are assigned external suspension and who attend alternative-to-suspension programs are allowed to make up work. Students who elect not to participate in alternative-to-suspension programs will be marked unexcused; however, they will be allowed to make up work, which will be due on the date of return from suspension.



Charting The Course



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 Angelo Castillo, Vice-Mayor
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 Sean Chance, East Campus Principal

August 19, 2013

Dear Parents and Guardians:

During the course of the school year, students often produce work that may be displayed in public forums. This may include, but is not limited to, artwork, written documents, and Science or Social Studies projects. When displayed, the student's name and school are sometimes given. If you **do not** want your child's work displayed in such a manner, please notify your child's teacher using the form below.

Date: _____

Grade: _____

Student's Name: _

I **do not** want any of my child's work displayed outside of the school.

Parent's Name: _

(Print)

Parent's Signature: _____



If you have any questions, please do not hesitate to contact the school.

Sincerely,

Kenneth Bass
 Central Campus Principal

Devam M. Flowers
 West Campus Principal

Lisa Libidinsky
 FSU Campus Principal

Sean Chance
 East Campus Principal

www.pinescharter.net

Dedicated to providing a high quality education to a diverse community where all students are expected to succeed as life-long learners.

Student Conduct:

School staff, parents, and students are all responsible for creating a culture of positive behavior. Discuss with your child the student conduct information below:

Parents and students must follow the school district's Student Code of Conduct. A frequent form of misconduct is bullying.

What is bullying?

Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture by an adult or student that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment, cause discomfort or humiliation, or unreasonably interfere with the individual's school performance or participation.

Where Does Most Bullying Occur?

As with most harmful behavior among children, in general bullying occurs wherever there is the least structure and adult supervision. Most incidents tend to occur on the playground, in bathrooms, in locker rooms, in cafeterias, in cyberspace, at bus stops, and in the school bus.

What Parents and Students Can Do?

Tips for Parents:

- ✓ Encourage your child to talk to you. Praise your child for positive communication and behavior.
- ✓ Provide/ensure adequate supervision.
- ✓ Teach your child to be assertive rather than aggressive or violent when confronted by a bully.
- ✓ Verify that consistent messages about rules and safety are practiced in your child's school and staff is trained in bullying prevention.
- ✓ Build a relationship with your child's teachers and administrators.

Tips for Students:

- Stay away from bullies.
- Tell an adult.
- Avoid bad situations.
- Make friends.
- If bullied, tell the bully to stop; then walk away.

Did you know that research shows that at least half of all bullying can be prevented?



Did you know that according to the National Mental Health and Education Center, direct, physical bullying increases in elementary school, peaks in middle school, and declines in high school?

Protecting Children from Sexual Offenders and Predators – Tips for Parents and Students:

Florida has the strongest laws in the country to protect its youthful citizens from being abducted. However, parents and children themselves are the first line of defense. Talk to your children about following these rules:

- Stay away from any unfamiliar person who is trying to trick you or force you to go with him or her.
- Let your parents and other trusted adults know about any suspicious persons or situations.
- Learn to describe people and vehicles.
- Know where to run and how to forcibly resist capture.
- Scream to be seen and to scare a stranger away.
- Stay with a buddy, a group, or parents at the bus stop.
- Report anyone hanging around or passing by regularly.
- Accept a ride only from someone approved by the school.
- Walk or bike only along a route that your parents or the school has determined is safe.
- Lock the door and never tell callers you are home alone.



For More Information:

If you want more information on staying safe between home and school, check out these websites:

Offices of School Transportation Management
<http://www.fldoe.org/transportation> & Safe Schools
<http://www.firn.edu/doe/bess/sdfs.html>

Safe Kids USA
<http://www.usa.safekids.org/>

National Center for Missing and Exploited Children
www.missingkids.com
 1-800-LOST (843-5678)

Missing Children Information Clearinghouse
www.fcllc.state.fl.us
 1-888-FL-MISSING (356-4774)

Florida Department of Transportation Pedestrian/Bicycle Safety Program
http://www.dot.state.fl.us/Safety/ped_bike/ped_bike.htm

Safe Routes to School Florida
www.srtssl.org

Community Traffic Safety Teams (CTSTs)
<http://www.dot.state.fl.us/safety/CTST/CTST.htm>

Florida Department of Highway Safety and Motor Vehicles (FDHSMV; licensing and teen drivers)
www.hsmv.state.fl.us

Bullying Prevention
www.stopbullyingnow.org

Centers for Disease Control & Prevention
<http://www.cdc.gov/nccddph/dnpa/kidswalk/>

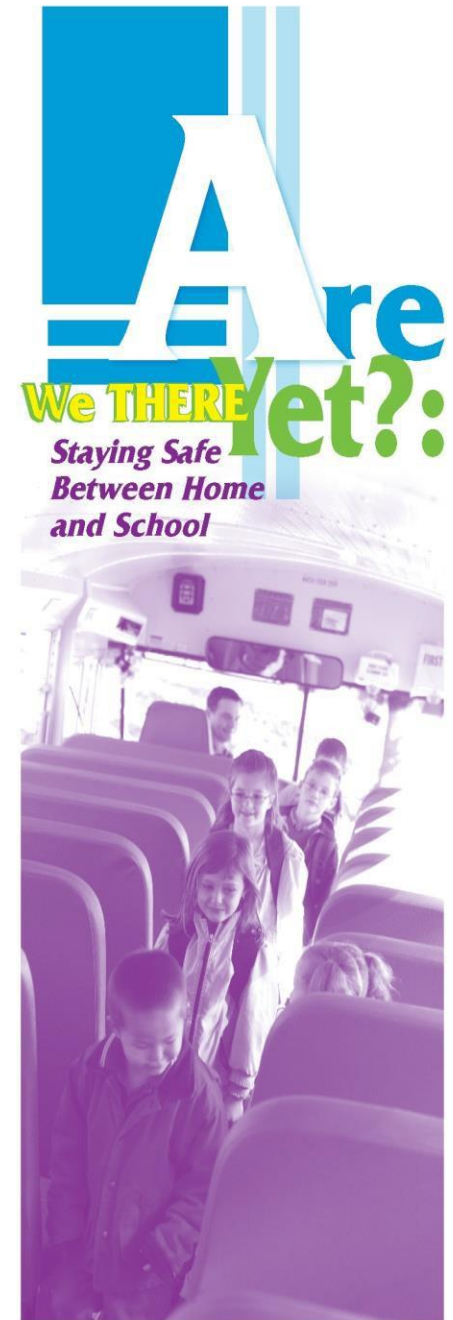
National Highway Traffic Safety Administration
<http://www.nhtsa.dot.gov/>

The Florida Department of Education and Florida's school districts are committed to the safety of Florida's students and schools. Students often walk, bike, or ride to and from school or the bus stop on their own or with parents, guardians, or others. This brochure offers important tips to parents, guardians, and students on how to stay safe, especially when the students are not with school officials who can help protect them. Please discuss these important tips with your children.



Florida Department of Education
 Office of School Transportation Management
 Office of Safe Schools

¹This information is designed to assist school districts in complying with requirements to provide safety information to parents, guardians, and students (Rule 6A-3.0121, Florida Administrative Code).



Tips for School Bus Riders:

School officials, bus operators, parents, and students themselves are all responsible for ensuring that school bus riders follow these safety tips.

At the bus stop:

- Students and parents are responsible for safety and proper student behavior going to and from the stop and while waiting for the bus.
- Students must stand off the roadway while waiting.
- Students must respect other people's property.
- Students must not push, shove, or engage in horseplay.
- Parents should supervise children at the stop if possible.
- Students must arrive at the bus stop at least five minutes prior to the scheduled pickup time.
- Students must wait for and get off the bus only at approved stop locations.

During loading and unloading:

- Always stay away from the 12 foot "danger zone" around the bus, except when you are directed by the driver to get on or off the bus.
- NEVER pick up an object that you drop under or near the bus. Ask the driver for help.
- Always be sure the driver can see you.
- Make sure clothing and backpacks have no loose drawstrings or bag straps that could catch in the handrail or bus door.
- When you see the bus coming, stand at the stop and wait for the bus to come to a complete stop.
- Always wait for the driver to signal that it is safe to cross the road and/or load into the bus.
- When crossing a traffic line, always look left, right, then left again; cross only if approaching traffic has stopped.
- Never walk behind the bus.
- Only board your assigned bus, unless other arrangements are approved by your school.



During the bus ride:

- Always follow the driver's directions.
- Never distract the driver from driving unless there is immediate danger to you or others.
- Remain seated and keep the aisles clear.
- Eating, drinking, and chewing gum are prohibited.
- Never bring unsafe or unauthorized items onto the bus.
- Always wear your seat belt when one is available.
- Always keep your arms, legs, and head inside the bus.
- Always show respect for your fellow students.
- Keep conversation at a reasonable level and remain quiet at railroad crossings. The Student Code of Conduct applies on the bus as well as in the classroom.

Did you know that the familiar yellow school bus is the safest way to and from school? Each year approximately 800 school-age children are killed in the United States during school transportation hours while walking, bicycling, and riding in smaller passenger vehicles. Only about two percent of the total deaths occur on or around school buses.

Tips for Riders in Cars, SUVs, and Trucks:

- Drivers and passengers in cars, SUVs, and trucks must always use appropriate safety restraints. Anyone transporting children needs a child safety seat, booster seat, or safety belt, depending on children's sizes and ages.
- Preschool-age children should always be restrained properly in a secured child safety restraint system, such as a rear-facing infant seat, rear-facing convertible seat, forward-facing convertible seat, or forward-facing-only seat appropriate to their age and weight range.
- All children who have outgrown child safety seats should be properly restrained in booster seats until they are at least 8 years old, unless they are at least 4' 9" tall.
- The back seat is the safest place in a crash. Children age 12 and under should ride properly restrained in back. Infants riding in rear-facing seats must NEVER be placed in front of an air bag.

Tips for Parent Drivers and Teen Drivers:

To reduce energy usage, pollution, and traffic congestion in neighborhoods, consider walking or bicycling with your children. If you need to drive, follow these safety tips:

- When picking up children in the afternoon don't arrive too early and hinder the movement of traffic in the neighborhood around the school.
- Wait in a single line and leave enough room so an emergency response vehicle would be able to get through.
- Don't block driveways, mailboxes, disabled parking spaces, or fire hydrants, and don't park on lawns.
- Don't block access to or the view from side streets.
- Don't back out onto any street from the school parking lot or from a side street.
- Try to arrange your drop off/pickup time after the peak rush hour and use designated loading and unloading areas.
- Always heed signs and the directions of school and law enforcement officials.
- Always obey posted speed limits and other traffic laws.
- Act as you would want people to act if they were your neighborhood.
- Be patient and understand that walkers, bicyclists, and school buses are trying to exit the school, too.
- Always ensure that you and your passengers buckle up.
- Never talk on a cell phone or engage in other distractions while driving.

Did you know that motor vehicle crashes are now the leading cause of death for 15 to 20 year olds in the United States? According to the National Highway Traffic Safety Administration (NHTSA), 74(1) drivers ages 15 to 20 were involved in fatal crashes in 2005. Most of the fatal ties involving young drivers are the young drivers themselves and their passengers.



Tips for Walking and Biking Safely:

Walking and biking to and from school can be a great way to get exercise, interact with your children, and teach them lifelong traffic safety skills. Know your child's abilities and remember your child's limitations. Children under 10 years of age are developmentally limited when it comes to judging speed and distance accurately.



Walking:

Teach, practice, and remind children to:

- Walk with an adult or responsible older child at all times.
- Children under 10 years old should cross the street only with an adult.
- Walk on the sidewalk if there is one.
- Walk facing the traffic, as far from the road/traffic as possible, if no sidewalk is available.
- Use traffic signals and marked crosswalks if available.
- Stop at the curb or edge of the road and look left, right and left for traffic before crossing the street.
- Walk; don't run.
- Give drivers time to see you before crossing the street.
- Keep looking for cars while you are crossing.
- Wear white clothing or reflective gear when walking in the dark or in low light.

Biking

Bicycles and riders must follow Florida Traffic Laws.

Teach, practice, and remind children to:

- Always wear a helmet that is properly fitted.
- Whenever possible, ride with an adult or responsible older student.

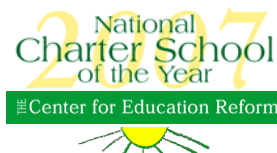
Always obey all traffic signs and signals.

- Ride on the right side of the road or trail in a single file (one bicycle behind another).
- Ride in the same direction as other vehicles.
- Go straight across railroad tracks.
- Always use proper hand signals when turning and stopping.
- Yield to pedestrians and alert them with a bicycle bell or your voice when passing.





Charting The Course



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August 19, 2013

Safety Plan Letter

Dear Parents and Guardians,

Each campus of the City of Pembroke Pines Charter Schools has a complete and detailed Safety Plan that has been reviewed and approved by the City of Pembroke Pines Police Department and the Broward County Schools Safety Department. The plan aligns with guidelines provided by the Department of Homeland Security. The School Safety Plan is a uniform document that is used throughout the school district. Certain details of this plan are not permitted to be released due to their sensitive nature. School personnel have been trained in emergency procedures. These procedures are practiced monthly with staff and students. The procedures are reviewed and evaluated for improvement by the school after each drill.

Schools initiate lockdown procedures in conjunction with local law enforcement officials. Please be aware that if the school is in a lockdown, it does not necessarily mean that an incident has occurred on campus. Many times, an incident in the surrounding community necessitates a school lockdown.

Schools are aware that parents are anxious about the safety of their children and want to know what is happening as quickly as possible. We will provide this information as quickly as we can in cooperation with law enforcement.

During a school lockdown, the safety and security of students and staff are of paramount importance. To assist the school during an emergency, and to avoid jeopardizing the safety of our students and staff, we ask that parents adhere to the following guidelines:

- Be patient.
- Tune in to local media for official information and instructions.
- Defer from calling the school's front office for information. Call the Pembroke Pines Police Department at (954) 431-2200 for official information.
- Under **NO** circumstance should parents attempt to enter the campus or remove their child from the school **prior** to an all clear.
- Comply with directives given by law enforcement officers or school personnel.

Sincerely,

Kenneth Bass
 Central Campus Principal

Devam M. Flowers
 West Campus Principal

Lisa Libidinsky
 FSU Campus Principal

Sean Chance
 East Campus Principal

www.pinescharter.net

Dedicated to providing a high quality education to a diverse community where all students are expected to succeed as life-long learners.

School Information

Arrival and Dismissal

School hours are 8:45 am to 3:15 pm. Students are expected to arrive on time and remain the entire school day. Students are not allowed on campus before 8:15 am (8:00am at the West Campus.) We encourage students to stay in school for the entire day. Early releases from school should be kept to a minimum.

Attendance

Attendance at school is mandatory by Florida State Law. If a child is absent due to an illness or family emergency, the school must be notified no later than 2 days after the absence. Students who have an excused absence are given time to make up missed work. Students absent for 10 days or more for reasons other than illness or emergency may lose their status in school.

Before/After School Care

The preschool program coordinates before-care from 6:45 am-8:15 am at the west and central campuses. Students are escorted to the school site at 8:15 am. At the Pembroke Pines-Florida State University Charter Elementary school and the East Campus before-care is coordinated by the school. Before-care will be held in the cafeteria from 6:45 am-8:15 am. After school care is offered on site. It will run from the end of the school day to 6:00 pm. The program will be open only on days that school is in session.

Buses

Students who live between 2.0 – 3.5 miles from the school are eligible for bus transportation. Parents should choose the bus stop closest to their home. A schedule of stops and times will be available. Students will not be permitted to ride on another bus other than the one which they are assigned.

Conferences and Reporting

We believe parent/teacher conferences are essential to report student progress and to help us to know more about your child. The teacher will schedule conferences and provide advance notice of each conference. If it is impossible for you to attend at the designated time, notify the teacher immediately so that a new date may be arranged. Certain days are set aside for conferences, but it is impossible to schedule every parent in one day. If you feel the need for a conference other than the scheduled time, please call the teacher. Remember that it is important to pre-arrange conference times either by note or telephone so that the teacher will be prepared. Always feel free to discuss with your child's teacher anything related to the school that you do not understand. Report cards will be issued every nine weeks in the elementary school during the school year. Interims will be distributed according to the Broward County Calendar.

Discipline

"Do unto others as you would have them do unto you" is our guiding principle. Students are expected to exhibit respectful behavior at all times. The school has established rules and consequences. Parents will be involved with correcting behavior as needed. The school follows the same basic rules as established by the School Board of Broward County Student Code of Conduct and Proactive Discipline Plan. Possession of a weapon or use of an object as a weapon will result in suspension and/or expulsion from the school.

Dismissal of Students

It is very important that students know how they will get home every day. Any change in mode of transportation or usual plan must be communicated in writing to the teacher on or before the actual day. In order to have a smooth closing of school each day we are asking that students not be dismissed 30 minutes prior to the end of the day.

Field Trips

Field Trips are a vital part of the learning experience and will be taken as appropriate to age and grade. Parents must give signed consent for students to participate.

Homework

Research has shown that regularly scheduled homework is an important factor for students' success in school. Time spent together helping your child with schoolwork will give him or her the quality time all children need.

To make homework time productive, remember to:

- Work together and have fun!
- Make it a set time each day.
- Provide quiet, uninterrupted time.
- Be positive! Stress success, not failure.
- Encourage, don't discourage.
- Reward homework with positive actions and words.

Look for more news pertaining to homework throughout the school year.

Illness and Accidents

The school can only provide first aid to students. If it is deemed necessary, emergency services will be requested. It is necessary that the school have current emergency contact names and numbers on file.

Instructional Program

Materials selected for instruction are all correlated to the New Generation Sunshine State Standards and Common Core Standards. They are well-organized, multi-cultural, multi-ethnic, and challenging. Subject areas are integrated to present a well-balanced instructional program. The curriculum will include instruction in study skills, character development, and the incorporation of state of the art technology. Portfolios, journals, writing, and projects (authentic assessment) will be part of the program. Homework is a vital part of the instructional program and is determined by each teacher.

Lost and Found Items

Students should have clothing and other items properly labeled with their names. Items of any significant value should not be brought to school. The school will not be responsible for any lost items. Found items will be stored and available for identification for one month only.

Medication

In order for the school to be responsible for administering medication to your child, it is required that you and your doctor complete an Authorization for Medication form, which is available in the school office and return it to the office. Proper completion of this form is the only way school personnel will be allowed to administer medication. All over the counter medication including cough drops, aspirin, vitamins, eye, ear or nose drops, lip balm, sunscreen, and allergy pills all come under the restrictions dealing with the administering and dispensing of medicine in school.

Newsletter

The school newsletter will be emailed with pertinent information for you to read. Please make sure to add your most frequently used e-mail address to the Student Information/Emergency Contact Form in your First Day Packet. Please be sure to print your e-mail address clearly so that you are always up to date on all school activities.

Parent Involvement

Parents will play a vital role in this school and will be involved in most aspects of the school. There is a Parent Advisory Committee, which provides input and assistance to the administration. Meetings will be held on a regular basis and will be open to all who wish to attend. Parents of students who attend the school are required to perform a minimum of 30 documented hours of service time per year. Parents and guardians of students in the City's Charter School system shall be able to satisfy a portion of their thirty (30) volunteer hour requirement by purchasing up to twenty (20) of these hours as follows:

- * The first ten (10) hours may be purchased for \$10.00 per hour.
- * The second ten (10) hours may be purchased for \$20.00 per hour

Qualified Teachers

Teachers selected to work in the Charter Schools are college graduates with degrees in the appropriate field of work and are certified by the State of Florida to teach.

Recognition of Students

Students are periodically recognized for good deeds, good citizenship, academic achievement, etc. Students are not permitted to have individual birthday parties at school. Gifts, flowers, food, etc., are not to be sent or delivered to school. Kindergarten may have special recognitions when coordinated with the teachers. If students wish to distribute party invitations, all students in the class must receive one.

Release of Students

Students will only be released to persons who have been authorized in writing by parents/guardians and listed on the student data card. Identification must be provided.

Reporting Pupil Progress

Students in grades 1-5 will receive a report card per District's calendar, 4 times a year (once a quarter). Kindergarten students receive a report card 3 times a year. The report card provides only a snapshot of child's progress.

Safety of Students

The safety of students is of paramount concern. Children will be properly supervised at school and be given definite rules for movement patterns. Parents can help the school by reminding their children of ways to be cautious, be aware of their surroundings, and be alert of situations they may encounter. All guests who wish to enter the building must sign in and obtain a visitor/volunteer badge. Also, siblings of students who are not enrolled in the school may not enter the school during school hours.

School Calendar

The Pembroke Pines Charter School follows the same basic calendar as the School Board of Broward County. We will participate in Broward County's scheduled EARLY RELEASE DAYS.

School Food Service

The school is equipped with warming ovens only; therefore, food for students will not be prepared on-site.

School Hours

The school hours are 8:45 a.m. to 3:15 p.m. Students are supervised in a designated wait area beginning at 8:15 a.m. The time from 8:15 – 8:45 a.m. is used by the teacher to prepare for the day, which may include: Parent-Teacher conferences, teacher meetings, etc.

Student Services

A Guidance Counselor is available to assist students and parents with concerns. Small groups are developed to meet the needs of students. The Exceptional Education Department will make every effort to provide services for students who qualify for exceptional student education programs (specific learning disabilities, speech and language, occupational and physical therapy, etc.). A qualified professional will provide services. It is the intent of the school to include all students in the regular educational program (mainstream).

Student Use of Telephone

Students may only use the telephone in case of an emergency. Parents are requested to refrain from calling to speak to their children on the telephone. This is a safety concern as it is not possible to determine the relationship of the caller to the child and it interrupts the educational environment of the class.

Testing/Assessment

Students will be continually assessed and evaluated by the classroom teacher to plan and determine progress. Students in grades 1-8 will participate in the annual testing program sponsored by the School Board of Broward County. Psychological Testing will be generated through the Exceptional Educational Department.

Uniforms

All students are required to wear the official uniform on a daily basis, unless instructed otherwise. Exceptions may be made for special days or special activities in which case prior notification will be sent home. School sponsored spirit items may be worn on the last day of the week. The uniform company is Planet T and the phone number is 954-538-0066.

School Entry Immunizations Requirements

Before attending school in Florida (kindergarten through 12th grade), each child must provide a Form DH 680, Florida Certification of Immunization, documenting the following vaccinations:

Public/Non-Public Schools Kindergarten through 12th Grade:	Seventh Grade Requirements:
<ul style="list-style-type: none"> Four or five doses of diphtheria-tetanus-pertussis (DTaP) vaccine 	In addition to kindergarten through 12th grade requirements, students must have the following vaccinations:
<ul style="list-style-type: none"> Two or three doses of hepatitis B (Hep B) vaccine 	<ul style="list-style-type: none"> One dose of tetanus-diphtheria-pertussis (Tdap) vaccine in grades seven through ten
<ul style="list-style-type: none"> Three, four, or five doses of polio vaccine* 	
<ul style="list-style-type: none"> Two doses of measles-mumps-rubella (MMR) vaccine 	
<ul style="list-style-type: none"> Two doses of varicella vaccine† for kindergarten and grades one through four 	
<ul style="list-style-type: none"> One dose of varicella vaccine† for grades five through eleven 	

* If the fourth dose of vaccine is administered prior to the fourth birthday, a fifth dose of polio vaccine is required for kindergarten.

† Varicella vaccine is not required if varicella disease is documented by the healthcare provider.

For more information, visit www.immunizeflorida.org

