

#### **CHARTER RENEWAL PROGRAM REVIEW COVER SHEET**

#### NAME OF CHARTER SCHOOL SEEKING RENEWAL: <u>The Charter Schools of Excellence Tamarac 1 Campus</u>

#### CHARTER SCHOOL LOCATION NUMBER: 5201 DATE: December 10, 2013

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

#### NAME OF GOVERNING BOARD: Sam Iannaccone, President; Dr. Dorothy Orr, Vice President; Jeffrey S. Wood, Liaison for the Board

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: Robert Haag TITLE/RELATIONSHIP TO GOVERNING BOARD: Superintendent

#### MAILING ADDRESS: 1225 SE 2nd Avenue, Fort Lauderdale FL 33316

#### PRIMARY TELEPHONE: <u>954-522-2997</u> ALTERNATE TELEPHONE: <u>954-463-9995</u>

#### E-MAIL ADDRESS: r.haag@charterschool.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.

Robert Haag Signature Printed Name derin han Revised 12.3.13

# 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 <u>charterapplications@browardschools.com</u> by <u>5:00 PM Friday</u>, <u>December 13</u>, 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 <u>13, 2013.</u>

## **TABLE OF CONTENTS**

Section	Page
<b>Educational Performance</b> Federal Accountability State Accountability Mission-Specific Accountability Educational Program Implementation	4
<b>Financial Performance</b> Financial Management Financial Viability	24
Organizational Performance Student Enrollment and Conduct Facilities Governance, Staff and Parents	27
Appendices Educational Performance Financial Performance Organizational Performance	35 84 89

## EDUCATIONAL PERFORMANCE

Focus Area	Indicator	Standard/Criteria	Sources of Evidence
Federal	AYP*/AMO School	The school has not been identified for School Improvement	• FCAT
Accountability	Improvement status		• Federal AYP
*TT * AND I /	AYP*/AMO attainment	The school has achieved its AYP*/AMO target	indicators (ESEA)
*Using AYP data from the past five	Sub-group(s) attainment of	The school has achieved its AYP*/AMO targets in	• State AMO
years or length of	AYP*/AMO	identified student sub-group(s)	Standards
current contract, plus most current			• EOC, If applicable
AMO data.			

Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. Include your plan to increase and/or maintain your AYP\*/AMO status for the upcoming term of your charter.

In 2009, the Charter Schools of Excellence opened its doors to the Tamarac 1 Campus with an enrollment of 178 students in grades K-5. During the school's subsequent years of operation (2010-2012), in response to the parents' request to expand, the campus continued to enroll students in grades K-5 increasing enrollment to 195 students. Enrollment continued to grow and Senior Management recognized the facility would not be able to accommodate future growth. After analyzing enrollment patterns, the Board of Directors and Senior Management made the decision to construct three modular classrooms, allowing Tamarac 1 to meet the increasing enrollment trends, while still providing instructional space to meet the academic needs of students. The October 2013 FTE count reflected a student enrollment of 245 at Tamarac 1.

A review of the academic performance of newly enrolled students at the Tamarac 1 campus has shown that the majority of students arrive with significant academic deficits. Taking into account that new students arrive with low test scores and below grade level performance, Senior Management has developed a plan to allow staff to focus on remediating students through intervention programs that have been established at the school. It is the belief of the Board of Directors and Senior Management that all students must be reading at or above grade level by the end of the second grade. In that manner, third through fifth grade teachers will be able to work with students to assist them in meeting state standards. The school believes that students should be provided remediation and intensive tutoring during the primary grades (K-2) to allow third grade teachers to work with students to effectively prepare them to meet performance standards on state assessments. To ensure that the school provides effective remediation and intensive tutoring the primary grades, the school has developed its own Pupil Progression Policy, as detailed in Appendix E which was approved by the CSE Board of Directors as well as by the Sponsor. The school's policy demands that students meet a higher level of achievement to demonstrate proficiency than the local school district's policy.

In August 2013, the Board of Directors of The Charter Schools of Excellence made the decision to reconfigure several of its campuses in order to better meet the needs of its students. The Riverland 1 campus was changed from a K-5 school to a school that services third grade students only. The focus of this campus is to prepare third grade students to be successful in the upper elementary grades and beyond. The students in grades K-2 were transferred from the Riverland 1 campus to the Riverland 2 campus, creating a K-2 campus that focuses primarily on reading proficiency. The students in fourth and fifth grade were transferred from Riverland 1 and Riverland 2 to the Tamarac 1 and Tamarac 2 campuses as this facility could accommodate the growth. All students are provided transportation to their schools by The Charter Schools of Excellence.

The students at Tamarac 1 have shown learning gains as indicated in the sections below.

#### **AYP/AMO School Improvement Status and Attainment**

The Tamarac 1 campus opened in 2009. In 2009-2011 the state reported Adequate Yearly Progress (AYP) data. Student test data for 2009-2011 indicated that:

#### <u>2009-2010</u>

- 63% of students in the lowest 25<sup>th</sup> percentile made learning gains in reading
- 71% of students in the lowest 25<sup>th</sup> percentile made learning gains in math
- 67% scored level three or higher in reading
- 67% scored level three or higher in math

#### <u>2010-2011</u>

- 58% of students in the lowest 25<sup>th</sup> percentile made learning gains in reading
- 73% of students in the lowest 25<sup>th</sup> percentile made learning gains in math
- 76% scored level three or higher in reading
- 73% scored level three or higher in math

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. The 2011-2012 test data was used as the baseline to establish AMO targets for the next five years. The State's Adequate Yearly Progress Reports for 2009-10 and 2010-11 providing detailed subgroup information are contained in Appendix A. The State's Annual Measurable Objectives (AMOs) Report for 2011-2012 and 2012-2013 is contained in Appendix B.

The AMO target for reading in 2011-2012 was 59, and in 2012-2013 the target for reading was 63. In 2012, CSE Tamarac 1 students achieved 53% proficiency in reading, (6 percentage points less than the AMO reading target). In 2013, the percentage of students achieving proficiency in reading was 53% (10 percentage points less than the AMO reading target).

The AMO target for math in 2011-2012 was 55, and in 2012-2013, the target for math was 59. In 2012, CSE Tamarac 1 students achieved 59% proficiency in math, exceeding the AMO target of 55 by 4 percentage points. In 2013, the percentage of students achieving proficiency in math was 54% (5 percentage points less than the AMO math target). **Tamarac 1 is steadily moving toward achieving its AMO target in math**.

In reviewing the school's performance in achieving its AMO targets in the past two years, CSE Tamarac 1 exceeded its target one year in math, but not the next. The school was six percentage points short of achieving its AMO reading target one year and five percentage points short of achieving its AMO math target during the next year. Because the school has not consistently met AMO targets, Senior Management has developed a **corrective action plan** to meet or exceed the established AMOs.

## Corrective Action Plan to Increase and/or Maintain AMO Status

The school plans to implement the following strategies to meet AMO targets for reading and math for the upcoming term of the charter:

#### <u>Reading</u>

- The school will develop a comprehensive system for monitoring the implementation of the School Improvement Plan (SIP) to ensure that identified reading goals and strategies will be implemented with fidelity.
- The school will provide training and support for teachers on implementation of the Common Core Standards and effective teaching strategies.
- The school will provide training and support for teachers on implementation of appropriate strategies to ensure mastery of state standards in reading (i.e., Saturday workshops, educational consulting services, professional development on teacher planning days, participation in district workshops, online professional development courses offered through Educational Impact, etc.)
- The school will purchase the updated edition of *Journeys* (grades 3-5) in order to increase the level of rigor and meet the requirements of the Common Core State Standards. The updated version has been purchased for grades K-2.
- The school utilizes the approved, FCPCS evaluation tool to evaluate teachers in order to increase teacher effectiveness. Principals will utilize the developed informal and formal assessment tools to conduct frequent walkthroughs to observe reading lessons and provide teachers with specific feedback on their performance.
- The school will utilize the services of an Educational Consultant throughout the year to work directly with administrators, teachers and Senior Management to develop programs, and train teachers on using effective strategies and best practices that will increase student performance and teacher effectiveness in reading.
- Principals will work collaboratively with teachers to assist them in developing Individual Growth Plans (IGP's) to meet the needs of the students and allow for professional growth.
- Principals will maintain a portfolio for each teacher with completed classroom walk-through feedback forms, certificates of completion of PD online courses, formal evaluations, student performance data, and IGPs that will be reviewed with teachers on a quarterly basis to gauge their professional growth and effectiveness in the classroom.
- The school will administer the District's Benchmark Assessment Test (BAT), the FAIR, and State-mandated assessments. The assessments will provide teachers with relevant and current data on student progress. Student performance data will be utilized to provide targeted instruction for students based on their specific academic needs.
- The school will develop a comprehensive system for analyzing student performance data to ensure differentiated instruction is provided to students based on their needs. As part of the data analysis plan, teachers will maintain data binders with results of assessments of their students. Teachers will analyze the achievement of specific subgroups of the student population to determine whether students are making learning gains and to implement additional intervention strategies as needed.
- Teachers will utilize a Reading Focus Calendar to ensure that all standards are taught prior to state-mandated assessments. Teachers will administer bi-weekly mini reading assessments to monitor the progress of each student in mastering skills.
- The school-based Collaborative Problem Solving team will ensure implementation of the RtI/MTSS (Response to Intervention/Multi Tiered System of Support) plan in order to provide appropriate intervention strategies and support students' academic, emotional,

behavioral and social needs.

- The school will utilize the following technology resources to supplement the curriculum: Epson Bright Link, Success Maker, Focus Achieve, FCAT Explorer, netTrekker, Florida Ready, components of Journey's Reading Program, software that accompanies textbooks, Think Central, and approved internet resources.
- The school will implement the newly designed Supplemental Tutoring and Reading (STAR) program, focusing on reading intervention, as an extension to the regular school day for students in grades K-5.

#### <u>Math</u>

- The school will develop a comprehensive system for monitoring the implementation of the School Improvement Plan (SIP) to ensure that identified math goals and strategies will be implemented with fidelity.
- The school will provide training and support for teachers on implementation of appropriate strategies to ensure mastery of state standards in math (i.e., Saturday workshops, educational consulting services, professional development on teacher planning days, participation in district workshops, online professional development offered through Educational Impact, etc.)
- The school purchased the updated edition of *Go Math*! for grades K-2 in order to increase the level of rigor and meet the requirements of the Common Core State Standards. The school will purchase the updated edition for grades 3-5 in 2015.
- The school utilizes the approved, FCPCS evaluation tool to evaluate teachers in order to increase teacher effectiveness. Principals will utilize the developed informal and formal assessment tools to conduct frequent walkthroughs to observe math lessons and provide teachers with specific feedback on their performance.
- The school will utilize the services of an Educational Consultant throughout the year to work directly with administrators, teachers and Senior Management to develop programs, and train teachers on using effective strategies and best practices that will increase student performance and teacher effectiveness in math.
- Principals will work collaboratively with teachers to assist them in developing Individual Growth Plans (IGPs) to meet the needs of the students and allow for professional growth.
- Principals will maintain a portfolio for each teacher with completed classroom walk-through feedback forms, certificates of completion of PD online courses, formal evaluations, student performance data, and IGPs that will be reviewed with teachers on a quarterly basis to gauge their professional growth and effectiveness in the classroom.
- The school will administer the District's Benchmark Assessment Test (BAT), the FAIR, and State-mandated assessments. The assessments will provide teachers with relevant and current data on student progress. Student performance data will be utilized to provide targeted instruction for students based on their specific academic needs.
- The school will develop a comprehensive system for analyzing student performance data to ensure differentiated instruction is provided to students based on their needs. As part of the data analysis plan, teachers will maintain data binders with results of assessments of their students. Teachers will analyze the achievement of specific subgroups of the student population to determine whether students are making learning gains and to implement additional intervention strategies as needed.
- Teachers will utilize a Math Focus Calendar to ensure that all standards are taught prior to state-mandated assessments. Teachers will administer bi-weekly mini math assessments to monitor the progress of each student in mastering skills.
- The school-based Collaborative Problem Solving team will ensure implementation of the RtI/MTSS (Response to Intervention/Multi Tiered System of Support) plan in order to provide appropriate intervention strategies and support students' academic, emotional,

behavioral and social needs.

• The school will utilize the following technology resources to supplement the curriculum: Epson Bright Link, Success Maker, Focus Achieve, FCAT Explorer, netTrekker, Florida Ready, components of Go Math Program, software that accompanies textbooks, Think Central and approved internet resources.

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

Focus Area	Indicator	Standard/Criteria	Sources of Evidence
State	FCAT achievement	Students at the school demonstrate proficiency or	• FCAT
Accountability		progress towards meeting proficiency, in subjects tested (mathematics, reading, writing and science)	• EOC, if applicable
	School grade	"C" or above	<ul> <li>FLDOE School Grade, prior 5 years</li> <li>FLDOE Report Card, most recent year</li> </ul>
	Annual student gains	Students are making one-year's worth of growth annually in mathematics and reading.	<ul><li>FCAT</li><li>EOC, if applicable</li></ul>
	Annual gains of students achieving in the bottom 25%	50% make one-year's worth of growth	<ul><li>FCAT</li><li>EOC, if applicable</li></ul>
	% of students tested	The school is appropriately administering applicable state standardized tests to its students.	<ul><li>FCAT</li><li>EOC, if applicable</li></ul>
	Relative performance	The school's performance meets or exceeds the performance of schools with closely comparable student populations.	<ul><li>FCAT</li><li>EOC, if applicable</li></ul>

Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. 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.

#### FCAT Achievement (Percentage of students achieving level 3 or higher)

The results of the FCAT assessments for math, reading, writing and science for the years 2009-2010 through 2012-2013 are delineated below. An analysis of the student performance data during the past four years indicates that although students at the lowest 25 percentile have consistently met the required learning gains, the percentage of students achieving proficiency in math, reading, writing and science has not increased during the past two years.

<u>Math</u> In 2009-2010, 67% of students achieved level 3 or higher on FCAT Math. In 2010-2011, 73% of students achieved level 3 or higher on FCAT Math. In 2011-2012, 59% of students achieved level 3 or higher on FCAT Math. In 2012-2013, 54% of students achieved level 3 or higher on FCAT Math.

#### <u>Reading</u>

In 2009-2010, 67% of students achieved level 3 or higher on FCAT Reading. In 2010-2011, 76% of students achieved level 3 or higher on FCAT Reading. In 2011-2012, 53% of students achieved level 3 or higher on FCAT Reading. In 2012-2013, 53% of students achieved level 3 or higher on FCAT Reading.

#### <u>Writing</u>

In 2009-2010, 82% students achieved level 3 or higher on FCAT Writing. In 2010-2011, 100% of students achieved level 3 or higher on FCAT Writing. In 2011-2012, 23% of students achieved level 3 or higher on FCAT Writing. In 2012-2013, 41% of students achieved level 3 or higher on FCAT Writing.

#### <u>Science</u>

In 2009-2010, 40% of students achieved level 3 or higher on FCAT Science. In 2010-2011, 40% of students achieved level 3 or higher on FCAT Science. In 2011-2012, 48% of students achieved level 3 or higher on FCAT Science. In 2012-2013, 24% of students achieved level 3 or higher on FCAT Science.

#### **School Grade**

The Tamarac 1 campus did not receive a letter grade in 2009-2010. During the 2010-2011 school year, Tamarac 1 received a school letter grade of an "A." During the 2011-2012 school year, the school's letter grade dropped from an "A" to a "B," and in 2012-2013, the school's letter grade dropped to a "C." Consequently, Tamarac 1 has developed a comprehensive Corrective Action Plan for 2013-2014 that is being closely monitored to ensure fidelity of implementation. The first step taken in implementation of this plan was to recruit and hire a highly qualified Principal. The Tamarac 1 Corrective Action Plan 2013-2014 is detailed below.

## Tamarac 1 Corrective Action Plan 2013-2014

#### <u>Goal 1 – School Leader</u>

The Principal will receive extensive training in the area of curriculum and instruction in order to provide coaching and mentoring to teachers. The Principal must be able to analyze and interpret data in order to align professional development to teachers' specific needs and target instruction to meet students' academic needs; develop public relations to ensure the community is informed of the school goals and achievement; research educational trends and best practices; and facilitate continuous improvement by enabling staff to participate in communities of learning.

#### Status of Goal 1

The Deputy Superintendent of The Charter Schools of Excellence and a highly-skilled Educational Consultant are working closely with the

Principal to provide training and support on implementation of school improvement strategies.

#### **Goal 2- Student Achievement in Reading, Writing, Mathematics, and Science**

Increase student achievement in reading, writing, mathematics and science by implementing instructional strategies and initiating new programs as delineated in the 2013-2014 School Improvement Plan. (See School Improvement Plan (SIP) located in Appendix C).

#### Status of Goal 2

The Leadership Team and School Advisory Committee developed a comprehensive plan to ensure Tamarac 1 will meet expected levels of performance in the areas of reading, writing, math and science.

#### Summary of 2013-2014 School Improvement Plan Goals (see strategies and activities in the SIP located in Appendix C)

- Increase the percentage of students scoring level 3 or higher on FCAT 2.0 Reading
- At least one of the lowest performing subgroups (Black or Economically Disadvantaged) will meet or exceed proficiency in reading and math
- Increase the percentage of students scoring level 3 or higher on FCAT 2.0 Math
- Increase the percentage of students scoring level 4 or higher on FCAT 2.0 Writing
- Increase the percentage of students scoring level 3 or higher on FCAT 2.0 Science

#### **Goal 3 – School Grade**

Tamarac 1 will continue to strive to attain a school grade of "A."

#### Status of Goal 3

Senior Management and the school's Leadership Team will provide professional growth opportunities for teachers through online courses as well as on site trainings and workshops. The curriculum and instructional practices will be revised to ensure greater rigor in all courses. School leaders will conduct frequent classroom walk-throughs utilizing approved walk-through tools aligned to the Florida Educator Accomplished Practices (FEAPs) to monitor teacher effectiveness and student engagement in meaningful activities. Additionally, the school will administer benchmark assessments throughout the year to monitor student learning gains in the areas of reading, writing, mathematics and science. Student performance data will be analyzed on an ongoing basis to identify students' academic needs and provide targeted instruction as needed. Teachers will meet during common planning time to review student data and identify strengths and weaknesses in the performance of students on benchmark assessments. A standardized lesson plan format will be used by teachers that require teachers to identify specific strategies and materials to reteach or reinforce skills which students have not mastered. Students will be grouped for instruction based on skills not met (as shown on biweekly mini benchmark assessments, Bench mark Assessment Tests (BATs), teacher-made tests, and other assessments). This practice of differentiating instruction. The Collaborative Problem Solving team will implement the school's RtI/MTSS plan in order to provide increased levels of intervention for students who require additional assistance.

#### **Goal 4 – Student Progress Monitoring Plan**

Establish a Comprehensive Student Progress Monitoring Plan to ensure students are making learning gains.

#### Status of Goal 4

Implement a Comprehensive Student Progress Monitoring Plan that consists of the following key components: (1) administering bi-weekly mini assessments; (2) analyzing student performance data to identify skills need being mastered by specific students; (3) utilization of a uniform lesson plan template that requires teachers to list the names of students that need remediation and re-teaching of skills, and plan lesson that will be re-taught to students who have demonstrated lack of mastery of skills on bi-weekly assessments; (4) provide resources for teachers to utilize for re-teaching and re-testing of students in order to ensure mastery of skills; (5) require teachers to conduct bi-weekly student data chats; (6) schedule monthly teacher data chats for teachers and administrator (7) administer Benchmark Assessment Test (BAT) and FAIR to monitor student progress; (8) provide ongoing professional development for instructional staff which is aligned to student and teacher needs, as evidenced by results on benchmark assessments.

#### Annual Student Gains/Annual Gains of Students Achieving in the Bottom 25%

CSE Tamarac 1 has consistently focused on ensuring that students are making learning gains, particularly the "struggling" students who fall in the Lowest 25 Percentile category. In 2009-2010, Tamarac 1 had 63% of its students make one year's worth of progress in reading and 71% of its students make one year's worth of progress in mathematics, according to the *FLDOE School Report Card* (see Appendix D). During that same year (2009-2010), the school had 63% of its Lowest 25 Percentile students make learning gains in mathematics. In 2010-2011, Tamarac 1 had 49% of its students make one year's worth of progress in reading and 71% of its Lowest 25 Percentile students make learning gains in mathematics. In 2010-2011, Tamarac 1 had 49% of its students make one year's worth of progress in reading and 70% of its students make one year's worth of progress in mathematics, according to the *FLDOE School Report Card* (see Appendix D). During that same year (2010-2011), the school had 58% of its Lowest 25 Percentile students make learning gains in reading and 73% of its Lowest 25 Percentile students make learning gains in mathematics. Beginning in 2011-12, the FLDOE began measuring learning gains of students based on target Annual Measurable Objectives (AMOs). The Annual Measurable Objectives (AMOs) for Schools, Districts, and the State reported information for the years 2011-2012 and 2012-2013 (see Appendix B). The data reported for Tamarac 1 for reading and mathematics for the two most recent years is as follows:

#### Percentage of Students in the Lowest 25 Percentile Making Learning Gains in Reading and Mathematics

<u>Reading</u> 2009-2010 63% 2010-2011 58% 2011-2012 53% 2012-2013 53%

During each year of the charter, the goal of having 50% of students in the Lowest 25 Percentile making learning gains in reading was achieved. However, since the math scores decreased after 2011, the school developed specific strategies for 2013-2014 to increase student achievement in reading (see School Improvement Plan 2013-2014 located in Appendix C). These strategies are currently being implemented with fidelity. <u>Math</u> 2009-2010 71% 2010-2011 73% 2011-2012 59% 2012-2013 54%

During 2011-2012, the goal of having 50% of students in the Lowest 25 P ercentile making learning gains in mathematics was achieved. However, during 2012-2013, there was a significant decrease in the percentage of students in the Lowest 25 Percentile making learning gains in mathematics. Therefore, the school developed specific strategies for 2013-2014 to increase student achievement in mathematics (see School Improvement Plan 2013-2014 located in Appendix C). These strategies are currently being implemented with fidelity.

#### Percentage of Students Tested

The school has consistently tested 100% of its students in both reading and mathematics during the four years in which it has administered the FCAT (2009-2010, 2010-2011, 2011-2012, and 2012-2013) as reported by the FLDOE (see Appendix D).

#### **Relative Performance**

An extensive review of the school's 2013 FCAT performance, in relation to the performance of schools with closely comparable student populations, indicates that the school is achieving similar levels of performance. Elementary schools within a five mile radius of the Tamarac 1 campus with similar economically disadvantaged and minority populations have been identified in order to compare their performance with that of Tamarac. The list below includes the names of these schools, the percentage of free and reduced lunch students (FRL), the percentage of minority students, and the school's letter grade for 2013.

School Name	FRL Rate	Minority	2013
		Rate	School Grade
CSE Tamarac 1	73%	90%	С
Pinewood Elementary	75%	94%	D
North Lauderdale Elementary	95%	99%	D
Morrow Elementary School	93%	96%	D
Imagine Charter School	97%	95%	D
Village Elementary School	93%	96%	В
Park Lakes Elementary School	91%	97%	D
Royal Palm Elementary School	93%	100%	F
Castle Hill Elementary School	94%	99%	D
Oriole Elementary School	97%	99%	D
Tamarac Elementary School	68%	75%	С
Discovery Elementary School	67%	83%	В
Banyan Elementary School	74%	87%	В

Parkside Elementary School	58%	69%	С	
Renaissance Charter School	60%	77%	С	
Central Charter School	64%	100%	С	
Welleby Elementary School59%	59%	75%	С	
Atlantic West Elementary School	81%	84%	С	
Maplewood Elementary School	52%	61%	С	
Sandpiper Elementary School	59%	69%	С	
Ramblewood Elementary School	57%	64%	С	
Mirror Lake Elementary School	69%	79%	С	
Parkside Elementary School	58%	69%	C	

#### **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	Achievement of	The school is achieving, or making significant progress	• As defined in the schools
Accountability	school/mission-specific	towards achieving, the school/mission-specific goals as	contract/initial application,
	goals	defined in the school's contract.	your mission statement.
	-		

Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. Include your plan to improve and/or maintain your goals for the upcoming term of your charter.

During the term of the charter, Tamarac 1 has successfully met the mission developed by the founding Board of Directors. According to the initial application, the mission of the Charter Schools of Excellence (CSE) is "to challenge, nurture, and lead all students to become productive citizens by establishing a strong foundation for lifelong learning. The purpose of a primary school education is to prepare students to be successful in their continuing education, to create positive learning habits and work habits, to prepare students to be successful in their careers, to teach students to be responsible and informed citizens, to teach students to communicate effectively, and to create a basis for a desire for lifelong learning. The core values of honesty, respect, tolerance, fairness, self-discipline, integrity, responsibility, citizenship, work ethic and trust are the foundation upon which the school will be built."

Tamarac 1 has been diligent in promoting its mission among all stakeholders. The school has used a variety of methods to communicate and instill its mission among the students and staff. Some of the numerous strategies that have been used to promote the school's mission include the following: posting of the mission on the school's website and throughout the facility; increasing family literacy by purchasing Scholastic take home books for all students to encourage home libraries; teaching core values through a character education program; informing parents of the school's goals and initiatives by holding monthly School Improvement Team meetings; encouraging parents to support school events and meet mandatory volunteer hours as detailed in the Parent Contract; communicating school events and goals to all stakeholders through a weekly school newsletter; exposing students to careers by visiting the local community college; and rewarding students each month for exhibiting good character, citizenship and positive learning habits.

The school's charter has established the following achievable and measurable goals:

- 1. CSE Tamarac 1 students will perform equivalent to or better than Broward County District students of similar demographics as measured by Florida School Indicators Report.
- 2. CSE Tamarac 1 will receive a school grade of a "C" or better on the Florida State Report Card and meet Annual Measurable Objectives target scores (formerly Adequate Yearly Progress criteria).
- 3. 65% of students in grades 3-5 will score level 3 or above on FCAT 2.0 Reading and FCAT 2.0 Math (formerly FCAT).
- 4. 100% of teachers and teacher associates will meet the highly qualified status as defined in the No Child Left Behind Act of 2001.
- 5. 90% of students in grade 4 will score a 4.0 or above on the FCAT 2.0 Writing assessment (formerly FCAT Writes).
- 6. 65% of students in grade 5 will score level 3 or above on FCAT 2.0 Science (formerly FCAT).
- 7. 75% of parents will participate, through volunteer hours, meetings, conferences, and workshops as defined in the parent contract and evidenced by sign-in logs.
- 8. The average annual student attendance will be at least 93%.

The Board of Directors and Senior Management have worked collaboratively with the school administrator and staff to meet the measurable goals as delineated in the charter contract. A review of the school's performance in meeting these goals throughout the term of the charter (2009-2013) is depicted below.

	Goal	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>
1.	Perform equivalent or better than District	NA	Yes	Yes	Yes
2.	Receive School Grade of "C" or better	NA	А	В	С
3.	65% of students in grades 3-5 score level 3 or better in FCAT/FCAT 2.0 Reading and Math	Yes	No	No	No
4.	100% of teachers are highly qualified	Yes	Yes	Yes	Yes
5.	90% of students in grade four score 4.0 or above in FCAT/FCAT 2.0 Writing	No	Yes	No	No
6.	65% of students in grade 5 score level 3 or better in FCAT Science	No	No	No	No
7.	75% of parents meet the required volunteer hours	Yes	Yes	Yes	Yes
8.	School wide attendance is 93% or above	Yes	Yes	Yes	Yes

The school has developed and is implementing strategies to ensure that all goals will be met during the next term of the charter. A detailed plan to improve and/or maintain the school's mission-specific goals for the upcoming term of the charter is delineated on the following pages.

## Plan to Improve and/or Maintain Goals During the Next Term of the Charter

#### **Goal 1: Perform equivalent or better than District**

#### **Strategies:**

- The school will utilize the services of a turnaround Educational Consultant, with a history of preparing school leaders to transform low-achieving schools, to work with the Senior Management team to incorporate programs, strategies and best practices that will increase student performance and teacher effectiveness.
- The school will develop a comprehensive system for analyzing student performance data to ensure differentiated instruction is provided to students based on their academic needs: As part of the data analysis, teachers will examine the performance of specific subgroups of the student population to determine whether students are making learning gains and to implement additional intervention strategies as needed.

#### **Goal 2: Receive School Grade of "C" or better**

#### **Strategies:**

- The school will develop a comprehensive system for monitoring the implementation of the School Improvement Plan (SIP) to ensure that identified goals and strategies will be implemented with fidelity.
- The school will utilize a comprehensive system to evaluate teachers in order to increase teacher effectiveness. Principals will use an informal assessment tool to conduct frequent classroom walkthroughs and provide teachers with specific feedback on their performance.
- The school will develop a comprehensive system for analyzing student performance data to ensure differentiated instruction is provided to students based on their academic needs: As part of the data analysis, teachers will examine the performance of specific subgroups of the student population to determine whether students are making learning gains or to implement additional intervention strategies.

#### Goal 3: 65% of students in grades 3-5 score level 3 or better in FCAT/FCAT 2.0 Reading and Math

#### **Strategies:**

- The school will develop a comprehensive system for monitoring the implementation of the School Improvement Plan (SIP) to ensure that identified goals and strategies will be implemented with fidelity.
- The school will provide training and support for teachers on implementation of the Common Core Standards.
- The school will utilize the services of Educational Impact, an online content provider that allows teachers to participate in professional development courses aligned to the schools goals and to their professional needs.

- The school will implement the newly designed Supplemental Tutoring and Reading (STAR) program, focusing on reading intervention, as an extension to the regular school day for students in grades K-5.
- The school will provide teachers with professional development on "Differentiated Instruction in Reading and Math" and "Effective Student Centers in Reading and Math Classrooms".

#### Goal 4: 100% of teachers are highly qualified

#### **Strategies:**

- The school will ensure that it recruits and retains highly qualified, state certified teachers. The school has contracted with Kelly Educational Staffing Services to attract the best possible candidates.
- Senior Management will work collaboratively with teachers to assist them in developing Individual Growth Plans (IGP's) to allow for professional growth and to meet the needs of the students.

#### Goal 5: 90% of students in grade four score 4.0 or above in FCAT/FCAT 2.0 Writing

#### **Strategies:**

- The school will develop a comprehensive system for monitoring the implementation of the School Improvement Plan (SIP) to ensure that identified writing goals and strategies will be implemented with fidelity.
- The school will utilize the services of Educational Impact, an online content provider that allows teachers to participate in professional development courses aligned to the schools goals and to their professional needs.
- The school will administer the District writing prompts to assist students in preparing for the FCAT 2.0 Writing assessment.

#### Goal 6: 65% of students in grade 5 score level 3 or better in FCAT Science

#### **Strategies:**

- The school will develop a comprehensive system for monitoring the implementation of the School Improvement Plan (SIP) to ensure that identified goals and strategies will be implemented with fidelity.
- The school will utilize the services of Educational Impact, an online content provider that allows teachers to participate in professional development courses aligned to the schools goals and to their professional needs.
- The school will provide teachers with professional development on "Unwrapping the Science Benchmarks" and "Science Interactive Notebooks."

#### **Goal 7: 75% of parents meet the required volunteer hours**

#### Strategies:

• The school will require parents to sign a contract in which they agree to perform minimum volunteer hours.

- The school will provide parents with multiple opportunities to meet their required volunteer hours (i.e., monthly parent meetings, reading to students, Family Literacy nights, school-wide events, etc.).
- The school will provide awards to parents for exceeding the required volunteer hours.

#### **Goal 8: School wide attendance is 93% or above**

#### **Strategies:**

- The school will provide student incentives to promote good attendance.
- The school will utilize Parent Link to notify parents of student absences.

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

Focus Area	Indicator	Standard/Criteria	Sources of Evidence
Educational Program	Implementation of the mission	The school is implementing its mission as defined in the school's contract.	<ul><li>FCAT</li><li>Standardized test result</li></ul>
Implementation	Implementation of curriculum and instructional techniques	The school is successfully implementing curriculum and instructional techniques as defined in the school's contract.	<ul><li>Internally-developed assessments</li><li>EOC, if applicable</li></ul>
	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.	<ul> <li>On-Site Programmatic Reviews, if applicable</li> <li>Corrective Action</li> </ul>
	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.	<ul> <li>Plans, if applicable</li> <li>School Improvement Plans, if applicable</li> <li>Implementation of</li> </ul>
	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.	<ul> <li>specific contractual corrective action and status, if applicable</li> <li>State-issued High Performance designation letter, if applicable</li> <li>State-approved Reading Plan, if charte school opted out from using the District's plan</li> </ul>
	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.	

Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. Include your Educational Program Implementation plan for the upcoming term of your charter.

#### **Implementation of the Mission**

The Charter Schools of Excellence - Tamarac 1 Campus is implementing its mission as defined in the school's contract. The *mission* of The Charter School of Excellence at the Tamarac 1 campus is to challenge, nurture, and lead all students to become productive citizens by establishing a strong foundation for lifelong learning. The Charter Schools of Excellence believes that the purpose of a primary school education is to prepare students to be successful in their continuing education, to create positive learning habits and work habits, to prepare students to be successful in their careers, to teach students to be responsible and informed citizens, and to teach students to communicate effectively. The faculty, staff, and governing body consistently models and advocates the core values which include honesty, respect, tolerance, fairness, discipline, integrity, responsibility, trust, and citizenship. Students will be taught the principles of the American democratic society and the obligations and responsibilities of its citizens. The Charter Schools of Excellence believes that with a solid elementary foundation, students will be successful for the rest of their lives in any arena.

#### **Implementation of Curriculum and Instructional Techniques**

Tamarac 1 has consistently provided students with an advanced curriculum that spirals throughout the grade levels. The school offers a curriculum that affords students the opportunity to be successful throughout middle and high school. The curriculum framework places emphasis on reading, writing, science, and mathematics as well as physical education and the arts. The overarching goal of this curriculum is to establish a solid educational foundation in each child that will prepare him/her to succeed at the next level. The curriculum also incorporates the teaching of positive character values that promote well-rounded and productive citizens. The faculty, staff, and governing body consistently model and advocate the core values using the Character First curriculum which includes honesty, respect, tolerance, fairness, discipline, integrity, responsibility, trust, and citizenship. Students are expected to live up to a school honor code. Students are taught the principles of the American democratic society and the obligations and responsibilities by which we must live. They also learn about cultures and beliefs of others and they are taught to be tolerant and respectful. A summary of the research-based curriculum plan implemented at The Charter Schools of Excellence Tamarac 1 campus is provided below.

## **The Charter Schools of Excellence - Curriculum Plan**

#### • English/Language Arts

Tamarac 1 uses the Houghton Mifflin series titled *Journeys Common Core Reading Program*, a K-6 reading program with rigorous Common Core instructional design. Teachers focus on vocabulary instruction in order to build better readers and writers while also providing intervention for struggling students. Journeys Common Core provides easy organization, proven instruction and exceptional differentiation. The curriculum provides resources needed to plan and assess effectively, as well as teach and engage students. Journeys focuses on repeated reading of complex text, developing academic vocabulary, and close-reading skills. Teachers are provided with complexity rubrics, which provide an at-a-glance guide to the complexity of the selection text. The program consists of cutting-edge digital learning tools, including mobile apps and interactive whiteboard lessons to help teachers maximize their effectiveness. Scaffolding and differentiation are part of everyday instruction to ensure the needs of every child are met. Multiple opportunities for differentiation are included providing extra support for emergent, reluctant, or struggling readers.

#### • Writing

Tamarac 1 recognizes that an effective writing program must include the following components: diagnosing student needs, grouping students for instruction, organizing lessons based on an identified framework, planning rigorous mini-lessons, teacher modeling, providing students with meaningful feedback, and empowering students to think critically and personally about writing. Although there is no step-by step- instructional approach for teaching writing, there are several components that, when incorporated into a writing plan, have proven success. 6+1 Trait Writing program, by the Northwest Regional Educational Laboratory, is used as a supplemental curriculum designed to increase communication skills and, ultimately, increase learning gains in writing. A minimum of thirty minutes each day is dedicated to writing in grades K-5; in addition, writing instruction as well as creates a vision of what "good" writing looks like. Traits addressed through the program include the following: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. In addition, the Journeys Common Core Student Book and the Common Core State Standards (CCSS). Writing performance tasks each week allow students to connect their writing to their reading, think more critically about text, and provide text evidence in their published essays.

#### Mathematics

Tamarac 1 began utilizing a different math series during the third year of the charter term. The curriculum committee determined that a more rigorous textbook was needed in order to align instruction to state standards. The series selected was *Go Math!*, a K-6 program aligned with the CCSS. The program emphasizes Big Ideas and depth of understanding through interactive lessons, research based instructional approaches, best practices from around the world, and different instructional resources to ensure success for all students. Additional resources are used in the classroom for test preparation as well as for students performing below grade level.

#### Social Studies/Geography

Tamarac 1 follows the *Core Knowledge* curriculum by E.D. Hirsch. This curriculum uses a spiral, interdisciplinary and conceptual approach to instruction, where concepts and skills continue to be introduced and expanded upon at each grade level. All domains are linked to one another. Social studies and geography tie into the reading material, whether it is poetry, music, or art. For example, in third grade the geography of Greece is taught first, then ancient Greece, followed by Italy and the Roman Empire. In science, students may be learning how the climate in those areas can affect animals and vegetation. Grades three through five use the series *History and Geography*, another supplement of *Core Knowledge*. In addition, students in grades K-2 use *Social Studies Weekly*, a unique approach to teaching combing a fun and engaging student magazine kids love, with a teaching program that requires less prep time than most textbooks.

#### Physical Education, Music and Art

The special areas classes offered at Tamarac 1 include music, art and physical education. Each special area adheres to the NGSS. The students receive instruction in one of the special areas for 30 minutes daily. The music/art program is supplemented with the *Core Knowledge* sequence which incorporates music and art history. Special area teachers use an integrated approach to ensure cohesiveness of instruction.

#### • Technology Resources

Tamarac 1 recognizes technology is an integral part of the curriculum. The school believes in providing equal opportunities for all students to utilize technology that will enhance the instructional process. The school recognizes the importance of internet safety and compliance with policies. The school's technology plan incorporates the new web based version of *SuccessMaker*, a software program with a proven track record of filling student learning gaps in reading and math to boost achievement for students with diverse needs. Each student is required to spend a minimum of fifteen minutes on *SuccessMaker* daily in reading and/or math. The web based version allows students to access the program from their home, school, local library, or any location with internet access providing more time on t ask, and leading to increased student achievement. Teachers are able to monitor the activity and skill level progression of each child by accessing the Learning Gains Report and other relevant student data. In addition, the school incorporates technology throughout the curriculum in order to promote problem solving, exploration, and interactive lessons in the classroom.

#### Science

The Tamarac 1 campus uses *ScienceFusion* by Houghton Mifflin Harcourt. *ScienceFusion* is a state-of-the-art science program designed to build inquiry-based lessons and optimize learning in the classroom, at home, on a computer, or using a science textbook. The digital curriculum, virtual labs, hands-on activities, and write-in science textbook develop important critical thinking skills that prepare students for success in future science courses and in the workplace.

#### • Character Education

Tamarac 1 places a strong emphasis on values and citizenship. An effective character education program, *Character First*, provides the tools for students to become well-rounded citizens in society who are able to make appropriate choices.

Tamarac 1 ensures that all students are engaged and benefit from the curriculum, particularly those students who are performing below grade level. The school takes each child's individual learning needs into account when developing lessons that address state standards. Teachers are trained on providing differentiated instruction so that lessons may be tailored to each child's individual needs and additional support may be provided as needed. The school's plan for providing specialized instruction for struggling students is delineated on the following pages.

## **Implementation of Specialized Instruction To Support Struggling Students**

Student assessment data collected from reading and math benchmark assessments provide teachers with meaningful and timely information about the academic needs of their students. The goal is to improve the quality of student learning and enhance instructional practices by using data to make curricular decisions. When analyzing the student data, teachers should answer the following questions:

- Who are the students who are not achieving and why not?
- What are the contributing causes of their lack of proficiency?
- Which third, fourth and fifth grade students may not pass the reading state assessments?
- Which strategies and programs are most effective for students?
- What intervention strategies and programs will be utilized with struggling readers?
- How will student progress be monitored and measured?

Tamarac 1 is committed to ensuring that all students make learning gains in all academic areas, with particular emphasis on providing targeted interventions for low performing students and struggling readers. The school implements various programs that are designed to help students improve students' reading skills. One major initiative is the extended learning program which consists of an additional hour of intensive reading instruction for all students at the end of the day. The program, called *Supplemental Tutoring and Reading* (STAR), consists of a focused hour of reading instruction, taught by a highly-qualified teacher, using *Journeys* extended and remedial activities, *Florida Ready* and SuccessMaker.

In an effort to provide the highest quality education possible for all students at Tamarac 1, the school implements the Response to Intervention/ Multi-Tiered System of Supports (RtI/MTSS) program. This framework uses evidence based instruction and interventions, progress monitoring, and evaluation for ongoing tracking of individual student progress in order to make informed decisions about the educational needs of each child. The RtI/MTSS model provides students who do not respond to instruction with increasingly intensive levels of intervention. The model uses data based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. This "need driven" decision making process seeks to ensure that school resources reach the appropriate students at the appropriate levels to accelerate performance of all students. Teachers at Tamarac 1 begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. All school-based efforts such as lesson study, universal design for learning and continuous school improvement, are unified and accelerated by collaborative teaming to result in increased student achievement. As struggling students are identified, the RtI/MTSS process begins through the notification to parents regarding their child's academic and/or behavioral needs through a letter and personal contact. The parent is informed that the child's progress is being monitored by the Collaborative Problem Solving team (CPS), which is comprised of the following staff members: classroom teacher, ESE teacher, ESE Specialist, and the Principal. The CPS meets twice a month to examine data, evaluate and monitor progress, make necessary adjustments, and develop strategies for intervention. The ESE Specialist reviews and monitors documentation for students in the RtI/MTSS process. The Principal ensures teachers are documenting and supporting the efforts of the CPS. Teachers are responsible to implement interventions as directed by the CPS and record data. Teachers are also responsible for submitting data to the Principal and ESE Specialist in a timely manner. The ESE teacher is responsible for assisting the CPS with interventions and data to monitor student progress through the Tiers. Tier II and Tier III interventions include Houghton Mifflin Soar to Success supplemental intervention program and resources from Interventioncentral.org. Selected interventions are provided for Tier II students for a minimum of six weeks. The CPS reviews the progress made by Tier II students and, if needed, an intervention is provided for Tier III. The CPS reviews the progress made by Tier III students and, if needed, the teacher reviews the data with the parent to begin the District referral process.

The school implements a variety of instructional techniques and school-wide strategies that are designed to support struggling students in achieving grade level proficiency. Some of these techniques/strategies include the following:

- Effective implementation of research-based curriculum to ensure student mastery of state standards;
- Ongoing classroom walk-throughs conducted by school leaders to monitor and model effective instructional practices;
- Extensive professional development that is aligned to teachers' professional needs;
- Additional staff to reduce class sizes for reading instruction and to provide tutoring for students who are not making learning gains;
- Supplemental Tutoring and Reading (STAR) to provide a an additional hour of focused reading instruction;
- Utilization of technology to enhance classroom instruction (i.e., Epson Interactive White Boards, Think Central, netTrekker, Educational Impact, SuccessMaker, and a variety of approved online resources to supplement instruction);

• Implementation of a Comprehensive Student Progress Monitoring Plan which includes bi-weekly mini assessments, benchmark tracking by student and class, student data chats, teacher data chats, interim benchmark assessments, etc.

#### **Data-Driven Decision-Making**

The school's curriculum, instructional practices, and assessments guide and ensure teacher effectiveness and student learning. The school uses a variety of assessments to analyze data, track academic performance, and drive instructional decisions. Formal measures are outlined in the school's assessment plan and are used to track and compare school-wide and individual student achievement. The school administers all district and state standardized tests that include the following: Florida Comprehensive Assessment Test (FCAT), Benchmark Assessment Tests (BAT), Primary Reading and Math End-of-Year Assessments, Florida Assessments for Instruction in Reading (FAIR), and Comprehensive English Language Learning Assessment (CELLA). Additionally, teachers in grades three to five administer bi-weekly mini benchmark assessments in reading, math and science to monitor mastery of skills by individual students. Teachers track benchmark mastery of each student on the *Benchmark Tracking Form*. The school's comprehensive assessment system generates a range of data about student learning and school effectiveness. Professional and support staff continuously collects, analyze, and apply learning from a range of data sources in order to promote continuous improvement. Instructional staff is trained in the analysis and interpretation of student performance data. Teachers conduct "student data chats" with their students individually following each bi-weekly and benchmark assessment. Furthermore, the Principal meets with each teacher on a monthly basis to review student data and make curricular decisions.

#### **Implementation of Exceptional Education Programs**

Tamarac 1 follows the Broward County School District's policies and procedures with regards to Exceptional Student Education. The school meets all applicable state and federal requirements including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. Tamarac 1 designates a Collaborative Problem Solving team (CPS), led by the Exceptional Student Education (ESE) Specialist, to implement the Collaborative Problem Solving Plan and Response to Intervention when there is an academic or behavioral concern for a student. Staff understands that a referral alone does not qualify a child for additional services through an Individual Education Plan (IEP). The school recognizes that children encountering "at-risk" academic or behavioral situations require swift and effective documented interventions. All children identified with disabilities attending the school receive services in accordance with a properly developed IEP. All procedural safeguards have been met in terms of provisions such as parental consent and written notice of meetings. Special education services are provided by qualified personnel or contracted to a licensed outside agency, as deemed necessary. The Collaborative Problem Solving team is responsible to develop and review IEP's for students with disabilities. A Technical Support person from the district is solicited when questions arise. In compliance with rules and regulations of the State of Florida and the Broward County School District, the school offers a gifted program serviced by a gifted endorsed teacher to all eligible students.

#### **Implementation of ELL Program**

Tamarac 1 follows the Broward County School District's policies and procedures with regards to the ESOL program. The school implements the state approved plan for English Language Learners (ELL) in effect in Broward County Public Schools. This plan meets all federal and state laws regarding the education of ELLs. All students who classify as ELLs are provided with appropriate services to meet their academic and linguistic needs. Students classified as ELL will have an individual ELL student plan. Such a plan is part of the student's permanent record. The ELL plan includes biographical student information, initial assessment and placement data, ESOL program and update information, program participation, amount of instructional time and/or schedule, exit information, post program review, ELL committee information, and Progress Monitoring Plan

(PMP), if appropriate. The plan will be updated on an ongoing basis to include programmatic changes, assessments, level updating and ELL committee information. The school has a designated ESOL coordinator who is responsible for developing and updating all students' ELL plans, keeping a record of parental contact, and maintaining ELL program record folders. Students in the ESOL program are required to meet the same curriculum standards as other students in English/Language Arts and content area instruction. The school provides ESOL strategies, supplementary materials, and native language assistance to ensure that comprehensible instruction is being provided to every ELL. The school follows established state and federal guidelines and procedures for identification, placement, screening, and classification of English Language Learners. These procedures are aligned to the Florida Department of Education ESOL's agreements and flowcharts under the terms of the META Consent Decree. The Comprehensive English Language Learning Assessment (CELLA) is administered annually to measure the progress of ELL students and their English proficiency.

**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)

Focus Area	Indicator	Standard		Sources of Evidence
Financial	Demonstration of professional	The school implements an effective system of	٠	Annual budgets <b>on file</b>
Management	competence and sound systems in	internal controls over revenues, expenses, and fixed	٠	Financial reports on file
	managing the schools financial	assets, and exercises good business practices.	•	Annual financial audits on file
	operations		٠	Financial corrective action
	Adherence to generally accepted	The school adheres to generally accepted accounting		plans, if applicable
	accounting principles	principles	•	Evidence of Resolution of any
	Financial Reporting Requirements	The school submits timely and accurate financial		Financial Deficiencies, if
		information adhering to its financial reporting		applicable
		requirements as defined in the school's contract.	•	Compliance with District
				deadlines will be considered

## FINANCIAL PERFORMANCE

Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. Include your plan to improve/maintain your financial performance for the upcoming term of your charter.

#### Demonstration of Professional Competence and Sound Systems in Managing the Schools Financial Operations

The Board is responsible for the school's finances, and as such hires a firm with expertise in "Financial and Program Cost Accounting and Reporting for Florida Schools" as well as "not-for-profit" accounting procedures. The school employs a comptroller to review the bookkeeping, bank reconciliation, and payroll. Detailed financial statements are prepared on a monthly basis for analysis by the Governing Board. Policies and reporting procedures established by the District and State are followed. The school developed a written internal audit procedure and established controls to ensure that financial resources are properly managed. To further strengthen financial operations, Senior Management expanded staff to include a Bookkeeper and Assistant Bookkeeper to assist in the overall success of the organization by performing diversified clerical/bookkeeping duties in a responsible and accurate manner. The bookkeepers are required to have advanced knowledge, predominantly intellectual in character and which includes work requiring the consistent exercise of discretion and judgment. At the school level, the Principal is responsible to ensure school level staff implements policies and procedures as established by the Board for daily record keeping, collection, and reporting of monies.

#### Adherence to Generally Accepted Accounting Principles

The school utilizes accepted state coding of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations. The school prepares quarterly financial statements, and annual, audited financial reports that include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles. The charter school's financial management and internal accounting processes are set up in accordance with the Department of Education and Broward County School District procedures. In the event the State or District changes to a new accounting and reporting system, the school will adopt the new standards. All requested reports are forwarded to the School Board in a timely manner. The charter school submits to the District and pays for an annual financial audit in compliance with federal, state, and school district regulations showing all revenue received from all sources, and all expenditures for services rendered. The fiscal audit is conducted by an independent certified public accountant selected by the Governing Board

of the charter school and is delivered to the District within 90 days following the end of the district's fiscal year. The School Board of Broward County's internal auditors or external auditors may request a review and inspection of books and records. In addition, any inquires related to accounting information obtained from quarterly reports and year-end audits are addressed by the school's administration.

#### **Financial Reporting Requirements**

The school implements an effective system of internal controls over revenues, expenses, and fixed assets. The school maintains a number of internal financial controls and bookkeeping practices. Internal controls are reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. All monies are deposited into FDIC insured banks. All cash collected on campus is managed by an Administrative Assistant who follows written internal cash flow procedures as determined by the Board.

A monthly Revenues and Expenditures Report is maintained and includes the following:

- Total amount budget
- Expenses for the month
- Expenses for the Year
- Remaining budget balance

#### **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	Budgeting	The school maintains balanced budgets and a positive	Annual budgets on file
Viability		cash flow.	• Projected 5-year budget is
	Financial obligations	The school's financial obligations are in good standing.	requested
	Long-term financial planning	The school has a sound and sustainable long-term	• Financial reports on file
		financial plan.	• Annual financial audits on file
			Corrective Action Plan, if
			applicable
			• Evidence of Resolution of any
			Financial Deficiencies, if
			applicable

Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. Include a 5-year Budget as an Appendix. Include your plan to improve/maintain your financial performance for the upcoming term of your charter.

#### **Budgeting and Financial Obligations**

The school produces annual budgets and constantly monitors the actual to budget variances to ensure positive cash flows. The school's Independent Auditor's Report indicates the school having a total net asset balance of \$108,125. The positive total net asset balance provides evidence that the school is in good financial standing.

#### **Long-Term Financial Planning**

Along with the annual budget, the school adopts a five-year strategic budget to ensure that the school is sustainable in the long term. The school's Projected Five Year Budget is detailed in Appendix A.

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

## **ORGANIZATIONAL PERFORMANCE**

Focus Area	Indicator	Standard	Sources of Evidence
Student	Student enrollment trends	The school's actual enrollment is consistent with its	Student enrollment reports
Enrollment		projections.	Registration Form
and Conduct	Racial/ethnic composition of	The racial/ethnic composition of the school's student	
	the student body	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.	• Discipline reporting in each
			category for the last five years

Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. Include your plan to meet this Focus Area for the upcoming term of your charter.

#### **Student Enrollment Trends**

The student enrollment at Tamarac 1 has remained fairly consistent throughout the term of the charter. Enrollment has increased by 72% from Year 1 to Year 5 as indicated below:

Year	20th Day Enrollment Count
2009-2010	178
2010-2011	221
2011-2012	169
2012-2013	195
2013-2014	245

The initial projections were higher in the charter application.

#### **Racial/Ethnic Composition of the Student Body**

The school seeks to target and distribute information to the community it serves with the intention of reflecting the diversity of Broward County in its student population. The school's admissions procedures, alone, are not designed to influence any racial or ethnic balances. The school abides by anti-discrimination provisions of Section 1002.33(17)(a)(4), Florida Statutes, which forbids discrimination on the basis of race, national origin, sex, handicap, or marital status against a student or an employee in a state system of public education. The school adheres to a policy of nondiscrimination in employment and education/activities and strives to provide equal opportunity for all as required by the following statutory and administrative rules and regulations. Recruitment of new students is an ongoing process. An extensive marketing strategy to attract students

representative of the surrounding community, including students from "hard to reach" families, is implemented on an ongoing basis. These efforts include:

- Direct mailing to parents/guardians;
- Community focus groups;
- Program tours and open house for prospective students;
- Parents/guardians and community members;
- Media coverage;
- Refer students to the Charter School;
- Posting and distributing of flyers

Through the execution of the recruitment and marketing plan described above, the school has been successful in attracting families reflective of the demographics of the community it serves. Informational meetings are conducted in the school facility to attract families from the community. The Charter Schools of Excellence will admit students of any race, color, national and ethnic origin, religion or gender. It is the intention of the school to reflect the community it serves.

### **Enrollment Procedures**

Students wishing to enroll in CSE have an opportunity to do so through the enrollment process. The school complies with the Florida Educational Equity Act, Section 1000.05 (2)(a) and Florida Statues that forbid discrimination on the basis of race, gender, marital status, ethnicity or disability. Students will be enrolled subject to capacity. Parents are required to provide proof of residency as stipulated in the Broward County Policy. Students are able to transfer in and out of the school using the same procedures established in the public schools. Since the school follows the Broward County Student Code of Conduct, it adheres to the district-established procedures for dismissal, expulsions, and withdrawals of students. The school follows School Board Policy 5.1. All medical records are required as per County policy before a student can begin school. Proof of all required immunizations is required before school begins. The school follows all laws regarding admission for students with IEP's. Any premature vacancies are filled in the same way described above. Students may withdraw from the school at any time and enroll in another public school as determined by policy set forth by The School Board of Broward County, Florida. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity. If there are more applications than capacity for any grade level, enrollment, except for pupils currently enrolled, shall be determined by a random lottery conducted in accordance with the Student Recruitment, Enrollment, and Admissions Policy.

#### **School Environment**

The school maintains a safe and secure environment. The Broward County Schools Code of Conduct is followed, as well as a school-wide discipline plan developed by the school. Visitors are screened through a visitor software program called Raptor, and escorted to their destination by a "level two" screened employee. The Charter Schools of Excellence employs full time facility/security personnel to continuously monitor the campus. All staff, including non-instructional school district personnel or contractual personnel, are level two screened (requiring fingerprinting and an FBI background check) in accordance with the Jessica Lundsford Act.

**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

Location Number 5201

Focus Area	Indicator	Standard	Sources of Evidence
Facilities	Facility compliance	The school's facilities comply with applicable laws and codes.	<ul> <li>Valid Certificates of Occupancy on file</li> <li>Health, safety and fire reports by District and Municipality</li> </ul>
	Health and safety	The school complies with applicable health and safety laws.	<ul> <li>Fire and health inspections (District and local)</li> <li>Fire drill reports on file</li> <li>Evacuation plans</li> </ul>

Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. Include your plan to improve/maintain your facilities for the upcoming term of your charter.

#### **Facility Compliance**

The Charter Schools of Excellence Tamarac 1 campus is located at 7595 NW 61<sup>st</sup> Street. The facility includes instructional space, administrative space, a resource room, a public reception area, a common assembly/lunch area, restrooms, circulation/hallways, one playground and ample parking. The school has entered into an agreement with the owner of the facility and the lease has been extended for 15 years.

The school's facilities comply with applicable laws and codes. An annual inspection of the property takes place to determine areas of need in order to meet all health and safety requirements. The school adheres to the requirements of the city where the school is located as the City dictates the documents required to attain a certificate of occupancy or a business license. The most current Business Tax Receipt (business license) for The Charter Schools of Excellence Tamarac 1 campus is on file with the District.

The school complies with facility requirements as stated in Florida Statute Section 1002.33(19) which currently reads as follows: "A charter school shall utilize facilities which comply with the State Uniform Building Code for Public Educational Facilities Construction adopted pursuant to Section 1013.37, or with applicable state minimum building codes pursuant to Chapter 553, and state minimum fire protection codes; pursuant to Section 633.025, as adopted by the authority in whose jurisdiction the facility is located."

The school complies with Florida Statute Section 228.056 for charter schools for facilities that states the following:

- (a) A Charter shall utilize facilities which comply with the State Uniform Building Code for Public Educational Facilities Construction adopted pursuant to §.235.26 or with applicable state minimum building codes pursuant to Chapter 553 and state minimum fire protection codes pursuant to §.633.025, as adopted by the authority in whose jurisdiction the facility is located.
- (b) Charter school facilities shall utilize facilities which comply with the Florida Building Code, pursuant to Chapter 553, and the Fire Protection Code, pursuant to Chapter 633.

#### Health and Safety

The Charter School of Excellence Tamarac 1 campus complies with applicable health and safety laws. The school meets with the Chief Building Official, the Fire Marshall, and the Broward County Traffic Engineering (BCTE) or the Florida Department of Transportation. Each of these departments conducts all required health and safety inspections in order to ensure that the school is in compliance with all building codes, fire prevention codes, traffic engineering laws, ADA requirements, and health requirements related to general health and sanitation which includes food service, drinking water, and sewer. The school has met the requirements of all inspections. The school complies with all fire drill requirements and submits reports to the district on a monthly basis.

The Annual Food Sanitation Certificate (expires September 2013) is contained in Appendix A. The Comprehensive Safety Inspection Audit (Fiscal Year 2012-2013) is contained in Appendix B. The Fire Alarm System Inspection Report (conducted on August 1, 2012) is contained in Appendix C.

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,	Governance structure	The school implements the governance structure	Governing board meeting agendas
Staff and		as defined in the school's contract.	and minutes on file
Parents	Compliance with Sunshine Laws	The school complies with state Sunshine Laws	Certificates of governing board
		and laws governing public records.	training or updated training
			• Screen shot of website as per s.
			1002.33, F.S.
	Qualifications of instructional staff	The school employs instructional staff that meet state and federal qualifications	Staffing reports
			Certification Self-Audits
			Employee Handbook
	Parental Involvement	The school is effectively involving parents in its	Parental surveys
		programs as defined in the school's contract.	• Website
			Student/Parent Contract
			Parent Handbook

Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. Include your plan to improve/maintain this Focus Area for the upcoming term of your charter.

#### **Governance Structure**

The Charter Schools of Excellence operates as a public charter school, under Section 501 (C) (3) status as a non-profit organization (Internal Revenue Code). In April 2008, the Board of Directors of Tamarac 1 appointed a Superintendent who was authorized to oversee the affairs, facilities and property of The Charter Schools of Excellence. The charter school staff and the Principal work under the supervision of the Superintendent or designee. The Superintendent or designee holds the Principal responsible for the administration of its policies, the execution of Board decisions, the operation of school programs, and for openly communicating with the Board regarding school operations and areas of concern.

The Superintendent or designee seeks out highly qualified educational leaders for administrative positions within the school. The Superintendent or designee delegate authority to allow the Principal to implement established policies and procedures. The Superintendent or designee is responsible for training and overseeing the Principal's performance in properly executing his or her professional duties, holding him/her responsible for acceptable results.

The administrators and Governing Board members are trained in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. This training was provided by an approved vendor as set forth in Rule 6A-6.0784 pursuant to Section 1002.33, Florida Statutes. Board members who were trained in 2009 have completed the Governance Board Member Refresher Training. Appendix D contains evidence that board members have completed the Refresher Training. Additionally, Appendix E contains Certificates of Completion for Governance Board Training for all past and present Board Members.

The Board of Directors has developed written policies that serve as guidelines for operations and for the successful and efficient performance of the Board's duties and responsibilities (see Governing Board Bylaws located in Appendix F). The Board provides guidelines for the discretionary action of those to whom it delegates authority. These guidelines for discretionary action constitute the policies governing the operation of the school. The formulation, adoption, and review of finance reports constitute the basic method by which the Board exercises its leadership in the operation of the school. The formal adoption of policies is recorded in the minutes of the Charter School Board meetings. Only those written statements so adopted and so recorded are regarded as official Board policy. The Board is a representative body to provide for and oversee the operation of the school as mandated by State law.

In carrying out its responsibilities, the Board recognizes the following as paramount:

#### Policymaking

• Implementing an established policy for hiring a principal who will carry out its policies and comply with all administrative responsibilities and follow the Board's and the Senior Managements' directives.

#### Educational Planning and Appraisal

- Acquiring reliable information from responsible sources, which will enable it to make the best possible decisions about the effectiveness and direction of the educational program.
- Requiring evaluation of the results of the educational program in achieving student performance.

#### Staffing and Appraisal

- Employing staff to carry out the instructional program.
- Establishing salaries and salary schedules.
- Establishing terms and conditions of employment, as well as personnel policies.
- Requiring leadership personnel to assess the effectiveness of staff by conducting formal evaluations.

#### Financial Resources

• Adopt a budget that will provide the financial base for staff, buildings, materials, and equipment, which will enable the school to carry out the educational program.

• Exercise control over the finances of the school to ensure proper expenditures and accounting.

#### School Facilities

• Determine school housing needs, locate sites for facilities, and approve building plans.

#### Communication with Public

- Market and educate the public with regards to the school's educational program and performance.
- Collect stakeholder feedback with regards to educational needs and performance of the school.

#### Judicial

• Act as a court of appeal for staff members, students, and the public with regards to issues involving Board policies and implementation.

#### Establishment of Governing Board/ Terms of Office/Vacancies

- Section 1002.23(8), Florida Statutes, allows public entities to organize and operate charter schools. The Board consists of no more than nine members. Board members serve staggered three-year terms and are eligible for reelection. The founding members of the school have consistently served since the school opened in 1996-1997, and will continue to serve. New members will be added or replaced according to policy on an as need basis. The Board of Directors provides guidance and suggestions for school improvement and continuity of the charter.
- Vacancies of the Board of Directors shall exist as follows: (1) upon the death, resignation or removal of any director, and (2) whenever the number of authorized directors is increased. Each original member shall serve for a period three years in staggered terms, structured in such a way as to ensure consistent Board oversight.

Any director may resign effective immediately, upon giving written notice to the Chairperson of the Board, the President, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the Attorney General. Vacancies on the Board may be filled by approval of the Board. If the number of directors then in office is less than a quorum, vacancies may be filled as follows: (1) through the unanimous written consent of the directors then in office, (2) through the affirmative vote of a majority of the directors then in office at a meeting held pursuant to notice or waivers of notice complying with the articles of the Bylaws, or (3) by a sole remaining director. A person elected to fill a vacancy shall hold office until the next annual election of the Board of Directors. The Bylaws for the Governing Board of The Charter Schools of Excellence are contained in Appendix F.

#### **Compliance with Sunshine Laws**

The school complies with Florida Statutes relating to public records and public meetings. All meetings of the Governing Board are open to the public and sufficient and proper advance notice of the meeting is posted in the school office, on the school's website, and in the weekly Cheetah Chatter newsletter (see Appendix G). The Board of Directors functions under the State of Florida Sunshine Laws and meets on a quarterly basis. Governing Board meeting minutes are kept on file.

#### **Qualifications of Instructional Staff**

The Charter Schools of Excellence believes it has the obligation to employ the best qualified administrative personnel and teachers available regardless of race, color creed, sex, national origin, age or handicap. Appendix H contains the 2013 Charter Schools of Excellence Employee Handbook.

When the school declares an open position, the Superintendent or designee will advertise the position in local newspapers, schools, administrative offices, appropriate university placement offices and with Kelly Services. The opening is advertised for a minimum of two (2) weeks and in case of multiple openings, an applicant interested in more than one position will submit a resume for each position to the Director of Support Services. Determination of the personnel needs of the school is the responsibility of the Superintendent or designee. Recommendation to hire a teacher or administrator will not be made until a personal interview with the candidate has been conducted and at least three references have been checked by the interview committee. The Superintendent or his/her designee will verify that persons nominated for employment meet all qualifications and requirements of applicable State laws, Rules of the Florida Department of Education and School Board policies for the type of position for which the nomination is made. The school will not knowingly employ an individual who has resigned from a school district in lieu of disciplinary action as a result of issues related to child welfare or safety, or who has been dismissed for just cause by any school district with respect to child welfare or safety endangerment.

#### Minimum Qualifications for School Principal will include:

- Masters Degree in Education or equivalent experience;
- Florida Certification in Educational Leadership;
- Business background and/or evidence of diverse fiscal responsibility;
- Experience or familiarity with local, state and federal education policies and procedures.

#### **Qualities will include:**

- Unquestionable integrity
- Strong Leadership and Facilitation Skills
- Effective Analytical and Critical Thinking Skills
- Ability to Communicate Effectively
- Passion for excellence in a compassionate and nurturing environment

#### Teachers

All teachers will have at least a Bachelor's degree and appropriate certification or eligibility for certification. In the hiring process, preference will be given to those that are certified in subject areas that will aid in a staff that has diversified expertise and experience. Certifications of teachers will be disclosed to parents/guardians during student registration for the new school year. A list of teacher certifications will be available for viewing upon request from the main office of the school. Appendix I contains the Certification Self-Audit Report.

#### Substitute Teachers

The school will hire and train its own substitute teachers. Beginning teachers are utilized as substitutes. The qualifications are a minimum of 60 college credits and a Substitute Certification from Broward County Public Schools or a Statement of Eligibility or Florida Educator's Certificate.

#### Staff Selection Process, Including Fingerprinting and Criminal Checks

The Charter Schools of Excellence will not employ an individual to provide instructional services or to serve as a teacher aide if the individual's certificate or licensure as an educator is suspended or revoked by this or any other state. CSE fingerprints all employees as required by 1002.33(12)(g). Florida Statutes. CSE will not violate the anti-discrimination provisions of 1005.05, Florida Statutes, the Florida Education Equity Act or any other provisions of Federal or state law in its hiring and employment practices. The Broward County School District Human Resources Department will assist the school in processing fingerprint, background checks and certification applications.

#### Parental Involvement

Parental involvement is essential to student success and therefore essential to the school. The school allocates resources, personnel and time to parents and the community to participate in every level of decision-making. As part of the program evaluation process, a school climate satisfaction survey is given to all stakeholders.

The school builds a strong parent-teacher alliance, and parents are actively urged to be involved. Several opportunities are provided throughout the year for parents to participate. In addition, parents are required to sign a Parent/School Contract upon enrolling their child. The contract details the parent's responsibilities and a commitment to participate in the School Advisory Committee (SAC).

Parents receive a Parent Handbook during Orientation which includes a Parent Contract (see Parent Handbook in Appendix J). The Parent Contract outlines volunteer/support expectations for parents. In addition, the Parent Handbook provides a detailed school-wide discipline plan, including rewards and consequences, that all students are expected to follow.

**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. Adequate Yearly Progress (AYP) Reports for 2009-2010 and 2010-2011
- B. Annual Measurable Objectives (AMO) Reports for 2011-2012 and 2012-2013
- C. School Improvement Plan 2013-2014
- D. School Report Card/FCAT Scores for 2009-2010, 2010-2011, 2011-2012, and 2012-2013
- E. The Charter Schools of Excellence Pupil Progression Plan

# **Appendix A**

# State of Florida Adequate Yearly Progress Reports for 2009-2010 and 2011-2012
	2009-2010 AYP Rep	oort		
CHARTER SCHOOL OF EXCELLENCE TAMARAC 1 (5201) BROWARD (6) 7595 NW 61ST ST, TAMARAC, FL 33321-6043 School Phone: 954-522-2997, Principal: TRACY NELSON				
Subject	State of Florida A+ Plan	Federal No Child Left Behind Act		
School Grade		90 % of criteria satisfied NO		
		This percent is based on a total of 39 criteria that every school must meet, if applicable.		
Reading	<ul> <li>67% of students reading at or above grade level</li> <li>63% of students making a year's worth of progress in reading</li> <li>63% of struggling students making a year's worth of progress in reading</li> </ul>	ECONOMICALLY DISADVANTAGED students in this school need improvement in Reading.		
Math	<ul> <li>67% of students at or above grade level in math</li> <li>71% of students making a year's worth of progress in math</li> <li>71% of struggling students making a year's worth of progress in math</li> </ul>	ECONOMICALLY DISADVANTAGED students in this school need improvement in Math.		
Writing	• 82% of students are meeting state standards in writing.	This school has met this criteria.		
Science	• 40% of students at or above grade level in Science.			
Possible Choice Options	<ul> <li>Your child is not eligible for an opportunity sch Plan.</li> <li>CHARTER SCHOOL OF EXCELLENCE Ty yearly progress under No Child Left Behind be areas. Because this is a Title I school, your stud under No Child Left Behind.</li> <li>Contact your district office at 754-321-2600 for</li> </ul>	<b>FAMARAC 1</b> has not met federal adequate cause it needs improvement in one or more dent may be eligible for school choice options r other choice options available to you.		
status when at le	o the federal law that provides funding for low-inc ast 35% (targeted assistance) or 40% (school wide heir families' income levels.			

	2010-2011 AYP Rej	port		
CHARTER SCHOOL OF EXCELLENCE TAMARAC 1 (5201) BROWARD (6) 7595 NW 61ST ST, TAMARAC, FL 33321-6043 School Phone: 954-721-8904, Principal: TRACY NESSL				
Subject	State of Florida A+ Plan	Federal No Child Left Behind Act		
School Grade	A This grade is calculated by adding points earned from each of the performance areas below.	92 % of criteria satisfied NO This percent is based on a total of 39 criteria that every school must meet, if applicable.		
Reading	<ul> <li>76% of students reading at or above grade level</li> <li>49% of students making a year's worth of progress in reading</li> <li>58% of struggling students making a year's worth of progress in reading</li> </ul>	AFRICAN-AMERICAN students in this school need improvement in Reading.		
Math	<ul> <li>73% of students at or above grade level in math</li> <li>70% of students making a year's worth of progress in math</li> <li>73% of struggling students making a year's worth of progress in math</li> </ul>	AFRICAN-AMERICAN, ECONOMICALLY DISADVANTAGED students in this school need improvement in Math.		
Writing	• 100% of students are meeting state standards in writing.	This school has met this criteria.		
Science	• 40% of students at or above grade level in Science.			
Possible Choice Options	<ul> <li>Your child is not eligible for an opportunity scl Plan.</li> <li>CHARTER SCHOOL OF EXCELLENCE 7 yearly progress under No Child Left Behind be areas. Because this is a Title I school, your stu under No Child Left Behind.</li> <li>Contact your district office at 754-321-2600 for</li> </ul>	<b>FAMARAC 1</b> has not met federal adequate cause it needs improvement in one or more dent may be eligible for school choice options r other choice options available to you.		
status when at le	o the federal law that provides funding for low-inc ast 35% (targeted assistance) or 40% (school wide heir families' income levels.			

## **Appendix B**

# Annual Measurable Objectives Reports for 2011-2012 and 2012 - 2013

	FLDO	EAMO D-4	- 2011 2012/20	12 2012 CEE 7	1 (D	- <b>1</b> ')
Subgroup 2011-2012 Data (Reading)	School Grade 2012	Percent Tested Reading	a 2011-2012/20 Reading % Scoring Satisfactory 2011	Reading % Scoring Satisfactory 2012	amarac I (Ro High Performing Qualifying in Reading	Target AMO Reading
ALL STUDENTS	В	100	55	53	N	59
AMERICAN INDIAN					NA	
ASIAN					NA	
BLACK/AFRICAN AMERICAN		100	32	46	N	38
HISPANIC			92		NA	
WHITE					NA	
ENGLISH LANGUAGE LEARNERS					NA	
STUDENTS WITH DISABILITIES					NA	
ECONOMICALLY DISADVANTAGED		100	43	49	N	48
Subgroup 2012-2013 Data (Reading)	School Grade 2013	Percent Tested Reading	Reading % Scoring Satisfactory 2012	Reading % Scoring Satisfactory 2013	High Performing Qualifying in Reading	Target AMO Reading
ALL STUDENTS	С	100	53	53	Ν	63
AMERICAN INDIAN					NA	
ASIAN					NA	
BLACK/AFRICAN AMERICAN		100	46	50	Ν	43
HISPANIC		100	10	20	NA	93
WHITE					NA	
ENGLISH LANGUAGE LEARNERS					NA	
STUDENTS WITH DISABILITIES					NA	
ECONOMICALLY DISADVANTAGED		100	49	52	Ν	53
	FLD	OE AMO Da	ta 2011-2012/2	012-2013 CSE	Tamarac 1 (N	Aath)
	School	Percent Tested	Math % Scoring Satisfactory	Math % Scoring Satisfactory	High Performing Qualifying	Target AMO
Subgroup 2011-2012 Data (Math)	Grade	Math	2011	2012	in Math	Math
ALL STUDENTS			•	•	in Math	
ALL STUDENTS AMERICAN INDIAN	Grade	Math	2011	2012	in Math N NA	Math
ALL STUDENTS AMERICAN INDIAN ASIAN	Grade	Math 100	2011 51	2012 59	in Math NA NA	Math 55
ALL STUDENTS AMERICAN INDIAN ASIAN BLACK/AFRICAN AMERICAN	Grade	Math	2011 51 36	2012	in Math NA NA NA N	Math
ALL STUDENTS AMERICAN INDIAN ASIAN BLACK/AFRICAN AMERICAN HISPANIC	Grade	Math 100	2011 51	2012 59	in Math NA NA NA NA NA	Math 55
ALL STUDENTS AMERICAN INDIAN ASIAN BLACK/AFRICAN AMERICAN HISPANIC WHITE	Grade	Math 100	2011 51 36	2012 59	in Math NA NA NA NA NA NA	Math 55
ALL STUDENTS AMERICAN INDIAN ASIAN BLACK/AFRICAN AMERICAN HISPANIC WHITE ENGLISH LANGUAGE LEARNERS	Grade	Math 100	2011 51 36	2012 59	in Math NA NA NA NA NA NA NA	Math 55
ALL STUDENTS AMERICAN INDIAN ASIAN BLACK/AFRICAN AMERICAN HISPANIC WHITE	Grade	Math 100	2011 51 36	2012 59	in Math NA NA NA NA NA NA	Math 55

Subgroup 2012-2013 Data (Math)	School Grade	Percent Tested Math	Math % Scoring Satisfactory 2012	Math % Scoring Satisfactory 2013	High Performing Qualifying in Math	Target AMO Math
ALL STUDENTS	D	100	59	54	Ν	59
AMERICAN INDIAN					NA	
ASIAN					NA	
BLACK/AFRICAN AMERICAN		100	57	50	N	47
HISPANIC					NA	65
WHITE					NA	
ENGLISH LANGUAGE LEARNERS					NA	
STUDENTS WITH DISABILITIES					NA	
ECONOMICALLY DISADVANTAGED		100	55	52	N	50

AMO Score comparison 2011-2012/2012-2013 Tamarac 1 Reading and Math					
READING	Target AMO	School Score	MATH	Target AMO	School Score
2011-2012	59	53	2011-2012	55	59
2012-2013	63	53	2012-2013	59	54

## Appendix C School Improvement Plan 2013-2014

## FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN

School:	5201 - Charter School Of Excellence Tamarac 1
District:	06 - Broward
Principal:	Mary E. Travers
SAC Chair:	Nora Arnbrister
Superintendent:	Mr. Robert Runcie
School Board Approval Date:	10/09/2013
Last Modified on:	11/19/2013



Pam Stewart, Commissioner Florida Department of Education 325 West Gaines Street Tallahassee, FL 32399

	Physical	Mailing
Address:	7595 NW 61ST ST Tamarac, FL 33321	7595 NW 61ST ST Tamarac, FL 33321
Phone Number:	954-721-8904	
Web Address:		
Email Address:	m.machado@charterschool.com	

School Type:		Elementary School		
Alternative:		No		
Charter:		Yes		
Title I:		Y	es	
Free/Reduced Lunch:		76%		
Minority:		90	)%	
School Grade History:	2012-13 C	<u>2011-12</u> В	2010-11 A	<u>2009-10</u>

NOTE

Sections marked N/A in the online application have been excluded from this document. For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

School Information	
School-Level Information	
School Charter School Of	Excellence Tamarac 1
Principal's name Mary E.	Travers
School Advisory Counci	I chair's name Nora Arnbrister
Names and position title	s of the School-Based Leadership Team (SBLT)
Name	Title
Mary Travers	Principal
Nora Armbrister	Chair
Candice Yankoon	ESE Specialist
Tracy Nessl	Deputy Superintendent
Nicole Brown	ESE/ESOL Teacher
Diane McKoy	STAR Enrichment Coordinator
Nelson Echerri	ESOL Assistant
<b>District-Level Information</b>	
District Broward	
Superintendent's name	Mr. Robert Haag
Superintendent's name Date of school board ap	
Date of school board ap	proval of SIP 10/09/2013
Date of school board app School Advisory Council (SAC This section meets the requirement Describe the membership of ESE Teacher- Nicole Brown, Kristine Wells, FCAT Team L	proval of SIP 10/09/2013 s of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b) of the SAC including position titles Primary Team Leader-Brittany Burks, Intermediate Team Leader- eader-Aileen Romero, Enrichment Team Leader-Diane McKoy, Dean ncipal-Mary E. Travers, Parent-Nora Armbrister, Parent-Leonalyne
Date of school board app School Advisory Council (SAC This section meets the requirement Describe the membership of ESE Teacher- Nicole Brown, Kristine Wells, FCAT Team L Students-Kevin Jackson, Prin Walters, Parent-Raquel Brood Describe the involvement of	proval of SIP 10/09/2013 s of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b) of the SAC including position titles Primary Team Leader-Brittany Burks, Intermediate Team Leader- eader-Aileen Romero, Enrichment Team Leader-Diane McKoy, Dean incipal-Mary E. Travers, Parent-Nora Armbrister, Parent-Leonalyne mfield of the SAC in the development of this school improvement plan ata and identifying goals and strategies to improve student achieveme
Date of school board app School Advisory Council (SAC This section meets the requirement Describe the membership of ESE Teacher- Nicole Brown, Kristine Wells, FCAT Team L Students-Kevin Jackson, Prin Walters, Parent-Raquel Brood Describe the involvement of They assisted in analyzing da Develop a schedule of month	proval of SIP 10/09/2013 s of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b) of the SAC including position titles Primary Team Leader-Brittany Burks, Intermediate Team Leader- eader-Aileen Romero, Enrichment Team Leader-Diane McKoy, Dean incipal-Mary E. Travers, Parent-Nora Armbrister, Parent-Leonalyne mfield of the SAC in the development of this school improvement plan ata and identifying goals and strategies to improve student achieveme
Date of school board app School Advisory Council (SAC This section meets the requirement Describe the membership of ESE Teacher- Nicole Brown, Kristine Wells, FCAT Team L Students-Kevin Jackson, Prin Walters, Parent-Raquel Brood Describe the involvement of They assisted in analyzing da Develop a schedule of month Participation in SAC monthly Describe the projected use	proval of SIP 10/09/2013 c) s of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b) of the SAC including position titles Primary Team Leader-Brittany Burks, Intermediate Team Leader- eader-Aileen Romero, Enrichment Team Leader-Diane McKoy, Dean incipal-Mary E. Travers, Parent-Nora Armbrister, Parent-Leonalyne mfield of the SAC in the development of this school improvement plan ata and identifying goals and strategies to improve student achievement ly meetings. The SAC for the upcoming school year
Date of school board app School Advisory Council (SAC This section meets the requirement Describe the membership of ESE Teacher- Nicole Brown, Kristine Wells, FCAT Team L Students-Kevin Jackson, Prin Walters, Parent-Raquel Brood Describe the involvement of They assisted in analyzing da Develop a schedule of month Describe the activities of th Participation in SAC monthly	proval of SIP 10/09/2013 c) s of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b) of the SAC including position titles Primary Team Leader-Brittany Burks, Intermediate Team Leader- eader-Aileen Romero, Enrichment Team Leader-Diane McKoy, Dean ncipal-Mary E. Travers, Parent-Nora Armbrister, Parent-Leonalyne mfield of the SAC in the development of this school improvement plan ata and identifying goals and strategies to improve student achievement ly meetings. The SAC for the upcoming school year meetings to monitor progress, problem-solve, and update the plan. of school improvement funds and include the amount allocated ring and Reading program

Administrators		
# Administrators 1		
# Receiving Effective rating	g or higher (not entered becaus	e basis is < 10)
Administrator Information:		,
Mary E. Travers		
Principal	Years as Administrator: 10	Years at Current School: 2
Credentials	Master of Education; Educa Bachelor of Arts Elementar	
Performance Record		at Florida Intercultural Academy at Charter School of Excellence
nstructional Coaches		
# Instructional Coaches 0		
# Receiving Effective rating	<b>g or higher</b> (not entered becaus	e basis is < 10)
Instructional Coach Inform	ation:	
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		
Classroom Teachers		
# of classroom teachers 11	l	
# receiving effective rating	or higher 11, 100%	
# Highly Qualified Teacher	(HQT), as defined in 20 U.S.C.	§ 7801(23) 91%
# certified in-field, pursuar	nt to Section 1012.2315(2), F.S.	11, 100%
# ESOL endorsed 5, 45%		
# reading endorsed , 0%		
# with advanced degrees 1	, 9%	
# National Board Certified	, 0%	
# first-year teachers 2, 18%	, 0	
# with 1-5 years of experient	n <b>ce</b> 4, 36%	

	# of paraprofessionals 3
	· ·
	# Highly Qualified, as defined in 20 U.S.C. § 6319(c) 3, 100%
	Other Instructional Personnel
	# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 1
	<b># receiving effective rating or higher</b> (not entered because basis is < 10)
	Teacher Recruitment and Retention Strategies This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
	Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible. Senior management has a two-step interview process in place to recruit new teachers. All candidates are pre-screened by an outside agency to ensure they meet minimum requirement including certification. All staff return to school two weeks before the students for an intensive orientation and staff development including effective teaching, state standards, and curriculum Administrators are required to conduct classroom visits, both formal and informally, throughout year and provide ongoing reflective feedback and support. Teachers are provided usernames passwords to an online professional development provider. Teachers are encouraged to participate in district training if applicable. Senior management offers professional development select Saturdays.
	<b>Teacher Mentoring Program/Plan</b> This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, cod at 20 U.S.C. § 6314(b).
	Describe your school's teacher mentoring program/plan including the rationale for pairi and the planned mentoring activities The principal is the instructional leader of the school. Teachers are categorized as Master Teachers, Beginning Teachers, or Teacher Associates. The Principal provides ongoing instructional support to all staff. The Master Teacher is assigned a Beginning Teacher or Teac associate to mentor and provide ongoing support with effective teaching. Beginning Teachers and Associate Teachers substitute in the absence of a Master Teacher. Beginning Teachers and Teacher associates supervise a group of students afterschool in a structures tutoring program. program is led by a designated certified teacher to support effective teaching and model effect lesson planning.
This	Ilti-Tiered System of Supports (MTSS) / Response to Intervention (Rtl) s section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCL lified at 20 U.S.C. § 6314(b).
	Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs The school begins with the identification of trends and patterns using school-wide and grade-leve data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delive individually or in small groups at increasing levels of intensity. All school-based efforts such as less study, universal design for learning, and continuous school improvement, are unified and accelerate by collaborative teaming to result in increased student achievement.

Intensive, Individualized Supports

- Intensive interventions based on individual student needs
- Students receiving prolonged interventions at this level may be several grade levels behind or above the one in which they are enrolled
- Progress monitoring occurs most often to ensure maximum acceleration of student progress

• If more than approximately 5% of students are receiving support at this level, engage in Tier 1 and Tier 2 level, systemic problem-solving

Targeted

• If more than approximately 5% of students are receiving support at this level, engage in Tier 1 and Tier 2 level, systemic problem-solving

Targeted, Supplemental Supports

Interventions are based on data revealing that students need more than core, universal instruction Interventions and progress monitoring are targeted to specific skills to remediate or enrich, as appropriate

Progress monitoring occurs more frequently than at the core, universal level to ensure that the intervention is working

• If more than approximately 15% of students are receiving support at this level, engage in Tier 1 level, systemic problem-solving

Core, Universal Supports

• Research-based, high-quality, general education instruction and support

Screening and benchmark assessments for all students

Assessments occur for all students

Data collection continues to inform instruction

• If less than approximately 80% of students are successful given core, universal instruction, engage in Tier 1 level problem-solving

Tier 1-Baseline data from assessments such as the SAT 10, FAIR, Beginning of the Year Assessments are used to identify students strengths and weaknesses.

Tier 2- Academic Academies provided small group instruction. The Journeys Reading Series Intervention Kit and Soar to Success is used for reading and Go Math Intervention Kit Progress monitoring is continuous and data collected and analyzed to determine student progress. Tier 3-Intensive Individualized Interventions and Supports

More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction

The Leadership Team will meet twice monthly to examine data, evaluate and monitor progress, make necessary adjustments, and develop strategies for intervention. The team will send updated information and meet with staff members to discuss Rtl, data analysis and suggestions for intervention practices.

## What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

ESE Specialist-District staff member assigned to initiative, review and monitor documentation for students in the Rtl process. ESE Specialist attends all district meetings to ensure compliance and reports to the Principal.

Principal-School level instructional leader responsible to ensure teachers are documenting and supporting the efforts of the process. Principal attends and schedules parent meetings with teachers and the ESE Specialist to review data and progress through Tiers.

Teacher-The teacher is responsible to report students struggling with academics or behavioral tasks that are universally expected of all students. Teachers are responsible to implement interventions as directed by the Leadership Team and record data. Teachers are also responsible to submit data to the Principal and ESE Specialist in a timely manner.

ESE teacher-The ESE teacher is responsible to assist the Leadership Team with interventions and data to monitor student progress through the Tiers.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

ר ר r	The Leadership Team is responsible to meet monthly to review students progress in the Rtl proces The team links interventions to improved outcomes and tracks data to monitor student progress. The team provides ongoing support and feedback to teachers, in addition to making recommendations for professional development opportunities designed to increased teacher effectiveness and student achievement.
r F \ [ ]	Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance) Progress Monitoring Reporting Network(PMRN) /irtual Counselor Data Warehouse TERMS SuccessMaker Benchmark Assessments
s A L c s p	Describe the plan to support understanding of MTSS and build capacity in data-based proble solving for staff and parents All staff participate in an annual review of MTSS prior to school beginning during orientation. The eadership Team meets with teachers once a month to review progress monitoring data and collaborate with teachers on effective research-based instructional strategies to meet the needs of a students. Professional development recommendations are presented to teachers on the MTSS process for those who need. Parents receive information on MTSS at monthly School Improvement Principal meetings.
This 111 F a	reased Learning Time/Extended Learning Opportunities section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 5(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). Research-based strategies the school uses to increase the amount and quality of learning tir and help provide an enriched and accelerated curriculum:
-	Strategy: Before or After School Program Minutes added to school year: 10,800
;	Strategy Purpose(s) Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education, Teacher collaboration, planning and professional development
	<b>Strategy Description</b> In an effort to increase student achievement across all grade and skill levels the STAR program (Supplemental Tutoring And Reading) program has been designed to be an extension of the schoo day providing targeted instruction in reading for an additional hour. The remaining two hours are dedicated to homework help and additional support in core academic subjects.
- , 	How is data collected and analyzed to determine the effectiveness of this strategy? The following data will be collected to analyze learning gains in reading: Journey's pre and end of year assessment; Primary Reading mid year and end of year assessment FCAT 2.0 reading achievement level; SuccessMaker report on learning gains from initial placement through end of year.
i S	Who is responsible for monitoring implementation of this strategy? A designated STAR Support Personnel will work closely with the Principal to ensure the additional hour of reading is focused on skills in core academic subjects, most importantly reading. The STAR Support staff will meet frequently with STAR teacher to ensure rigorous lessons are planned and implemented. The Principal will oversee the extended hour and provide ongoing support to the STA support designee and teachers. A consultant will be hired to monitor and evaluate the fidelity and effectiveness of the program.

Names and position titles of the members of the school-based LLT		
Name	Title	
Tracy Nessl	Deputy Superintendent	
Mary E Travers	Principal	
Nicole Brown	ESE Teacher	
Candice Yankoon	ESE Specialist	
Diane McKoy	Teacher	
Kevin Jackson	Teacher Associate/Support	
Raquel Espinosa	Consultant	
Academic Academies; data w will be generated to inform the	how students are identified for additional services such as tutoring and vill be reported for identified students to monitor progress; parent report em of individual student progress; end of year assessment data will be dents to analyze if proficiency levels have been met. The LLT will use the	
very Teacher Contributes to I Describe how the school en every student	Reading Instruction nsures every teacher contributes to the reading improvement of	
The school ensures all Maste the reading improvement of e schedule that all instructional participate in staff developme All instructional staff are assig enrichment under the supervis support by the Administration Administration to observe tea Florida Educator Accomplishe	er Teachers, Beginning Teachers, and Teacher Associates contribute to every student by developing an orientation and professional developmer must attend. Teachers return to school two weeks before the students ent designed to increase teacher effectiveness and student achievemen gned students to provide either intensive reading intervention or sion of the Master Teacher. All instructional staff are provided frequent using a Classroom Visitation Walkthrough Tool. The tool allows the chers and note if effective teaching strategies, which are aligned to the ed Practices, are demonstrated, need improvement, or not observed. trator provided quality reflective feedback to the teacher.	
	s of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified a	
0 U.S.C. § 6314(b).		

Parents sign a "Parent Contract" defining parent expectations and school responsibilities. The parent contract also defines the volunteer hour commitment.

Kindergarten through grade 2 participate in the FAIR assessment to determine reading readiness. Grades 1 and 2 also participate in the districts Primary Reading mid year and end of year assessment to determine proficiency in reading.

Kindergarten through grade 2 students participate in SuccessMaker, a managed software for reading and math skill building, on a daily basis. The software may be accessed at home or at school. Student take an initial placement and work through the curriculum at their own pace. A learning gains report will show growth from initial placement until the end of the year in May.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future? NA

How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful? NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C NA

Expected Improvements	
-----------------------	--

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

## Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	53%	No	66%
American Indian				
Asian				
Black/African American	43%	50%	Yes	49%
Hispanic	93%		No	94%
White				
English language learners				
Students with disabilities				
Economically disadvantaged	53%	52%	No	57%
Florida Comprehensive Asses	sment Test 2.0 (F	CAT 2.0)		
		2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement L	evel 3	18	29%	34%
Students scoring at or above Achie	evement Level 4	15	24%	28%
Florida Alternate Assessment	(FAA)			
		2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and	d 6			
Students scoring at or above Level	7			
Learning Gains				
		2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FC	CAT 2.0 and FAA)	10	24%	34%
Students in lowest 25% making lea 2.0)	rning gains (FCAT	[data excluded for	privacy reasons]	47%
Comprehensive English Lang	uage Learning As	sessment (CELL	A)	
		2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listen (students speak in English and und English at grade level in a manner students)	lerstand spoken			
Students scoring proficient in reading grade-level text in English in a man ELL students)				
Students scoring proficient in writin English at grade level in a manner students)				

		2012 Actual #	2012 Actual %	2014 Targe
On-time graduates scoring "college re Postsecondary Education Readiness any college placement test authorized 10.0315, F.A.C.	Test (P.E.R.T.) or			
Area 2: Writing				
		2013 Actual #	2013 Actual %	2014 Target
Florida Comprehensive Assessment Test Students scoring at or above 3.5 Florida Alternate Assessment (FAA) Stud or above Level 4	. , -	data excluded for p	privacy reasons]	31%
Area 3: Mathematics				
Elementary and Middle School M	lathematics			
Annual Measurable Objective on FCAT 2.0 and EOC assess				ement Leve
Group	2013 Target %	2013 Actual %	Target Met?	2014 Targe
All Students	59%	57%	No	63%
American Indian				
Asian				
Black/African American	47%	42%	No	52%
Hispanic	65%	58%	No	69%
White				
English language learners				
Students with disabilities				
Economically disadvantaged	50%	57%	Yes	55%
Florida Comprehensive Asses	ssment Test 2.0	(FCAT 2.0)		
		2013 Actual #	2013 Actual %	2014 Targe
Students scoring at Achievement I	_evel 3	24	38%	42%
		10	16%	20%
Students scoring at or above Achie	evement Level 4	10	1070	2070
Students scoring at or above Achie		10	1070	2070
Florida Alternate Assessment	t (FAA)	10 2013 Actual #	2013 Actual %	2014 Targe
Florida Alternate Assessment Students scoring at Levels 4, 5, ar	t <b>(FAA)</b> nd 6			
Florida Alternate Assessment	t <b>(FAA)</b> nd 6			
Florida Alternate Assessment Students scoring at Levels 4, 5, ar	t <b>(FAA)</b> nd 6			
Florida Alternate Assessment Students scoring at Levels 4, 5, ar Students scoring at or above Leve	t <b>(FAA)</b> nd 6	2013 Actual # 2013 Actual #		2014 Targe 2014 Targe

Middle School Acceleration			
	2013 Actual #	2013 Actual %	2014 Targe
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			
Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Targe
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Targe
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Area 4: Science			
Elementary School Science			
Elementary School Science Florida Comprehensive Assessment Test 2.0	(FCAT 2.0)		
-	(FCAT 2.0) 2013 Actual #	2013 Actual %	2014 Targe
-	2013 Actual #	2013 Actual %	<b>2014 Targe</b> 29%
Florida Comprehensive Assessment Test 2.0	2013 Actual # [data excluded fo		
Florida Comprehensive Assessment Test 2.0 Students scoring at Achievement Level 3	2013 Actual # [data excluded fo	or privacy reasons]	29%
Florida Comprehensive Assessment Test 2.0 Students scoring at Achievement Level 3 Students scoring at or above Achievement Level 4	2013 Actual # [data excluded fo	or privacy reasons]	29% 20%
Florida Comprehensive Assessment Test 2.0 Students scoring at Achievement Level 3 Students scoring at or above Achievement Level 4	2013 Actual # [data excluded fo [data excluded fo 2013 Actual #	or privacy reasons] or privacy reasons]	29% 20%
Florida Comprehensive Assessment Test 2.0 Students scoring at Achievement Level 3 Students scoring at or above Achievement Level 4 Florida Alternate Assessment (FAA)	2013 Actual # [data excluded fo [data excluded fo 2013 Actual # [data excluded fo	or privacy reasons] or privacy reasons] 2013 Actual %	29% 20% 2014 Targe
Florida Comprehensive Assessment Test 2.0         Students scoring at Achievement Level 3         Students scoring at or above Achievement Level 4         Florida Alternate Assessment (FAA)         Students scoring at Levels 4, 5, and 6	2013 Actual # [data excluded fo [data excluded fo 2013 Actual # [data excluded fo	or privacy reasons] or privacy reasons] 2013 Actual % or privacy reasons]	29% 20% 2014 Targe 0%
Florida Comprehensive Assessment Test 2.0         Students scoring at Achievement Level 3         Students scoring at or above Achievement Level 4         Florida Alternate Assessment (FAA)         Students scoring at Levels 4, 5, and 6         Students scoring at or above Level 7	2013 Actual # [data excluded for [data excluded for 2013 Actual # [data excluded for [data excluded for [data excluded for	or privacy reasons] or privacy reasons] 2013 Actual % or privacy reasons]	29% 20% 2014 Targe 0%
Florida Comprehensive Assessment Test 2.0         Students scoring at Achievement Level 3         Students scoring at or above Achievement Level 4         Florida Alternate Assessment (FAA)         Students scoring at Levels 4, 5, and 6         Students scoring at or above Level 7         Middle School Science	2013 Actual # [data excluded for [data excluded for 2013 Actual # [data excluded for [data excluded for [data excluded for	or privacy reasons] or privacy reasons] 2013 Actual % or privacy reasons]	20% 2014 Targe 0%
Florida Comprehensive Assessment Test 2.0         Students scoring at Achievement Level 3         Students scoring at or above Achievement Level 4         Florida Alternate Assessment (FAA)         Students scoring at Levels 4, 5, and 6         Students scoring at or above Level 7         Middle School Science	2013 Actual # [data excluded for [data excluded for 2013 Actual # [data excluded for [data excluded for [data excluded for [data excluded for	or privacy reasons] or privacy reasons] 2013 Actual % or privacy reasons] or privacy reasons]	29% 20% 2014 Targe 0% 0%
Florida Comprehensive Assessment Test 2.0 Students scoring at Achievement Level 3 Students scoring at or above Achievement Level 4 Florida Alternate Assessment (FAA) Students scoring at Levels 4, 5, and 6 Students scoring at or above Level 7 Middle School Science Florida Comprehensive Assessment Test 2.0	2013 Actual # [data excluded for [data excluded for 2013 Actual # [data excluded for [data excluded for [data excluded for [data excluded for	or privacy reasons] or privacy reasons] 2013 Actual % or privacy reasons] or privacy reasons]	29% 20% 2014 Targe 0% 0%
Florida Comprehensive Assessment Test 2.0 Students scoring at Achievement Level 3 Students scoring at or above Achievement Level 4 Florida Alternate Assessment (FAA) Students scoring at Levels 4, 5, and 6 Students scoring at or above Level 7 Middle School Science Florida Comprehensive Assessment Test 2.0 Students scoring at Achievement Level 3	2013 Actual # [data excluded for [data excluded for 2013 Actual # [data excluded for [data excluded for [data excluded for [data excluded for	or privacy reasons] or privacy reasons] 2013 Actual % or privacy reasons] or privacy reasons]	29% 20% 2014 Targe 0% 0%
Florida Comprehensive Assessment Test 2.0         Students scoring at Achievement Level 3         Students scoring at or above Achievement Level 4         Florida Alternate Assessment (FAA)         Students scoring at Levels 4, 5, and 6         Students scoring at or above Level 7         Middle School Science         Florida Comprehensive Assessment Test 2.0         Students scoring at Achievement Level 3         Students scoring at Achievement Level 4	2013 Actual # [data excluded for [data excluded for 2013 Actual # [data excluded for [data excluded for [data excluded for [data excluded for	or privacy reasons] or privacy reasons] 2013 Actual % or privacy reasons] or privacy reasons]	29% 20% 20% 0% 0% 2014 Targe
Florida Comprehensive Assessment Test 2.0         Students scoring at Achievement Level 3         Students scoring at or above Achievement Level 4         Florida Alternate Assessment (FAA)         Students scoring at Levels 4, 5, and 6         Students scoring at or above Level 7         Middle School Science         Florida Comprehensive Assessment Test 2.0         Students scoring at Achievement Level 3         Students scoring at Achievement Level 4	2013 Actual # [data excluded for [data excluded for 2013 Actual # [data excluded for [data excluded for [data excluded for 2013 Actual #	or privacy reasons] or privacy reasons] 2013 Actual % or privacy reasons] or privacy reasons] 2013 Actual %	29% 20% 2014 Targe 0% 0%

	2013 Actual #	2013 Actual %	2014 Targ
# of STEM-related experiences provided for students	1		1
(e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			
Area 6: Career and Technical Education (CTE)			
	2013 Actual #	2013 Actual %	2014 Targe
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in accelerated courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			
Area 8: Early Warning Systems			
Elementary School Indicators			
	2013 Actual #	2013 Actual %	2014 Targe
Students who miss 10 percent or more of available instructional time	2		
Students retained, pursuant to s. 1008.25, F.S.	30	12%	9%
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			
Middle School Indicators			
	2013 Actual #	2013 Actual %	2014 Targe
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals			
that leads to suspension, as defined in s.1003.01(5), F.S.			
Area 9: Parent Involvement			
Title I Schools may use the Parent Involvement Plan to mee (c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314			b)(1)(F) and 1

Specific Parental Involvement Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %
Area 10: Additional Targets			
Description of additional targets			
Specific Additional Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %

Goal #1: Increase percentage	e of students achieving a level 3 or above on FCAT Science.
	owest performing subgroups (Black & Economically Disadvantaged) will meet or inual Measurable Objective in Math.
Goal #3: Increase the percen	tage of students achieving a level four or above on FCAT Writing.
Goal #4: Increase the percen	tage of students scoring level 3 or above on FCAT Reading from 53 to 58%
	owest performing subgroups (Black & Economically Disadvantaged) will meet or inual Measurable Objective in Reading.
als Detail	
Goal #1:	Increase percentage of students achieving a level 3 or above on FCAT Science.
Targets Supported	<ul><li>Science</li><li>Science - Elementary School</li></ul>
Resources Available to Support the Goal	<ul> <li>Science kits provided through Science Fusion</li> <li>FCAT Explorer.</li> <li>Interactive Science Journals.</li> <li>Approved websites with detailed activities on how to conduct science experiments.</li> </ul>
Targeted Barriers to Achieving the Goal	<ul> <li>Insufficient professional development in science.</li> </ul>
	Plan to Monitor Progress Toward the Goal
Action: Classroom walkthro	ughs and observations to determine use of student engagement strategies.
<b>Person or Persons</b> Principal	Responsible:
Target Dates or Sc Weekly	hedule:
Evidence of Comp Walkthrough tool.	letion:
Goal #2:	At least one of the lowest performing subgroups (Black & Economically Disadvantaged) will meet or exceed the 2014 Annual Measurable Objective Math.

Resources Available to Support the Goal	<ul> <li>Use district and school wide assessments such as BAT, FCAT Explorer, SuccessMaker, Florida Achieves, Mini Benchmarks, Go Math Assessments to regularly assess, measure progress and update data to reevaluate individual student and class growth.</li> <li>Educational Consultant to provide Professional Development, analyze and desegregate data and implement the new teacher evaluation tool.</li> </ul>
Targeted Barriers to Achieving the Goal	<ul> <li>Effective implementation of differentiated instruction.</li> </ul>
	Plan to Monitor Progress Toward the Goal
Action: Compare student sc	cores on BAT 1 and BAT 2 to determine growth and identify areas of need.
Person or Persons Principals and Teac	•
Target Dates or Sc Immediately when s	
Evidence of Comp Individual and schoo	
Goal #3:	Increase the percentage of students achieving a level four or above on FCAT Writing.
Targets Supported	• Writing
Resources Available to Support the Goal	<ul> <li>Educational Consultant to provide professional development in effective writing strategies.</li> <li>Use anchor papers and rubrics from the FLDOE.</li> </ul>
Targeted Barriers to Achieving the Goal	<ul> <li>Teachers and students ability to read and implement the writing rubric.</li> </ul>
	Plan to Monitor Progress Toward the Goal
Action: Pre and mid year wi	riting prompt
Person or Persons Teachers and Stude	Responsible:
Target Dates or Sc October and Januar	
Evidence of Comp Gains report indicati	
Goal #4:	Increase the percentage of students scoring level 3 or above on FCAT Reading from 53 to 58%
Targets Supported	<ul><li>Reading</li><li>Reading - FCAT2.0</li></ul>

Available to Support the Goal       Explorer, SuccessMaker, Florida Achieves, Mini-Benchmark, and teacher wear reading tests to regularly assess, measure progress and update data to reevaluate individual student and class growth.         • Educational Consultant to provide Professional Development, analyze and desegregate data and implement the new teacher evaluation tool.         Targeted Barriers to Achieving the Goal       • Student access to FCAT Explorer, SuccessMaker, Florida Achieves and other internet-based tools         Motion:       • Student access to FCAT Explorer, SuccessMaker, Florida Achieves and other internet-based tools         Goal       Plan to Monitor Progress Toward the Goal         Action:       • Students mastering the Benchmarks         Person or Persons Responsible:       • Teacher/Principal         Target Dates or Schedule:       • Eacher/Principal Data Chats         Evidence of Completion:       • Iterast one of the lowest performing subgroups (Black & Economically Disadvantaged) will meet or exceed the 2014 Annual Measurable Objective Reading.         Goal #5:       At least one of the lowest performing subgroups (Black & Economically Disadvantaged) will meet or exceed the 2014 Annual Measurable Objective Reading.         Targets Supported       • Reading - AMO's         • Use district and school wide assessment tools such as BAT, FAIR, FCAT Explorer, SuccessMaker, Florida Achieves, Mini-Benchmark, and teacher wear reading tests to regularly assess, measure progress and update data to reevaluate individual student and class growth.         • Use district and		
to Actieving the Goal Plan to Monitor Progress Toward the Goal Action: Increased percentage of students mastering the Benchmarks Person or Persons Responsible: Teacher/Principal Target Dates or Schedule: Teacher/Student Data Chats, Teacher/Principal Data Chats Evidence of Completion: Increased amount of time students spent on internet based tools and improved percentages of studer mastering their benchmarks Goal #5: At least one of the lowest performing subgroups (Black & Economically Disadvantaged) will meet or exceed the 2014 Annual Measurable Objective Reading. Targets Supported • Reading - AMO's Resources Support the Goal * Use district and school wide assessment tools such as BAT, FAIR, FCAT Explorer, SuccessMaker, Florida Achieves, Mini-Benchmark, and teacher wee reading tests to regularly assess, measure progress and update data to reevaluate individual student and class growth. • Effective implementation of differentiated instruction. * Effective sponsible: Principal and Teachers * Target Dates or Schedule: Immediately when scores on BAT 1 and BAT2 to determine growth and identify areas of need. Person or Persons Responsible: Principal and Teachers * Target Dates or Schedule: Individual and school reports.	Resources Available to Support the Goal	<ul> <li>Explorer, SuccessMaker, Florida Achieves, Mini-Benchmark, and teacher week reading tests to regularly assess, measure progress and update data to reevaluate individual student and class growth.</li> <li>Educational Consultant to provide Professional Development, analyze and</li> </ul>
Action: Increased percentage of students mastering the Benchmarks Person or Persons Responsible: Teacher/Principal Target Dates or Schedule: Teacher/Student Data Chats, Teacher/Principal Data Chats Evidence of Completion: Increased amount of time students spent on internet based tools and improved percentages of student mastering their benchmarks Goal #5: At least one of the lowest performing subgroups (Black & Economically Disadvantaged) will meet or exceed the 2014 Annual Measurable Objective Reading. Targets Supported • Reading - AMO's • Use district and school wide assessment tools such as BAT, FAIR, FCAT Explorer, SuccessMaker, Florida Achieves, Mini-Benchmark, and teacher wee reading tests to regularly assess, measure progress and update data to reevaluate individual student and class growth. • Educational Consultant to provide Professional Development, analyze and desegregate data and implement the new teacher evaluation tool. Targeted Barriers • Effective implementation of differentiated instruction. to Achieving the Goal Plan to Monitor Progress Toward the Goal Action: Compare student scores on BAT 1 and BAT2 to determine growth and identify areas of need. Person or Persons Responsible: Principal and Teachers Target Dates or Schedule: Immediately when scores are published Evidence of Completion: Individual and school reports.	Targeted Barriers to Achieving the Goal	<ul> <li>Student access to FCAT Explorer, SuccessMaker, Florida Achieves and other internet-based tools</li> </ul>
Increased percentage of students mastering the Benchmarks Person or Persons Responsible: Teacher/Principal Target Dates or Schedule: Teacher/Student Data Chats, Teacher/Principal Data Chats Evidence of Completion: Increased amount of time students spent on internet based tools and improved percentages of student mastering their benchmarks Goal #5: At least one of the lowest performing subgroups (Black & Economically Disadvantaged) will meet or exceed the 2014 Annual Measurable Objective Reading. Targets Supported • Reading - AMO's • Use district and school wide assessment tools such as BAT, FAIR, FCAT Explorer, SuccessMaker, Florida Achieves, Mini-Benchmark, and teacher wee reading tests to regularly assess, measure progress and update data to reevaluate individual student and class growth. • Efducational Consultant to provide Professional Development, analyze and desegregate data and implement the new teacher evaluation tool. Targeted Barriers • Effective implementation of differentiated instruction. to Achieving the Goal Plan to Monitor Progress Toward the Goal Action: Compare student scores on BAT 1 and BAT2 to determine growth and identify areas of need. Person or Persons Responsible: Principal and Teachers Target Dates or Schedule: Immediately when scores are published Evidence of Completion: Individual and school reports.		Plan to Monitor Progress Toward the Goal
Teacher/Principal Target Dates or Schedule: Teacher/Student Data Chats, Teacher/Principal Data Chats Evidence of Completion: Increased amount of time students spent on internet based tools and improved percentages of student mastering their benchmarks Goal #5: At least one of the lowest performing subgroups (Black & Economically Disadvantaged) will meet or exceed the 2014 Annual Measurable Objective Reading. Targets Supported • Reading - AMO's • Use district and school wide assessment tools such as BAT, FAIR, FCAT Explorer, SuccessMaker, Florida Achieves, Mini-Benchmark, and teacher wee reading tests to regularly assess, measure progress and update data to reevaluate individual student and class growth. • Educational Consultant to provide Professional Development, analyze and desegregate data and implement the new teacher evaluation tool. Targeted Barriers to Achieving the Goal Plan to Monitor Progress Toward the Goal Action: Compare student scores on BAT 1 and BAT2 to determine growth and identify areas of need. Person or Persons Responsible: Principal and Teachers Target Dates or Schedule: Immediately when scores are published Evidence of Completion: Individual and school reports.	Action: Increased percentag	e of students mastering the Benchmarks
Teacher/Student Data Chats, Teacher/Principal Data Chats Evidence of Completion: Increased amount of time students spent on internet based tools and improved percentages of studer mastering their benchmarks Goal #5: At least one of the lowest performing subgroups (Black & Economically Disadvantaged) will meet or exceed the 2014 Annual Measurable Objective Reading. Targets Supported • Reading - AMO's • Use district and school wide assessment tools such as BAT, FAIR, FCAT Explorer, SuccessMaker, Florida Achieves, Mini-Benchmark, and teacher wee reading tests to regularly assess, measure progress and update data to reevaluate individual student and class growth. • Educational Consultant to provide Professional Development, analyze and desegregate data and implement the new teacher evaluation tool. Targeted Barriers to Achieving the Goal Plan to Monitor Progress Toward the Goal Plan to Monitor Progress Toward the Goal Plan to Actiens Target Dates or Schedule: Immediately when scores are published Evidence of Completion: Individual and school reports.	Person or Persons Teacher/Principal	Responsible:
Increased amount of time students spent on internet based tools and improved percentages of students mastering their benchmarks Goal #5: At least one of the lowest performing subgroups (Black & Economically Disadvantaged) will meet or exceed the 2014 Annual Measurable Objective Reading. Targets Supported • Reading - AMO's • Use district and school wide assessment tools such as BAT, FAIR, FCAT Explorer, SuccessMaker, Florida Achieves, Mini-Benchmark, and teacher wee reading tests to regularly assess, measure progress and update data to reevaluate individual student and class growth. • Educational Consultant to provide Professional Development, analyze and desegregate data and implement the new teacher evaluation tool. Targeted Barriers • Effective implementation of differentiated instruction. • Effective implementation of a differentiated instruction. • Effective implementation of a differentiated instruction. • Effective implementation of a differentiated instruction. • Effective implemented the new teacher evaluation tool. Person or Persons Responsible: Principal and Teachers Target Dates or Schedule: Immediately when scores are published Evidence of Completion: Individual and school reports.	•	
Disadvantaged) will meet or exceed the 2014 Annual Measurable Objective Reading.         Targets Supported       • Reading - AMO's         Resources Available to Support the Goal       • Use district and school wide assessment tools such as BAT, FAIR, FCAT Explorer, SuccessMaker, Florida Achieves, Mini-Benchmark, and teacher wee reading tests to regularly assess, measure progress and update data to reevaluate individual student and class growth.         • Educational Consultant to provide Professional Development, analyze and desegregate data and implement the new teacher evaluation tool.         Targeted Barriers to Achieving the Goal       • Effective implementation of differentiated instruction.         Matter to Monitor Progress Toward the Goal       • Effective implementation of differentiate growth and identify areas of need.         Person or Persons Responsible: Principal and Teachers       • Target Dates or Schedule: Immediately when scores are published         Evidence of Completion: Individual and school reports.       • Individual and school reports.	Increased amount of	time students spent on internet based tools and improved percentages of student
Resources Available to Support the Goal       • Use district and school wide assessment tools such as BAT, FAIR, FCAT Explorer, SuccessMaker, Florida Achieves, Mini-Benchmark, and teacher wee reading tests to regularly assess, measure progress and update data to reevaluate individual student and class growth.         • Educational Consultant to provide Professional Development, analyze and desegregate data and implement the new teacher evaluation tool.         Targeted Barriers to Achieving the Goal       • Effective implementation of differentiated instruction.         • Dan to Monitor Progress Toward the Goal         Action:         Compare student scores on BAT 1 and BAT2 to determine growth and identify areas of need.         Person or Persons Responsible: Principal and Teachers         Target Dates or Schedule: Immediately when scores are published         Evidence of Completion: Individual and school reports.	Goal #5:	Disadvantaged) will meet or exceed the 2014 Annual Measurable Objective i
Available to Support the Goal       Explorer, SuccessMaker, Florida Achieves, Mini-Benchmark, and teacher weed reading tests to regularly assess, measure progress and update data to reevaluate individual student and class growth.         • Educational Consultant to provide Professional Development, analyze and desegregate data and implement the new teacher evaluation tool.         Targeted Barriers to Achieving the Goal       • Effective implementation of differentiated instruction.         Plan to Monitor Progress Toward the Goal         Action:         Compare student scores on BAT 1 and BAT2 to determine growth and identify areas of need.         Person or Persons Responsible: Principal and Teachers         Target Dates or Schedule: Immediately when scores are published         Evidence of Completion: Individual and school reports.	Targets Supported	Reading - AMO's
to Achieving the Goal Plan to Monitor Progress Toward the Goal Action: Compare student scores on BAT 1 and BAT2 to determine growth and identify areas of need. Person or Persons Responsible: Principal and Teachers Target Dates or Schedule: Immediately when scores are published Evidence of Completion: Individual and school reports.	Resources Available to Support the Goal	<ul> <li>Explorer, SuccessMaker, Florida Achieves, Mini-Benchmark, and teacher week reading tests to regularly assess, measure progress and update data to reevaluate individual student and class growth.</li> <li>Educational Consultant to provide Professional Development, analyze and</li> </ul>
Action: Compare student scores on BAT 1 and BAT2 to determine growth and identify areas of need. Person or Persons Responsible: Principal and Teachers Target Dates or Schedule: Immediately when scores are published Evidence of Completion: Individual and school reports.	Targeted Barriers to Achieving the Goal	<ul> <li>Effective implementation of differentiated instruction.</li> </ul>
Compare student scores on BAT 1 and BAT2 to determine growth and identify areas of need. Person or Persons Responsible: Principal and Teachers Target Dates or Schedule: Immediately when scores are published Evidence of Completion: Individual and school reports.		Plan to Monitor Progress Toward the Goal
Person or Persons Responsible: Principal and Teachers Target Dates or Schedule: Immediately when scores are published Evidence of Completion: Individual and school reports.	Action:	
Principal and Teachers <b>Target Dates or Schedule:</b> Immediately when scores are published <b>Evidence of Completion:</b> Individual and school reports.	•	
Immediately when scores are published Evidence of Completion: Individual and school reports.		•
Individual and school reports.	-	
on Plan for Improvement		
on Plan for Improvement		
	on Plan for Improve	ent

	Increase percentage of students achieving a level 3 or above on FCAT Science.
Barrier #2:	Insufficient professional development in science.
Strategy #1 to Overcome the Barrier	Schedule professional development for teachers in how to effectively engage students with hands on scientific experiments.
	Step #1 to Implement Strategy #1 - PD Opportunity
Action: Schedule a cons	ultant to provide training for teachers.
Person or Perso Deputy Superinte	endent
Target Dates or October and Jan	
Evidence of Cor	•
Facilitator:	ogs and follow up activity.
Participants:	rs, and teacher associates.
Plan to Monito	r Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #
Action:	
Meet with teache	rs during data chats to review their lesson plans to ensure weekly science
Meet with teache experiments. Person or Perso	ons Responsible:
Meet with teache experiments.	ons Responsible: chers.
Meet with teacher experiments. Person or Perso Principal and tea Target Dates or Biweekly Evidence of Cor	ons Responsible: chers. Schedule:
Meet with teacher experiments. Person or Perso Principal and tea Target Dates or Biweekly Evidence of Cor Lesson plans, sc	ons Responsible: chers. Schedule: npletion
Meet with teacher experiments. Person or Person Principal and tea Target Dates or Biweekly Evidence of Cor Lesson plans, sc Plan to M Action: Data will be colle	ons Responsible: chers. Schedule: npletion ience journals and weekly assessments.
Meet with teacher experiments. Person or Perso Principal and tea Target Dates or Biweekly Evidence of Cor Lesson plans, sc Plan to M Action: Data will be colle there is a positive	<ul> <li>Ans Responsible:</li> <li>Chers.</li> <li>Schedule:</li> <li>Inpletion</li> <li>ience journals and weekly assessments.</li> <li>Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #1</li> <li>Cted to determine if teachers are implementing hands on activities and to determine is impact on students understanding of science concepts.</li> <li>Ins Responsible:</li> </ul>
Meet with teacher experiments. Person or Perso Principal and tea Target Dates or Biweekly Evidence of Cor Lesson plans, sc Plan to M Action: Data will be colle there is a positive Person or Perso	<ul> <li>Ans Responsible: chers.</li> <li>Schedule:</li> <li>mpletion ience journals and weekly assessments.</li> <li>Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #1</li> <li>cted to determine if teachers are implementing hands on activities and to determine is impact on students understanding of science concepts.</li> <li>ons Responsible: ncipal</li> </ul>
Meet with teacher experiments. Person or Person Principal and tea Target Dates or Biweekly Evidence of Cor Lesson plans, sc Plan to M Action: Data will be collecthere is a positive Person or Person Teachers and Pri Target Dates or Biweekly Evidence of Cor	And the second s

Person or Person	is Responsible:
Target Dates or S	chedule:
- Fuidance of Com	
Evidence of Com	pletion
Plan to Mo	onitor Effectiveness of Strategy #2 for Overcoming Barrier #2 to Goal #1
Action:	
Person or Person	is Responsible:
Target Dates or S	chedule:
Evidence of Com	pletion:
Goal #2:	At least one of the lowest performing subgroups (Black & Economically Disadvantaged) will meet or exceed the 2014 Annual Measurable Objective in Math.
Barrier #1:	Effective implementation of differentiated instruction.
Strategy #1 to Overcome the Barrier	Analyze student data to determine individual needs of benchmarks that will be assessed.
	Step #1 to Implement Strategy #1
	achers to analyze results of mini benchmark assessments. and BAT score to needs and restructuring of grouping based on need.
Person or Person Teachers and Prine	is Responsible:
	chedule:
Target Dates or S Bi-monthly	
Bi-monthly Evidence of Com	pletion: esults of mini benchmarks and BAT scores.
Bi-monthly Evidence of Comp Data binders and r	
Bi-monthly Evidence of Comp Data binders and r Plan to Monitor I Action:	esults of mini benchmarks and BAT scores. Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2
Bi-monthly Evidence of Comp Data binders and r Plan to Monitor I Action: Data chats and les Person or Person	Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2 son plans will reflect student grouping and justification of student grouping.
Bi-monthly Evidence of Comp Data binders and r Plan to Monitor I Action: Data chats and les Person or Person Teachers and Print Target Dates or S	Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2 son plans will reflect student grouping and justification of student grouping. Is Responsible: cipal
Bi-monthly Evidence of Comp Data binders and r Plan to Monitor I Action: Data chats and les Person or Person Teachers and Print Target Dates or S Bi-monthly Evidence of Comp	Tesults of mini benchmarks and BAT scores. Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2 ason plans will reflect student grouping and justification of student grouping. Ins Responsible: cipal Schedule:

## Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2

## Action:

Teachers will meet as grade levels to review student data and discuss strategies used to reteach or provide enrichment.

### Person or Persons Responsible:

Teachers

Target Dates or Schedule: Weekly

## Evidence of Completion:

Mini benchmark assessments, lesson plans, data binders.

Goal #3:	Increase the percentage of students achieving a level four or above on FCAT Writing.
Barrier #2:	Teachers and students ability to read and implement the writing rubric.
Strategy #1 to Overcome the	Implement school-wide writing plan to ensure focus on sentence structure, conventions, and organization.

Barrier

## Step #1 to Implement Strategy #1

### Action:

Given anchor papers, students will use the strategic highlighting strategy to identify wow words, transitional words and conventions.

Person or Persons Responsible:

**Teachers and Students** 

## Target Dates or Schedule: Weekly

### **Evidence of Completion:**

Writing portfolio and writing journals.

## Step #2 to Implement Strategy #1

### Action:

Implement FCAT narrative and expository prompts school-wide to encourage students to apply the writing process.

### Person or Persons Responsible:

Teachers and Students

#### Target Dates or Schedule: Bi-weekly

## Evidence of Completion:

Writing portfolio and writing journals.

## Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #3 Action: During grade level data chats, teachers will review writing portfolios and journals to determine understanding of the writing rubric. Person or Persons Responsible:

Principal and teachers

Target Dates or Schedule: **Bi-monthly** 

## **Evidence of Completion**

Data binder and Principal Visitation Log

## Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #3

## Action:

Teachers practice scoring fourth grade student writing, using the rubric, to determine consistency in scoring.

## Person or Persons Responsible:

**Teachers and Principal** 

### **Target Dates or Schedule:** Be-weekly

## Evidence of Completion:

Writing Portfolios and Journal; Data Binders

Goal #4:	Increase the percentage of students scoring level 3 or above on FCAT Reading from 53 to 58%
Barrier #3:	Student access to FCAT Explorer, SuccessMaker, Florida Achieves and other internet-based tools
Strategy #1 to Overcome the Barrier	Increase quantity and quality of time at school for student access to the internet based programs.

## Step #1 to Implement Strategy #1 - PD Opportunity

## Action:

Restructure the English Language Arts instructional block to incorporate Learning Centers

## Person or Persons Responsible:

Principal

## Target Dates or Schedule:

Started in October and ongoing through out the academic year

## Evidence of Completion:

Walk-through observations

Facilitator: Principal

### Participants: Teachers

## Step #2 to Implement Strategy #1

## Action:

Implement bi-weekly data chats with students where progress on these internet based tools will be recorded and discussed.

## Person or Persons Responsible:

Classroom Teachers

## Target Dates or Schedule:

Immediately following the bi-weekly assessment is administered

## **Evidence of Completion:**

Completed/signed data chat forms

## Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #4

## Action:

During student data chats teachers will record and discuss students progress on the reading benchmarks, using the SuccessMaker progress reports.

## Person or Persons Responsible:

Teachers

### Target Dates or Schedule: Bi-weekly

## **Evidence of Completion**

Signed data chat forms in the teacher's data binder

## Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #4

## Action:

Data binders will be monitored by the principal to ensure the teachers are meeting, using the data to drive their instruction and promote student achievement

## Person or Persons Responsible:

Principal

## Target Dates or Schedule:

During Walk-through conferences, 2-3 times per quarter

## Evidence of Completion:

Data binders will include copies of Student/Teacher Data Chats, progress reports from SuccessMaker.

Goal #5:	At least one of the lowest performing subgroups (Black & Economically Disadvantaged) will meet or exceed the 2014 Annual Measurable Objective in Reading.										
Barrier #3:	Effective implementation of differentiated instruction.										
Strategy #1 to Overcome the Barrier	Provide Professional Development on Differentiated Instruction identifying strategies on how to analyze data and use the data to group student based on need and learning style.										
	Step #1 to Implement Strategy #1 - PD Opportunity										
Action:											
•	ule for professional development										
Person or Perso Principal	ons Responsible:										
Target Dates or Monthly	Schedule:										
Evidence of Cor Sign in sheets an	<b>mpletion:</b> Ind documentation of follow-up activities.										
Facilitator:	·										
Educational Cons	sultant and/or Principal										
Participants: Instructional staff											
Instructional stan											
Plan to Monito	r Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #5										
Action:	Thenry of implementation of Strategy #1101 Overconning Barrier #5 to Goal #5										
	oom walk-thru, informal and formal observation										
Person or Perso	ons Responsible:										
Deputy Superinte	endent, Educational Consultant, and Principal										
Target Dates or Weekly	Schedule:										
Evidence of Cor	npletion										
Classroom Walk-	thru tool and feedback log										
Plan to N	Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #5										
Action:											
Data chats											
Person or Perso Principal and tead	ons Responsible: chers										
Target Dates or	Schedule:										
Bi-weekly											
Bi-weekly Evidence of Cor Data binder											

Action:	
Person or Persons Responsible:	
Target Dates or Schedule:	
Evidence of Completion	
Plan to Monitor Effectiveness of Strategy #2	for Overcoming Barrier #3 to Goal #5
Plan to Monitor Effectiveness of Strategy #2 Action:	for Overcoming Barrier #3 to Goal #5
Action:	for Overcoming Barrier #3 to Goal #5
	for Overcoming Barrier #3 to Goal #5
Action: Person or Persons Responsible:	for Overcoming Barrier #3 to Goal #5

### Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

	rofessional development opportunities identified in the SIP as action steps to achieve the chool's goals:
	Goal #1: Increase percentage of students achieving a level 3 or above on FCAT Science.
	Barrier #2: Insufficient professional development in science.
	Strategy #1: Schedule professional development for teachers in how to effectively engage students vith hands on scientific experiments.
/	Action Step #1: Schedule a consultant to provide training for teachers.
	Facilitator leader
	Participants
	Principal, teachers, and teacher associates.
	Farget dates or schedule October and January
	Evidence of Completion and Person Responsible for Monitoring
٦	eacher sign in logs and follow up activity. Person Responsible: Deputy Superintendent)
	<b>Soal #4:</b> Increase the percentage of students scoring level 3 or above on FCAT Reading from 53 to 58%
	Barrier #3: Student access to FCAT Explorer, SuccessMaker, Florida Achieves and other internet- based tools
	Strategy #1: Increase quantity and quality of time at school for student access to the internet based programs.
	Action Step #1: Restructure the English Language Arts instructional block to incorporate Learning Centers
	Facilitator leader Principal
F	Participants Teachers
	arget dates or schedule
	Started in October and ongoing through out the academic year Evidence of Completion and Person Responsible for Monitoring
١	Valk-through observations Person Responsible: Principal)
(	

**Goal #5:** At least one of the lowest performing subgroups (Black & Economically Disadvantaged) will meet or exceed the 2014 Annual Measurable Objective in Reading.

Barrier #3: Effective implementation of differentiated instruction.

**Strategy #1:** Provide Professional Development on Differentiated Instruction identifying strategies on how to analyze data and use the data to group student based on need and learning style.

Action Step #1: Develop a schedule for professional development

Facilitator leader Educational Consultant and/or Principal

Participants Instructional staff

Target dates or schedule Monthly

Evidence of Completion and Person Responsible for Monitoring

Sign in sheets and documentation of follow-up activities. (Person Responsible: Principal)

## Appendix 2: Budget to Support School Improvement Goals

Budget items identified in the SIP as necessary to achieve the school's goals

## **Appendix D** FCAT SCORES 2010 - 2011 2011 - 2012 2012 - 2013

## TAMARAC 1c 1 FLDOE FCAT Scores for Reading: Grade 3-5 2010

## Grade 3:

	Total Test Scores								M	lean Poi	nts Earn	ed	
	% in each Achievement Level						evel		By Content				
School Name	Number of Students	Mean Developmental Scale Score	Mean Scale Score (100- 500)	1	2	3	4	5	Percent in Achievement Levels 3 and Above	Words and Phrases in Context	Main Idea, Plot, and Purpose	Comparisons and Cause/Effect	Reference and Research
CHARTER SCHOOL OF EXCELLENCE TAMARAC 1	23	1387	314	22	9	26	35	9	0 <i>L</i>	5	16	5	4

## Grade 4:

	Total Test Scores								N	Iean Poi	nts Earn	ed	
	% in each Achievement Level								By Content				
School Name	Number of Students	Mean Developmental Scale Score	Mean Scale Score (100- 500)	1	2	3	4	5	Percent in Achievement Levels 3 and Above	Words and Phrases in Context	Main Idea, Plot, and Purpose	Comparisons and Cause/Effect	Reference and Research
CHARTER SCHOOL OF EXCELLENCE TAMARAC 1	23	1541	313	9	30	39	22	0	61	5	18	8	2

## Grade 5:

	Total Test Scores								Ν	Iean Poi	nts Earn	ed	
	% in each Achievement Level								By Content				
School Name	Number of Students	Mean Developmental Scale Score	Mean Scale Score (100- 500)	1	2	3	4	5	Percent in Achievement Levels 3 and Above	Words and Phrases in Context	Main Idea, Plot, and Purpose	Comparisons and Cause/Effect	Reference and Research
CHARTER SCHOOL OF EXCELLENCE TAMARAC 1	19	1544	291	21	21	32	26	0	58	3	14	10	2
## TAMARAC 1c 1 FCAT Math 2010: 3-5 grades

Grade 3:

			Total Test	Score	es						Mean l	Points 1	Earned	
				% i1	n each A	Achieve	ement L	evel			Ву	<b>Conte</b>	nt	
School Name	Number of Students	Mean Developmental Scale Score	Mean Scale Score (100- 500)	1	2	3	4	5	Percent in Achievement Levels 3 and Above	Number Sense	Measurement	Geometry	Algebraic Thinking	Data Analysis
CHARTER SCHOOL OF EXCELLENCE TAMARAC 1	23	1426	327	4	17	39	35	4	82	8	4	4	5	5

## Grade 4:

			Total Test	Score	es						Mean l	Points I	Earned	
				% i1	n each A	Achieve	ement L	evel			By	<sup>v</sup> Conte	nt	
School Name	Number of Students	Mean Developmental Scale Score	Mean Scale Score (100- 500)	1	2	3	4	5	Percent in Achievement Levels 3 and Above	Number Sense	Measurement	Geometry	Algebraic Thinking	Data Analysis
CHARTER SCHOOL OF EXCELLENCE TAMARAC 1	23	1422	292	26	26	39	9	0	48	5	9	4	3	3

## Grade 5:

			Total Test	Score	es						Mean l	Points I	Earned	
				% i1	n each A	Achieve	ment L	evel			By	Conte	nt	
School Name	Number of Students	Mean Developmental Scale Score	Mean Scale Score (100- 500)	1	2	3	4	5	Percent in Achievement Levels 3 and Above	Number Sense	Measurement	Geometry	Algebraic Thinking	Data Analysis
CHARTER SCHOOL OF EXCELLENCE TAMARAC 1	19	1071	340	11	21	26	32	11	89	6	L	9	9	7

#### Tamarac 1 FLDOE FCAT Scores for Math: Grade 3-5 2011-2013

#### Grade 3:

				S	chool	Summ	ary of	Students Tested				
							Grad	e 3				
						Math	ematio	s Scores				
						Percent	age of S	Students by Achievement Level	b		nts Earned g Category	
Year	Students Tested	Mean Developmental Scale Score	1	2	3	4	5	Achievement Level 3 & Above**	Cat. 1	Cat. 2	Cat. 3	Cat. 4
							Brow	ard				
CHARTE	R SCHOOL OF E	XCELLENCE TAMARAC 1 (520	1)									
2011	25	203	12	20	44	16	8	68	15	6	10	NA
2012	21	207	5	29	24	29	14	67	16	7	11	NA
2013	19	198	26	21	37	11	5	53	14	6	9	NA
2011	Mathematics P	oints Possible: Grade 3							21	10	13	NA
2012	Mathematics P	oints Possible: Grade 3							21	10	13	NA
2013	Mathematics P	oints Possible: Grade 3							21	10	13	NA

## Grade 4:

								-				
							Grade	e 4				
						Math	ematic	s Scores				
					I	Percent	age of S	Students by Achievement Level	t	Mean Poi	nts Earned g Category	
Year	Students Tested	Mean Developmental Scale Score	1	2	3	4	5	Achievement Level 3 & Above**	Cat. 1	Cat. 2	Cat. 3	Cat. 4
							Browa	ard				
CHARTE	R SCHOOL OF E	XCELLENCE TAMARAC 1 (52	01)									
2011	28	207	25	32	29	11	4	43	12	7	7	NA
2012	23	213	9	35	39	13	4	57	13	8	7	NA
2013	22	217	23	9	45	5	18	68	14	6	9	NA
2011	Mathematics Po	oints Possible: Grade 4							17	11	12	NA
2012	Mathematics Po	pints Possible: Grade 4							18	10	12	NA
2013	Mathematics Po	oints Possible: Grade 4							18	10	12	NA

#### Grade 5:

							Grad	e 5				
						Mathe	emati	cs Scores				
					F	ercenta	age of	Students by Achievement Level	Ŀ	Mean Poil oy Reporting	nts Earned q Category	
Year	Students Tested	Mean Developmental Scale Score	1	2	3	4	5	Achievement Level 3 & Above**	Cat. 1	Cat. 2	Cat. 3	Cat. 4
							Brow	ard				
CHARTE	R SCHOOL OF E	XCELLENCE TAMARAC 1 (520	1)									
2011	24	214	25	46	13	17	0	29	11	7	6	NA
2012	21	219	29	14	33	19	5	57	13	6	7	NA
2013	21	216	24	33	33	10	0	43	12	6	5	NA
2011	Mathematics P	oints Possible: Grade 5							22	10	14	NA
2012	Mathematics P	oints Possible: Grade 5							22	10	14	NA
2013	Mathematics P	oints Possible: Grade 5							22	10	14	NA

\* No data are reported when fewer than ten students were tested.

\*\* Adding the percentages in Achievement Levels 3 - 5 or score points 3.5 - 6.0 may not result in the percentage reported under "Achievement Level 3 & Above" or "Percentage Scoring 3.5 & Above" due to rounding.

Note: NA indicates the FCAT 2.0 was not given for that year or is not administered for the selected grade level.

Note: The Spring 2011 FCAT 2.0 Reading and Mathematics and Spring 2012 FCAT 2.0 Science scores were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. FCAT Equivalent Scores for those years have been converted to the established FCAT 2.0 scales and are provided in this database so that stakeholders and the general public are able to see what the scores would have been if the established score scale and Achievement Levels had been approved and implemented at that time.

Note: 2012 FCAT Writing data are provided in this database because the scoring standards were the same in 2012 as in 2013; however, caution should be used when comparing 2013 results to 2012 results as students had 60 minutes to take the test in 2013 and 45 minutes to take the test in 2012. Additionally, in 2012, the standard used for the writing component of school grades was the percentage of students scoring 3.0 and above. The percentage of students scoring 3.5 and above in 2012 is provided in this table so stakeholders may know performance in 2012 for the current standard.

Note: U means Unscorable

#### Tamarac 1 FLDOE FCAT Scores for Reading: Grade 3-5 2011-2013

#### Grade 3:

				S	School	Sumn	nary of	Students Tested				
							Grade	e 3				
						Re	ading	Scores				
						Percent	age of S	Students by Achievement Level	t	Mean Poi	nts Earned q Category	
Year	Students Tested	Mean Developmental Scale Score	1	2	3	4	5	Achievement Level 3 & Above**	Cat. 1	Cat. 2	Cat. 3	Cat. 4
							Browa	ard				
CHARTE	R SCHOOL OF E	EXCELLENCE TAMARAC 1 (52	01)									
2011	25	201	16	36	28	8	12	48	6	10	9	6
2012	21	204	10	43	10	14	24	48	5	13	7	6
2013	19	190	32	26	21	16	5	42	6	9	8	5
2011	Reading Points	s Possible: Grade 3						•	8	16	12	9
2012	Reading Points	s Possible: Grade 3							7	20	10	8
2013	Reading Points	s Possible: Grade 3							8	16	13	8

\* No data are reported when fewer than ten students were tested.

\*\* Adding the percentages in Achievement Levels 3 - 5 may not result in the percent reported under "Level 3 and Above" due to rounding.

Note: NA indicates the test was not given for that year or is not administered for the selected grade level.

Note: The Spring 2011 FCAT 2.0 Reading and Mathematics and Spring 2012 FCAT 2.0 Science scores were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. FCAT Equivalent Scores have been converted to the new FCAT 2.0 scales and are provided in this database so that stakeholders and the general public are able to see what the scores would have been if the new score scale and Achievement Levels had been approved and implemented at that time.

#### Grade 4:

							Grad	e <b>4</b>				
						Re	ading	Scores				
					I	Percent	age of S	Students by Achievement Level	t		nts Earned g Category	
Year	Students Tested	Mean Developmental Scale Score	1	2	3	4	5	Achievement Level 3 & Above**	Cat. 1	Cat. 2	Cat. 3	Cat. 4
							Brow	ard				
CHARTE	R SCHOOL OF E	XCELLENCE TAMARAC 1 (52	01)									
2011	28	209	14	18	46	18	4	68	4	13	7	6
2012	23	213	13	30	26	22	9	57	6	12	8	6
2013	22	216	9	32	23	14	23	59	6	11	8	5
2011	Reading Points	Possible: Grade 4							7	19	11	8
2012	Reading Points	Possible: Grade 4							8	16	13	8
2013	Reading Doints	Possible: Grade 4							9	16	12	8

are reported when fewer than ten students were tested. No data

\*\* Adding the percentages in Achievement Levels 3 - 5 may not result in the percent reported under "Level 3 and Above" due to rounding.

Note: NA indicates the test was not given for that year or is not administered for the selected grade level.

Note: The Spring 2011 FCAT 2.0 Reading and Mathematics and Spring 2012 FCAT 2.0 Science scores were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. FCAT Equivalent Scores have been converted to the new FCAT 2.0 scales and are provided in this database so that stakeholders and the general public are able to see what the scores would have been if the new score scale and Achievement Levels had been approved and implemented at that time.

#### Grade 5:

							Grad	le 5				
						Rea	nding	Scores				
					F	Percenta	age of	Students by Achievement Level	Ŀ		nts Earned q Category	
Year	Students Tested	Mean Developmental Scale Score	1	2	3	4	5	Achievement Level 3 & Above**	Cat. 1	Cat. 2	Cat. 3	Cat. 4
							Brow	vard				
CHARTE	R SCHOOL OF E	XCELLENCE TAMARAC 1 (520	)1)									
2011	24	209	33	29	17	21	0	38	5	9	8	4
2012	21	217	19	24	33	19	5	57	6	8	5	9
2013	21	214	29	14	43	10	5	57	6	8	7	6
2011	Reading Points	Possible: Grade 5							8	17	12	8
2012	Reading Points	Possible: Grade 5							9	14	8	14
2013	Reading Points	Possible: Grade 5							10	15	11	9

\* No data are reported when fewer than ten students were tested.

\*\* Adding the percentages in Achievement Levels 3 - 5 may not result in the percent reported under "Level 3 and Above" due to rounding.

Note: NA indicates the test was not given for that year or is not administered for the selected grade level.

Note: The Spring 2011 FCAT 2.0 Reading and Mathematics and Spring 2012 FCAT 2.0 Science scores were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. FCAT Equivalent Scores have been converted to the new FCAT 2.0 scales and are provided in this database so that stakeholders and the general public are able to see what the scores would have been if the new score scale and Achievement Levels had been approved and implemented at that time.

## Appendix E

## Pupil Progression Policy



### CSE Pupil Progression Policy This policy outlines the criteria for promotion.

To ensure the standards for quality instruction, provide equal educational opportunities to all students, and ensure that No Child is Left Behind, the criterion for promotion is as follows:

Kindergarten Primary Criteria	First Grade Primary Criteria	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<ul> <li>Identify 48 out of 52 letter names.</li> <li>Identify 20 out of 26 letter sounds</li> <li>Understand 15 of 21 concepts of print</li> </ul>	• Score at or above 60% on the Primary End of the Year Reading Assessment.	• Score at or above 70% on the Primary End of the Year Reading Assessment.	• Score at Level 2 or higher on the FCAT 2.0 Reading Test.	<ul> <li>Score at Level 2 or higher on the FCAT 2.0 Reading and Math Test.</li> </ul>	<ul> <li>Score at Level 2 or higher on the FCAT 2.0 Reading and Math Test.</li> </ul>
Kindergarten Secondary	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Criteria	Secondary Criteria	Secondary Criteria	Secondary Criteria	Secondary Criteria	Secondary Criteria
• NA	• At or above the 40 <sup>th</sup> percentile on the SDRT in reading comprehension.	• At or above the 40 <sup>th</sup> percentile on the SDRT in reading comprehension.	<ul> <li>A score of 70% or higher for each of the fourteen reading benchmarks on the Third Grade Reading Portfolio.</li> <li>A score at or above the 45<sup>th</sup> percentile or higher on the SAT-10 in Reading</li> </ul>	• At or above the 40 <sup>th</sup> percentile on the SDRT-10 test in reading comprehension and the SDMT in math.	• At or above the 40 <sup>th</sup> percentile on the SDRT-10 test in reading comprehension and the SDMT in math

\*SDRT – Stanford Diagnostic Reading Test

\*SDMT – Stanford Diagnostic Math Test

\*SAT-10 – Stanford Achievement Test

**If your child does not meet the criteria they will be retained.** It is important to know that students can be retained twice in Elementary School. Summer school <u>may</u> be a promotion option for students who do not meet criteria in grades 2 and 3 only. Information on summer school is disseminated in the spring per the local district.

We appreciate your continued support in your child's education.

#### **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. Projected Five-Year Budget

## Appendix A

## **Five-Year Projection Report**

#### 5201 Charter School of Excellence, Inc. Tamarac 1 2015-19 Budget

	2014-15	2015-16	2016-17	2017-18	2018-19
	245	245	245	245	245
Ordinary Income/Expense					
Income					
3200 · FTE Income	1,615,675.00	1,631,831.75	1,648,150.07	1,664,631.57	1,681,277.88
3202 · Merit Award Program (MAP)	11,000.00	11,110.00	11,221.10	11,333.31	11,446.64
3203 - Lead Program	1,875.00	1,893.75	1,912.69	1,931.81	1,951.13
3208 - Title I Income	30,000.00	30,300.00	30,603.00	30,909.03	31,218.12
3210 · Capitol Income	104,125.00	105,166.25	106,217.91	107,280.09	108,352.89
3450 · Food Service Income	69,854.40	71,251.49	72,676.52	74,130.05	75,612.65
3452 · Before & After Care	60,000.00	60,600.00	61,206.00	61,818.06	62,436.24
3489 · Fund Raisers	7,000.00	7,070.00	7,140.70	7,212.11	7,284.23
3492 · Book Fair	5,500.00	5,555.00	5,610.55	5,666.66	5,723.32
3496 - Field Trip	500.00	500.00	500.00	500.00	500.00
Total Income	1,905,529.40	1,925,278.24	1,945,238.54	1,965,412.69	1,985,803.11
Gross Profit	1,905,529.40	1,925,278.24	1,945,238.54	1,965,412.69	1,985,803.11
	1,000,020.10	1,020,270.21	1,010,200.01	1,000,112.00	1,000,000.11
Expense	407 000 00	400 044 00	500 000 00	547 000 54	507 000 05
5000 · Salaries - Teachers	487,200.00	496,944.00	506,882.88	517,020.54	527,360.95
5651 · Classroom Costs	94,500.00	95,445.00	96,399.45	97,363.44	98,337.08
5652 · Other General Expenses	3,400.00	3,434.00	3,468.34	3,503.02	3,538.05
6120 · Bank Service Charges	1,000.00	1,010.00	1,020.10	1,030.30	1,040.60
6160 · Dues and Subscriptions	6,700.00	6,767.00	6,834.67	6,903.02	6,972.05
6180 · Insurance	3,400.00	3,434.00	3,468.34	3,503.02	3,538.05
6190 · Instructional Support Services	16,200.00	16,362.00	16,525.62	16,690.88	16,857.78
6300 · Instruction & Curriculum Dev	22,900.00	23,129.00	23,360.29	23,593.89	23,829.83
6450 · Contract Labor	0.00	0.00	0.00	0.00	0.00
6550 · Office Supplies	10,500.00	10,605.00	10,711.05	10,818.16	10,926.34
6560 · Payroll Expenses	5,700.00	5,757.00	5,814.57	5,872.72	5,931.44
6600 · Professional Fees	81,000.00	81,810.00	82,628.10	83,454.38	84,288.92
7100 · Payroll Taxes	56,800.00	57,368.00	57,941.68	58,521.10	59,106.31
7300 · Salaries Administrative	254,700.00	257,247.00	259,819.47	262,417.66	265,041.84
7301 · Administrative Costs	3,100.00	3,131.00	3,162.31	3,193.93	3,225.87
7401 · Building Acquisition Expense	213,300.00	217,566.00	221,917.32	226,355.67	230,882.78
7500 · Fiscal Services	128,200.00	129,482.00	130,776.82	132,084.59	133,405.43
7600 · School Lunch Program	75,500.00	76,255.00	77,017.55	77,787.73	78,565.60
7720 · Information Services	6,700.00	6,767.00	6,834.67	6,903.02	6,972.05
7730 · Staff Services/Benefits	94,500.00	95,445.00	96,399.45	97,363.44	98,337.08
7790 · Salaries - Other Support	51,300.00	52,326.00	53,372.52	54,439.97	55,528.77
7800 · Transportation	95,600.00	96,556.00	97,521.56	98,496.78	99,481.74
7900 · Salaries - Custodial & Security	36,300.00	36,663.00	37,029.63	37,399.93	37,773.93
7901 · Operating Expenses	51,300.00	51,813.00	52,331.13	52,854.44	53,382.99
8100 · Repairs & Maintenance	20,200.00	20,604.00	21,016.08	21,436.40	21,865.13
Total Expense	1,820,000.00	1,845,920.00	1,872,253.60	1,899,008.02	1,926,190.63
Net Ordinary Income	85,529.40	79,358.24	72,984.94	66,404.66	59,612.48
t Income	85,529.40	79,358.24	72,984.94	66,404.66	59,612.48

Net

School District:

#### Revenue Estimate Worksheet for Charter School of Excellence #5201 Charter School Based on the First Calculation of the FEFP 2013-14

Broward

1. 2013-14 FEFP State and Local Funding	<b>A</b> A <b>ZE</b> A AA		· cc / · 1	1.02	26		
Base Student Allocation	\$3,752.30	District Cost D	ifferential:				
		_			eighted		13-14 Base
P		Progra			FTE		ing WFTE x
Program (a)	Number of FTE (b)	Cost Fa (c)		(0	o) x (c) (d)	BS	A x DCD (e)
101 Basic K-3	149.00	1.12			167.6250	¢	643,76
111 Basic K-3 with ESE Services	12.00	1.12			13.5000		51,84
102 Basic 4-8	44.00				44.0000		168,98
112 Basic 4-8 with ESE Services	5.00	1.00			5.0000		19,20
103 Basic 9-12					0.0000		,
113 Basic 9-12 with ESE Services		1.01			0.0000		-
254 ESE Level 4 (Grade Level PK-3)		3.55	8		0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.55	8		0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.55	8		0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.08	9		0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.08	9		0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.08	9		0.0000		-
130 ESOL (Grade Level PK-3)	35.00	1.14			40.0750		153,90
130 ESOL (Grade Level 4-8)		1.14			0.0000		-
130 ESOL (Grade Level 9-12)					0.0000	-	-
300 Career Education (Grades 9-12)		1.01	1		0.0000		-
Totals	245.00	_			270.2000	\$	1,037,69
			Matrix	Cu	arantee		
. ESE Guaranteed Allocation:	FTE	Grade Level	Level		Student		
- Additional Funding from the ESE -	12.00	PK-3	251	\$	1,058	\$	12,69
Guaranteed Allocation. Enter the		PK-3	252	\$	3,418	\$	-
FTE from 111,112, & 113 by grade –		PK-3	253	\$	/	\$	-
and matrix level. Students who do –	5.00	4-8	251	\$	1,187	\$	5,93
not have a matrix level should be –		4-8	252	\$	/	\$	-
considered 251. This total should -		4-8	253	\$	7,102	\$	-
equal all FTE from programs 111, –		9-12	251	\$		\$	•
112 & 113 above.		9-12	252	\$	3,204	\$	-
	15.00	<u>9-12</u>	253	\$ 	6,760	\$	-
Total FTE with ESE Services	17.00	1	otal from l	ESE G	uarantee	\$	18,63
8. Supplemental Academic Instruction:							
District SAI Allocation	\$ 53,067,95					Student	
divided by district FTE (with eligible services)	257,63	37.67		\$	206	\$	50,47
I. Reading Allocation: Charter Schools should contact their school district s	sponsor regarding eligi	bility and distribution	on of readi	na alloo	cation fund	s.	
		al Base Funding,		-			1,106,79
	104	ii base i ununig,		antee,		φ	1,100,75
5. Class size Reduction Funds:							
<u>_</u>		X Allocation fact					
PK - 3 221.2000	1.0235	1320.15	=		298,880		
4-8 49.0000	1.0235	900.48	=		45,160		
9-12 0.0000	1.0235	902.65	=		0		

6A. Divide school's Weighted FTE (WFTE) to	tal computed					
in (d) above:	270.2000	_by distr	ict's WFTE:	280,	213.62	
to obtain school's WFTE share.					0.0964%	
6B. Divide school's Unweighted FTE (UFTE) t	total computed					
in (b) above:	245.00	by distr	ict's UFTE:	257,	637.67	
to obtain school's UFTE share.		_			0.0951%	
	Letters Refe	r to Notes	At Bottom:			
7. Other FEFP (WFTE share)		(a)	6,135,390	х	0.0964%	\$ 5,915
Applicable to all Charter Schools:		_				
Declining Enrollment	0					
Sparsity Supplement	0					
Program Related Requirements: Safe Schools	6,135,390					
Lab School Discretionary	0,155,570					
8. Discretionary Local Effort (WFTE share)	-	( <b>d</b> )	98,260,848	x	0.0964%	\$ 94,723
9. Discretionary Millage Compression Allocati	on	_				
.748 mills (UFTE share)		<b>(b)</b>	0	х	0.0951%	\$ -
10. Proration to Funds Available (WFTE shar	<b>e</b> )	(a)	0	x	0.0964%	\$ -
11. Discretionary Lottery (WFTE share)		(a)	0	x	0.0964%	\$ -
12. Instructional Materials Allocation (UFTE s	share)	<b>(b)</b>	19,884,665	х	0.0951%	\$ 18,910
Dual Enrollment Instructional Materials	s Allocation (See	footnote i	below)			
13. Student Transportation		(e)				
Enter	· All Riders	_		х	############	\$ -
Enter	ESE Student R	tiders		x	###########	\$ -
14. Teacher Salary Allocation (WFTE share)		(j)	46,981,326	x	0.0964%	\$ 45,290
15. Florida Teachers Lead Program Stipend						
16. Food Service Allocation		(g)				
17. Performance Pay Plan						
					Total	\$ 1,615,675
18. Funding for the purpose of calculating the	administrative fe	e for ESE	Charters.		( <b>h</b> )	

If you have more than a 75% ESE student population please place a 1 in the following box: \$

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

(j) The Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013-45, Laws of Florida.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

#### **Appendices – Organizational Performance**

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

- A. Annual Food Sanitation Certificate
- B. Safety Inspection Audit Report (2012-2013)
- C. Fire Alarm System Inspection Report (2012)
- D. Governance Board Member Refresher Training
- E. Certificates of Completion for Governance Board Training
- F. The Charter Schools of Excellence Governing Board Bylaws
- G. Notification of Board Meetings Website and Newsletter
- H. 2013 The Charter Schools of Excellence Employee Handbook
- I. Certification Self-Audit Report
- J. Parent Handbook

## Appendix A

## Annual Food Sanitation Certificate

THE A T LEVEL		FLORIDA T OF HEALTH	North	EH: (954) 467-4700 X 3460
HEALTH	ANNUAL SANITAT			September 2013
	Group Care - (	Charter School		
	Audit Control #:	06-BID-19935 <b>77</b>	Permit Numbe	r 06-51-00754
Issued To: T <b>he Char</b> 7595 NW Tamarac,		: 	Permit Expires	on 9/30/2013 12;00:0
1217 SE 3	<b>chools of Excellence, Inc.</b> 3 Avenue erdale, FL 33316	Licen	400 A	ounty. Broward mount pa \$100.00 ate paid 09/11/2012 ssue date 10/11/2012 12:0
Prgm: 51 No	rth EH		Enviro.	ty Health Department - nmental Health
ORIGINAL - CUSTOM (N	Ion-Transferable) DISPLAY CERTIFICATE IN A	CONSPICUOUS PLACE	780	SW 24 Street

ADDRESS       7595 NW 61 Street       CHY Tamarac       Incomplete         ADDRESS       7595 NW 61 Street       CHY Tamarac       OUT OF BUSINES:         OWNER       Charter Schools of Excellence, Inc.       ZIP       33321       Correct Violations I         FERSON IN       EMAIL       Thessl@charterschool com       Sto AM on       Sto AM on         EEMAIL       Thessl@charterschool com       Sto AM on       Sto AM on       Resuberchol Date         11/25       11.46       02/01/2013       31675       0.651-00754       Resuberchol Date         As per section 120.606 of the Florida Statutes (FS), the Florida Jammes as a "Video of Non-Compliance. For any violations in the period Administrative Statutes (FS), the Florida Jammes as a "Video of Non-Compliance. For any violations in the period Administrative Statutes (FS), the Florida Jammes as a "Video of Non-Compliance. For any violations in the period Administrative Statutes (FS), the florida Jammes as a "Video of Non-Compliance. For any violations in the period Administrative Statutes (FS), the florida Jammes as a "Video of Non-Compliance. For any violations in the period Administrative Statutes (FS), the florida Jammes as a "Video of Non-Compliance. For any violations in the period Administrative Statutes (FS), the florida Jammes as a "Video of Non-Compliance. For any violations in the period Administrative Statutes (FS), the florida Jammes as a "Video of Non-Compliance. For any violations in the period Administrative Statutes (FS), the florida Jammes as a "Video of Non-Compliance. For any violations and period Statutes (FS), the florida Jammes as a "Video Compliance. For any	PURPO SE: CONSTRUCT, CONSTRUCT, COMPLAINT QA SURVEY OTHER	199601/-80.251939  REINSPECTION CHANGE OF OWNER CONSULTATION EPIDEMIOLOGY PREOPENING The Charter School	DI COUL TYPE: Charter	IC PRIV STATE OF EPARTMEN NTY HEALT PUBLIC PRIV INSPECTION r School	FLORIDA T OF HEAI H DEPAR VATE SCH ON REPOR		FEMALES 199	MALES 171	-	RESULT	sfacto	
OWNER PERSON IN CRARGE       Charter Schools of Excellence, PHONE       21P       33321       Correct Violations I Correct Violations I Sold AM on Rest Insestig/Charterschool com         BEMALL       Inessig/Charterschool com       Sold M on Rest Insestig/Charterschool com       Sold M on Rest Insection AM ON Rest Insection AM Rest Insection AM Rest Insection AM ON Rest	ADDRESS	7595 NW 61 Stree	t		ситу Тал	narac					C 10.0	
PERSON N       Charter Schools of Excellence,       PHONE       (954) 522-2997       Correct Violations II         EMAIL       1 nessi@charterschool com       Mexit inspection       Mexit inspection         BEOM TME       Bito TME       Date Alsessee       POINTON #       Ensuring Accurres - PERMIT NUMBER       Resistence         1125       11.46       02/01/2013       31675       06-51-00754       Resistence         Argument and Charter Schools of the Florida Situatives (FS), this form will some as a "Nectica of Non-Compliance. for any violations noted. Hems marked below violates and Charter Schools and School		and the second states of	Constant Street St.	ic.	100					D ou	TOFI	BUSINES
EMAIL       1.nessl@chatterschool.com       Image: Status       Position       Ref Hight Status       Position       Image: Status       Position	PERSONIN	The second second					522-2997			Соп	ect Vi	olations
Chart         Construction           11:25         11:46         02/01/2013         31675         06-51-00754           As par section 120:05 of the Flyrids Statute (FS), this form will serve an a "Molice of Non-Compliance: for any localizing and the florids and the florid and the florids and the florid and the florid					FIIONE	(004)	22 2351			X		Construction of the
11:25       11.46       02/01/2013       31675       06:51-00754         As per section 120:605 of the Florida Statutes (F3), this form will some as a "Notice of Non-Compliance: for any violations noted, terms marked below violate in section above. Continued dependent of this facility willout masking tess corrections is a violation of Chapter 64E-13 and 64E-11, FAC, and Chapter 381, FS: Failute to correct violations may result in an administrative time or other legal action being initiated or continued.         SCHOOL SANITATION       1. School Ske       2. Nechanical Ventilation       15. Handwash Facilities       LIQUID/SOLID WASTE       SAFETY         1. School Ske       2. Nechanical Ventilation       15. Handwash Facilities       LIQUID/SOLID WASTE       SAFETY         1. School Ske       2. Nechanical Ventilation       15. Handwash Facilities       LIQUID/SOLID WASTE       SAFETY         2. Playground Equipment       9. Mechanical Ventilation       15. Showers/Fitures       21. Sewage Disposal       26. First Aid KX         BUILDINGS       10. Providea/Accessible       WATER SUPPLY       VECTOR/VERNIN       27. Food Insp. Rpt.         COMMENTS AND INSTRUCTIONS       12. Totel Facilities       Mainteined       23. Infestation/Control       28.         Coerreed Woldston H110 Dre totale holder braken in gifts bathroam       20. Approved Source       25. Water Collection/Drainage         Coerreed Woldston H110 Dre totale holder braken in gifts bathroam       20. Appr				DOSITION #	EXI	TING FACILI		NUMBER	-			THI CARE
As per section 120 605 of the Florids Statutes (FS); this form will serve as a "Notice of Non-Compliance: for any violations noted. Items marked below violate, section above: Confined dentiation of the facility willow data administrative Code (FAQ) and must be corrected will the time period indicated in the "Focusts section above: Confined dentiation of the facility willow data administrative Code (FAQ) and must be corrected will the time period indicated in the "Focusts section above: Confined dentiation of the facility willow data administrative Gode (FAQ) and must be corrected will the time period indicated in the "Focusts section above: Confinued dentiation of the facility willow data administrative to control violations and violatino violatis violating and violations and violation ana	and and a second		Contractor and		EAU	201		C. South and a second	-	AC.	an arec	HUN DATE
Observed Violation #11 One toilet holder broken in girls bathroom.         Code Reference FAC: Cleanliness & Repair 64E-13.004(6)(a). Walls to a height of at least 4' feet toilet partitions and floor of all toilet rooms shall be finished with impervious materials. All plumbing fotures shall conform to the provisions of the local plumbing code. All group toilet rooms shall be provided with at least one (1) floor drain and (1) hose bib. The floor shall be sloped to the drain. Deodonzers shall not be used in toilet rooms.         First Aid kit supplies provided         INSPECTION CONDUCTED BY:       Juanita Marshall         INSPECTION COND SIGNATURE       Juanita Marshall         PHONE:       (954) 467-4700 ex. 3455         943-786-4816       943-786-4816	1. Schu     2. Play     3. Athle     BUILDING     4. Con	ool Site L rground Equipment C etic Equipment SS C struction C	9. Mechanical SANITARY FACIL 10. Provided/Ad 11. Cleanliness	Ventilation	16. Showen 17. Shower ATER SUPPI 18. Installed	s/Fixtures Water Ter _Y /Operated	21 mp. 22 VECT V CONT	Sewage D Solid Was OR/VERMII ROL	isposal te N	26 FOOD 27. OTHER	First A Food I	
INSPECTION COND SIGNATURE Stunt 943-786-4816	1. Schu 2. Play 3. Athle BUILDING 4. Con 5. Mair 6. Ligh	ool Site L rground Equipment stic Equipment ss struction ting/Foot-Candies	9. Mechanical SANITARY FACIL 10. Provided/Ad 11. Cleanliness 12. Toilet Facilit 13. Separation	Ventilation	<ol> <li>Showers</li> <li>Shower</li> <li>Shower</li> <li>Shower</li> <li>ATER SUPPI</li> <li>Installed Maintain</li> <li>Drinking</li> <li>Approve</li> </ol>	s/Fixtures Water Ter Y Operated ed Fountains d Source	21 mp: 22 VECT / CONT 23 24 24 24	Sewage D Solid Was OR/VERMII ROL Infestation Brush/Tra	isposal te <b>N</b> /Control sh	26 FOOD 27 OTHER 28 29	First A Food I	
	1. Schu     2. Play     3. Athle     BUILDING     4. Con     5. Mair     6. Ligh     7. Hea  Observed Vio Code Referer be finished wi be provided v	ool Site L rground Equipment S stic Equipment S struction L ting/Foot-Candles L ting/Foot-Candles L ting, Ventilation, A/C C lation #11 One toilet hu noe FAC: Cleanliness & th impervious materials with at least one (1) floo	9. Mechanical SANITARY FACILI 10. Provided/Ad 11. Cleanliness 12. Toilet Facilit 13. Separation 14. Fixture Rab older broken in girls Repair 64E-13.004 All plumbing fixture	Ventilation	<ol> <li>Showers</li> <li>Showers</li> <li>Shower</li> <li>Shower</li> <li>Installed Maintain</li> <li>Drinking</li> <li>Approve</li> <li>Approve</li> <li>Approve</li> <li>TS AND INS</li> <li>a height of at to the provisi</li> </ol>	s/Fixtures Water Ter VOperated ed Fountains of Source TRUCTIO least 4' feons of the l		Sewage D Solid Was OR/VERMII ROL Infestation Brush/Tra Brush/Tra Water Co	isposal te /Control sh llection/E por of all t group to	26 FOOD 27 OTHER 28 29 brainage	First A Food ( shall	
	1. Schu     2. Play     3. Athle     BUILDING     4. Con     4. Con     5. Mair     6. Ligh     7. Hea  Observed Vio Code Referen be finished wi be provided v  First Aid kit su	ool Site L rground Equipment etic Equipment SS L struction L intenance & Repair L ting/Foot-Candles L ting, Ventilation, A/C L Internation #11 One toilet has a thimpervious materials with at least one (1) floor upplies provided N CONDUCTED BY:	9. Mechanical SANITARY FACIL 10. Provided/Ad 11. Cleanliness 12. Toilet Facilit 13. Separation 14. Fixture Rab older broken in girls Repair 64E-13.004 . All plumbing fixture or drain and (1) hose Juanita Mars	Ventilation	16. Showers 17. Showers ATER SUPPI 18. Installed Maintain 19. Drinking 20. Approve TS AND INS a height of at to the provisi hall be sloped	s/Fixtures Water Ter VOperated ed Fountains of Source TRUCTIO least 4' feons of the l		Sewage D Solid Was OR/VERMII ROL Infestation Brush/Tra Water Co Itions and file Ing code. All zers shall no	Isposal te VControl sh llection/D por of all t group to t be used	26. FOOD 27. OTHER 28. 29. brainage collet rooms is in toilet rooms is in toilet rooms of the training of the trainin	First A Food ( shall hall oms.	nsp. Rpt.

#### STATE OF FLORIDA DEPARTMENT OF HEALTH COUNTY PUBLIC HEALTH UNIT Public/Private School



Name:

Date: 02/01/2013

Identification No:

Comments and Instructions (Continued from Page 1):

Copy of Report Received By:

DH 4104, 4/96 (Stock Number: 5744-000-4104-8) Inspector Juanita Marshall

Page 2

## **Appendix B**

## **Comprehensive Safety Inspection Audit**

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

1

Thomas J. Keane #41712 Municipal Firesafety Inspector

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

Fiscal Year: 2012-2013

[x] Fire Safety

Broward County School District - Charter Schools Charter School of Excellence @ Tamarac 1 Loc. No: 5201 7595 NW 61 Street Tamarac, FL 33321 (954) 721-8902

[x] Casualty

[x] Sanitation

Initial Inspection Oct 04, 2012

Tamarac Fire Rescue 6000 Hiatus Road Tamarac, FL 33321 (954) 597-3800

\* Mark Micciche #53037 Municipal Firesafety Inspector (Fire Violations only)

1	69A-58	Pri	Lo	ocation	Туре	Est.	Deficiency Description and	# of	Scheduled for	Current	
	No. Sub Para.		Bldg No.	Room No.	Def. M-O-C	Cost	Corrective Action Required	Times Cited	Correction Not Later Than	Year Status	Work Order #
	16 c 1	C	P	017			Repair battery lighting Malfunctioning emerg.lgt. in portable 17.		· · · · · · · · · · · · · · · · · · ·		
	cs 01 20	В	P	018			Repair unsafe/broken equipment Repair broken pickets both sides of ramp.				
	10 d8 1	В	POR	000			install railing open side stairs Handrails shall extend depth tread @ btm.riser.	2			
	09 a 5	E	CAF	000			check flame spread interior surfaces All wood finishes to have Class "C" flame spr.	2			
	02 d2 2	В	CAF	9599			Rpr/Rpl sidewalk (concrete) Fill/Grate downspout hole adj.to entr.to cafe.	1			
	16 c 1	С	CAF	CAFETERI			Repair battery lighting Girls Group toilet in cafeteria.				
	cs 01 20	В	CAF	CAFETERI			Repair unsafe/broken equipment Prov.secured keepers for all cafe blind cords				
1	cs 01 20	В	CAF	CAFETERI			Repair unsafe/broken equipment Repair blind cord keeper SW side by stool.	1.111			
	16 f1 09	В	CAF	CAFETERI			remove extension cords By mirrored wall.				
1	16 a 2	С	CAF	CAFETERI			repair electric exit sign Exit light out over SE exit door from cafeteria			С	
	09 c1 01	В	POR	000			install proper hardware (door) Lever hrdwre, on both sides of comm. door.	2			
1	10 d8 1	В	POR	000			install railing open side stairs Handrails shall extend 12" beyond, top riser.	2			
	10 d8 1	В	POR	000			install railing open side stairs. Ramp handrails extend 18" at lop & bot.	2			
	13 f2 2	C	POR	9699			remove unsafe/unclean furniture from use Remove concrete patio furniture frm.stud.area.	1			

The remainder of this page intentionally left blank.

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

2

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

#### Fiscal Year: 2012-2013

Broward County School District - Charter Schools Charter School of Excellence @ Tamarac 1 Loc. No: 5201 7595 NW 61 Street Tamarac, FL 33321 (954) 721-8902 Initial Inspection: Oct 04, 2012

Tamarac Fire Rescue 6000 Hiatus Road Tamarac, FL 33321 (954) 597-3800

ų	69A-58	Pri	Lo	cation	Туре	Est.	Deficiency Description and	# of	Scheduled for	Current	The second second
	No. Sub Para.		Bldg No.	Room No.	Def. M-O-C	Cost	- Corrective Action Required	Times Cited	Correction Not Later Than		Work Order
	10 L d	в	0	000		7	install fish numbers All areas, Closets, etc	3			
	00 02 88	В	1	000		1	Secure bookcase/cabinet/shelving to wall All shelving in all classrooms.	1			
	13 a2 a6	в	1	000			remove improperly stored chemicals Secure all cleaning chemicals in clsrms.			С	1
	09 60 01	в	1	004	11		repair ceiling tiles Replace missing ceiling tile.			1	
	16 f2 02	в	1	007			install light covers Need cover for bulb light fixture.	1			
	09 c0 01	в	1	007			repair walls Drywall water damaged in mechanical room.			1	
	16 c 1	С	1	008			Repair battery lighting O/S#8 above gls.doors malf.emerg.lgt&exit sign.				
	16 c 1	С	1	008		-	Repair battery lighting	U		С	
	10 d8 1	в	1	008			install railing open side stairs 34"-38" high extended12" top and bottom.	2			
	09 c0 01	в	1	009			repair walls Cover opening at cleanout in toilet room.	1			
	16 f1 02	В	1	012			install electric receptacle cover Replace cracked receptacle cover.				
	16 a 2	C	1	015			repair electric exit sign Wall mounted directional exit sign not operable				
	cs 01 05	В	1	016	-		Repair/Secure Electrical Panel Box Keep CER room door locked.	1.4		-	
	10 e 5	E	1	016			seal vertical openings CER Room fire caulk vert.opening through tile.				
	16 e 2	D	1	FACP			repair fire alarm system Correct all items listed in annual insp.report.				
	02 c 03	В	1	9599			fence in electric transformer (8') Fence in pad mtd. A/Cs South side bldg.6'high.	1.			1
	02 c 03	В	1	9599			fence in electric transformer (8') Fence upright elec.serv.by transformer 8'high				
	02 d5 3	В	1	9698		7	repair holes in asphalt driveway Washout west end of driveway.	14			
	02 c8 2	в	1	9699			repair fence Continue fence around pad mtd. A/C adj. plygrd	2		10	
	10 b5 a	С	1	ADMIN			install railings min 24" on windows Nd.chairrails1-1/2",24"-36"aff all gls.sidelgts				
	16 c 1	С	1	TOILET			Repair battery lighting In girls group toilet.				
	10 b5 a	C	1	CLSRMS.	_		install railings min 24" on windows Nd.chairrails1-1/2",24"-36"aff all gls.sidelgts	Π			
	10 b5 a	С	1	CORRIDOR			install railings min 24" on windows Nd chairrails1-1/2",24"-36"aff all gls sidelgts				
	cs 01 05	В	1	MAINELEC			Repair/Secure Electrical Panel Box Keep main elec.room locked with key in Knox				
	16 f1 01	В	1	MAINELEC			install junction box cover Open junction box adjacent to FACP				
	16 g 02	F	1	RECEPTIO		1	discontinue use of piggybacked surge strips Below reception desk.				
	16 f1 09	В	1	RECEPTIO			remove extension cords	1			

Status Codes: C-Completed V-Void R-Remodeled X-Demolished T-Transferred 26Under Construction

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

3

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

Fiscal Year: 2012-2013

Broward County School District - Charter Schools Charter School of Excellence @ Tamarac 1 Loc. No: 5201 7595 NW 61 Street Tamarac, FL 33321 (954) 721-8902 Initial Inspection: Oct 04, 2012

Tamarac Fire Rescue 6000 Hiatus Road Tamarac, FL 33321 (954) 597-3800

	69	A-	58	Pri	Lo	cation	Туре	Est	Deficiency Description and	# of	Scheduled for	Current	
ľ	NI.	S	Sub	1	Bldg	Room	Def.	Cost		Times	Correction Not		Work Order #
	No	F	Para		No.	No.	M-O-C		Corrective Action Required	Cited	Later Than	Status	and the second
ĺ	09	bO	01	В	1	UTILITYC	0.00		repair ceiling tiles				
									Replace damaged ceiling tiles utility closet.			1.5	
	•	*	•	•	2	1. C			*No violations for this building		1		
	11	h2	2	в	9699	COURT			Provide pad around basketball poles Provide pads to 6' height.	2			
	02	£.	10	в	9699	PLYGRD.			Playground: Need proper clearance for equip Soft surface must extend 6' out frm. equip.	2		0	

Total Non-Fire Safety Deficiencies 13

 Total Fire Safety Deficiencies(\*):
 28
 (Includes 0 Serious Life Safety Deficiencies\*\*)

 Total Deficiencies Cited:
 41

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 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

We do not agree with all the finding -Heis report.

Signature Date

10

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

1

Cont

Thomas J. Keane #41712 Municipal Firesafety Inspector 9545973810

[x] Sanitation

Comprehensive Safety Inspection Audit State Requirements for Educational Facilities

Broward County School District - Charter Schools

Charter School of Excellence @ Tamarac 1 Loc. No: 5201 7595 NW 61 Street Temarac, FL 33321 (954) 721-8902

[X] Casualty

[x] Fire Safety

Fiscal Year: 2011-2012

Initial Inspection: Sep 15, 2011

Temarac Fire Rescue 6000 Hiatus Road Temarac, FL 33321 (954) 597-3800

\* Steven Welshaar #11120 Municipal Firesafety Inspector (Fire Violations only)

	69A-58	Pr		cation	Туре	Est.		9.1		VIOLATION	1
	No. Sub Para.		Bidg No.	Room No.	Def. M-O-C	Cost	Deficiency Description and Corrective Action Required	# of Times Cited	Scheduled for Correction Not Later Than		Work Order #
*	10 d8 1	В	POR	000			install ralling open side stairs Handralls shall extend depth tread @ btm.risor.	1			
*	09 a 5	Ε	CAF	000			check flame spread interior surfaces All wood finishes to have Class "C" flame spr.	1			
*	16 c 1	c	CAF	CAFE			Repair battery lighting West emerg.igi.et entrance to Cafe.				
	02 d2 2	в	CAF	9599			Rpr/Rpl sidewalk (concrete) Fill/Grate downspout hole adj.to entr.to cafe.				
*	09 c1 01	В	POR	000			Install proper herdware (door) Lever hrdwre, on both sides of comm. door.	1			
*	10 d8 1	В	POR	000			Install railing open side stairs Handrails shall extend 12" beyond, top riser.	1			
*	10 d8 1	B	POR	000			Install railing open side stairs Ramp handralls exiend 18" at top & bot.	1			
	13 f2 2	C	POR	9699			remove unsafe/unclean fumiture from use Remove concrete patio fumiture frm.stud.eree.				

The remainder of this page intentionally left blank.

status2\_init\_fn09/16/2011

Status Codes: C-Completed V-Void R-Ramodeled X-Demotished T-Transferred U-Under Construction

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: 2011-2012

Broward County School District - Charter Schools Charter School of Excellence @ Tamarac 1 Loc. No: 5201 7595 NW 61 Street Tamarac, FL 33321 (054) 721 8002

Tamarac Fire Rescue 6000 Hiatus Road Tamarac, FL 33321 (954) 597-3800

	69A-5	58	Pri	L	ocation	Туре	Est.	(954) 721-8902	4 . 6			
	No. Su	ub ara.	1	Bldg No.	Room No.	Def. M-O-C	Cost	Deficiency Description and Corrective Action Required	# of Times Cited	Scheduled for Correction Not		Work Order #
*	10 L	d	В	(				install fish numbers		Later Than	Status	
		-						All areas, Closets, etc	2			
	00 02	88	В	1	000			Secure bookcase/cabinet/shelving to wall				
				'	0000			All shelving in all classrooms.				
	13 a2	a6	B	1	000			remove improperly stored chemicals				
	10 02	uo	0		000							
	16 f1	07	B	1	006			Secure all cleaning chemicals in clsms.				
		07	В	1	008			install gfci within 6 ft water supply	1			
	10.0		_					Install GFCI receptacle within 6' of sink.				
	16 f2	02	В	1	007			install light covers				
		_						Need cover for bulb light fixture.				
	16 c	1	С	1	008			Repair battery lighting				_
Í	10 d8	1	в	1	008			install railing open side stairs	1			
	-							34"-38" high extended12" top and bottom.				
	09 c0 (	01	в	1	009			repair walls				
								Cover opening at cleanout in toilet room.				
ĺ	02 c (	03	В	1	9698			fence in electric transformer (8')	2			
ł	02 c8 2	2	в	1	9699			repair fence	1			
				_				Continue fence around pad mtd. A/C adj. plygrd.				
Ī	16 f1 0	09	В	1	RECEPTIO	Í		remove extension cords	[			
Î	* * *	'	•	2	*			*No violations for this building			*	
f	11 h2 2	2	B	9699	COURT			Provide pad around basketball poles	1			
I								Provide pads to 6' height.				
T	02   1	0	B	9699	PLYGRD.			Playground: Need proper clearance for equip	1			
								Soft surface must extend 6' out frm. equip.	•			

Total Non-Fire Safety Deficiencies 6 Total Fire Safety Deficiencies(\*): 15 (Includes 0 Serious Life Safety Deficiencies\*\*) Total Deficiencies Cited: 21

Yes []No

For N, PK, KG-12 and Florida School for the Deaf and Blind ONLY: Ten Fire Exit Drills during the School Year 📈

Ne acc

0

Signature of Facility Administrator Attesting to Fire Exit Drills

Signature Date

and Review of Report Acknowledging Awareness of Discovered Deficiencies.

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.

Cessan

(NFPA 101)

X11

agree

Scheduled Re-inspection Date no later than: Jun 20, 2012

## INSTRUCTIONS FOR THE ANNUAL COMPREHENSIVE SAFETY INSPECTION REPORT THE SCHOOL BOARD OF BROWARD COUNTY, FL

· Maria 27 27

	THE SCHOOL BOARD OF BROWARD COUNTY, FL SAFETY DEPARTMENT
INEPSCTICH 2472	The man in the first man and the second
INERSCITOR FIGHLIURS();	התוביבון לא המשלים (ג'ו המשלים: איז שווים איז מיו ג'ונשוג איז שווים איז
דציב ואפצערוניין	Marty 77 In the suprementation beneficial.
SCHOOL DISTRICT:	The same and schrous of 151 fishing dependent conducting the inspection.
FCZOOLFACIUTYCLUCY:	معنده معند معند ما معند معند المعند
LOCAL TURISDICTION NAME AND ADDEBSE	
	Stards for Borids preserver federal gausses. Beheel districts Idensity ell rooms, bellwart comiders, ste. a' sny deeling us ne
TERICIA	हैनेत्राची रिश्तुविदेश य स्थलका इर्थरोप्टा
	anar the subpersympt of the specified one related to
ਸਤਾ <b>ਹਸ਼ਾਹਾ:</b>	Enter and of the following as he priority for somewhen of definitency: L Interiment designments (Southing Z Characters in first, locidents and entropy her C. Structure spans D. Satty detection and warning E. Prevention of hermitians F. For prevention expirations, previous prot C. Maring familities recently in the hermitians pol-
TERTINA ANGTOR ADLLYON	incer the building accepter in solids the deficiency is found. (238 noise 1, 2, and inclusiv)
Locknow road wanges:	Ector the road number is which the definitacy is femici. (See noise 1, 2, and helow)
יזאבזסוקבם קס גלעז:	Ener 124 aproprint 1974 of definitents; 22 C. = C 21 defined below: 22 Maintaneers of Flanc Coastar of Boas solivities for an anoarcest with hereing the promits, building tod spain 23 Ibeli original modifies at anglement of efficiency through result
۶	Operation of Flark: Contints of the beauticaping socialized cancerned with keeping the physical plant open and ready for the R includes standing, disinfacting, beautig, lighting, communications, power, moving familier, handling stores, caring, for powers, and after such bouseharping and rilles as an repeated monsories regularly on a daily, preatry, monthly or resumed brain. Operations of plant do not encompare the mipsion and replacements of familiate and squipment.
	Canden Outlay. Dependences for the sequivilian of times exects of sectifican to fined exerts. They are appendiment for land or existing building, insprovements of generate accelerations of building, additions is buildings, without and additional againment.
TEO OF THE	Insuit sont for meintenance and Corplial Cruity Rema. Louisd off to the nearest dellar,
DBRICIANCY DESCRIPTION COTISECTIVE ACTION XSQUIRED (SECTION 101.12(1)(2) /2.	المعالية ومنتصح بعرامهم والمريخ بالزواط ها معد بمعتاماتيم مع محتمامة ما بحاميهم معالمتصاط عد معطمه منه وم
	Wost in 1920, in contain a second location throughout a sublime to building sender 11 0000 in the room mathematical contains the formation of the second definition of the second the facility.
ACTER	When a deficiency is found on the site, put 00 in the intriduct number solutions. Full the explosable sode lland below in the norm number solution Photomode of Athievies Theid 2639 Harris of State walk 2599 J Lundways Areas of Statewalk 2599 J Wass a definition is found of the outputs of the solutions, and be the south of the solution of the so
EGTE I	Bor 3053 XOY CHILDRE WELL ENGLY Covered Weltwar SOLT 30 9097
NUMBER C? TIMES DEFINITIONC? CITED BEFORE	Insent the monther of times this definiency has been closed between FOFF
SCHERTER FOR COBRECTION NOT LATER TEAH (SECTION NOLLLY() (X4) 7.5.)	Calculated by the south the bolt of the set of the set of the set of the south set of the set of th
PSION ABOLL YEAR DEACENCY STATUS	Inser the latter "כ" for each deticion or another the point flees year report
Wors order 1:	Distile part arter made uniqued la contra defielday.
EXERCISYLCUATION DRELL REPAIRALLI	عمصعتوه شاله بعد المغذ العد ومنع شاه فتعلم الله والعالية المعلم المعلم المعلم المعلم والمعلم المعلم والمعلم وال
N. FL. XII-11 AND FLORIDA SCHOOLY FOR IT'S DEAT AND BLIND CNLY	Mai: "A" in the epicopolaus has filleneary, IF-77-Kinderganen, KC-Finderganen).
	المعادة المعادية المعادية المعادية المعادية المعادية المعادية المعادية محد المعادية المعادية المعادية المعادية
NGRATURI OF ALLITY ADMINISTRATION / NGRATURI OF ALLITY ADMINISTRATION	אבריגולביות בשמקשהבץ שאברוגונים ברווג נוג והשלקוויזיובי ש ויששר_
	TEME MARKED WITH AN AFTERISK LAD FIRE VIOLATIONS COLLY.
	plent Y-Yaid I-Amodalet X-Department I-Tencing Constantion

1

.

Status Codes: CoCompleted V-Void I-Amodeled X-Department Coloris Construction

## Appendix C

Fire Alarm System Inspection Report

TAMARAC The City For Your Life Fine City For Your Life Phone: (954) 597-3800 • www.	FIRE RESCUE NTION BUREAU Tamarac, FL 33321 tamarac.org • Fax: (954) 597-3810
	2 Re-Inspection Date:
	Complaint Special
FIRE SAFETY INS	SPECTION REPORT
NAME OF OCCUPANT <u>CHARTER SCA</u>	Hard         BLDG. NO.           PHONE:
$ADDRESS \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ $	PHONE: E-MAIL:
EMERG. NAMES & PH	
<b>A. Exits</b> (A check indicates a violation exists)	E. Protection Features
□ 1. Unobstructed?	1. Fire Sprinkler/Standpipe?
2. Unlocked?	2. Automatic Extinguisher?
3. Signs where needed/visible?	
4. Lights where needed?	□ 3. Fire Alarm?
5. Lights in operable condition?	
	□ 4. Knox Box w/ Keys?
6. Doors operate properly?	□ 5. AED?
7. Doors free of unauthorized     locking devicies?	F. Additional Remarks
□ 8. Emergency lighting in Operable condition?	ACGED PUARS (6
B. Fire Extinguishers	Bysinc
□ 1. Correct Number?	
□ 2. Proper Type?	3 Un paye
□ 3. Properly tagged?	
□ 4. Properly placed?	
□ 5. Readily accessible/visible?	
6. Maintained in operable condition?	
□ 7. Annually inspected?	
C. General Conditions	
1. All areas clear of rubbish?	
2. Fire doors, fusible links maintained?	
3. Hazardous materials properly stored?	
D. Electrical	
1. Proper use of temp. wiring?	
<ul> <li>□ 1. All switch, junction or fuse boxes have approved covers?</li></ul>	
<ul> <li>3. Sufficient clearance around appliances, electrical equipment (circuit breakers, junction boxes, switches, relays etc.)?</li> </ul>	A \$25 fee will be incurred per violation if not corrected by the scheduled re-inspection date.
☐ 4. Meter rooms free of storage and have approved signs?	Failure to correct violations found may result in a non-compliance hearing in front of a Special Magistrate where fines up to \$500 per day may be assessed.
Your Inspector today was: JJesse Lapin-Bertone (954) 597-3813 <u>Mark Micciche (954) 597-3811</u> District: 15/	41 78 Signature: Jalan Imath

1

\_\_\_\_\_

## **Appendix D**

## Governance Board Member Refresher Training Certificates

## CERTIFICATE OF COMPLETION

is hereby granted to

Sam Iannaccone, Sr. - Charter Schools of Excellence

to certify satisfactory completion of

Outph CONSOR, Board Governance Refresher Training for Charter Schools

Date:

Robert Haag President/CEO Florida Consortium of Public Charter Schools December 7, 2012

PUBLIC CHARTEP

## CERTIFICATE OF COMPLETION

is hereby granted to

John Latona - Charter Schools of Excellence

to certify satisfactory completion of

Board Governance Refresher Training for Charter Schools

Robert Haag President/CEO Florida Consortium of Public Charter Schools Date:

November 28, 2012

CCHARTEN

## CERTIFICATE OF COMPLETION

is hereby granted to

H. Collins Forman, Jr. - Charter Schools of Excellence

to certify satisfactory completion of

Board Governance Refresher Training for Charter Schools

Date:

Robert Haag President/CEO Florida Consortium of Public Charter Schools November 21, 2012



## **Appendix E**

## Certificate of Completion Governance Board Training

. A 2000 - MURA 2000 - MURA

## CERTIFICATE OF COMPLETION

is hereby granted to

Dorothy Orr - Charter School of Excellence

to certify satisfactory completion of

\_Board Governance Training for Charter Schools

Date: \_\_\_\_

August 23, 2011



Robert Haag President/CEO Florida Consortium of Public Charter Schools
# Florida Consortium of Public Charter Schools

ĨĨĨĨŇĔĨĨĨĨŇŇĔĨĨĨĨŇŇĔĨĨĨĨŇŇĔĨĨĨĨŇŇĔĨĨĨĨŇŇĔĨĨĨĨŇŇĔĨĨĨĨŇŇĔĨĨĨĨŇŇĔĨĨĨĨŇŇĔĨĨĨĬŇŇĔĨĨĨĬŇŇĔĨĨĨĬŇŇ

## CERTIFICATE OF COMPLETION

## is hereby granted to

Michael Smith - Charter School of Excellence

to certify satisfactory completion of

-Board Governance Training for Charter Schools

Kalt tag

Date:

January 13, 2012



Robert Haag President/CEO Florida Consortium of Public Charter Schools

# Florida Consortium of Public Charter Schools

## CERTIFICATE OF COMPLETION

is hereby granted to

Renee Smith - Charter Schools of Excellence

to certify satisfactory completion of

Board Governance Training for Charter Schools

Date:

Robert Haag President/CEO Florida Consortium of Public Charter Schools December 8, 2010



# Florida Consortium of Public Charter Schools

## CERTIFICATE OF COMPLETION

is hereby granted to William D. Spiker - Charter Schools of Excellence

to certify satisfactory completion of

Board Governance Training for Charter Schools

Robert Haag President/CEO Florida Consortium of Public Charter Schools Date: October 5, 2013



111

## Appendix F

## The Charter Schools of Excellence Governing Board Bylaws

#### **BY LAWS OF**

#### THE CHARTER SCHOOL OF EXCELLENCE

#### (A Not-For-Profit Florida Corporation)

#### ARTICLE I NAME

**Section 1.1.** <u>Name</u>. The name of the Corporation shall be CHARTER SCHOOL OF EXCELLENCE, INC. (the "Corporation").

#### ARTICLE II ORGANIZATION

**Section 2.1.** <u>Statement of Purposes</u>. The purposes of this Corporation, as expressed in its Articles of Incorporation, shall be for the purpose of transacting any or all lawful business for which corporations may be incorporated under the Flor ida Not for Profit Corporation Act and to di stribute the whole or any part of the income there f rom and the principal ther eof exclusively for charitable, r eligious, scientific, literary or educational purposes, either directly or by contributions to organizations th at qualify as exempt organizations under Section 501 (c)(3) of the Internal Revenue Code a nd Regulations issued pursuant thereto, as they now exist or as they may hereafter be amended.

**Section 2.2** <u>Dissolution</u>. In the event of the dissolution of the Corporation, the Board of Di rectors ("Board") shall, after paying or m aking provision for the payment of all of the liab ilities of the Corporation, dispose of all of the remaining assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time equalify as an exempt organization or organizations under Section 501 (c)(3) of the Internal Re venue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determ ine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or r to such organization or organization or organization or organization or organization or organization is then located and operated exclusively for such purposes.

#### ARTICLE III MEMBERSHIP

Section 3.1. <u>Members</u>. This Corporation is a non-profit, non- stock corporation, and shall have a membership whose adm ission and qualifications shall be determined from time to time by the Board of Directors.

#### ARTICLE IV BOARD OF DIRECTORS

**Section 4.1.** Man agement. All powers of the Corporation sh all be exercised by and under the authority of the Board, and the property, business and affairs of the C orporation shall be managed under the Boards direction. Except as specifically set forth to the contrary herein, the Board may not take any action, except upon the approval thereof by the affirmative vote of a majority of the Board d present at a meeting at which a quorum of no less than forty percent (40%) of the Board is present. The affirm ative vote of not less than a majority of the then current board members at a duly noticed meeting shall be necessary for all actions by the Board relating to the following:

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

entities;

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

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

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

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

Section 4.3. <u>Nomination of Directors</u>. Not less than 0 ne month prior to a reg ular meeting, the Board may appoint a nom ination committee to consist of no fewer than two (2) Board~ m embers. The nomination committee will compile and submit to the Boar d a slate of candidates for the directorships and offices to be filled at the upcom ing meeting. These submissions shall be deemed to be nom inations of each person named.

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

Section 4.5. <u>Term of Elected Directors.</u> The initial Board of Directors that currently remain as Directors are:

Robert Haag	Hamilton Forman	Jack Latona
Jeffrey S. Wood	Dawn J. Doyle	James Berger
2	Judge Peter Školnik	C

Each of these original Directors will be referred to as the "A Class" Directors. The "A Class" Directors' terms expire as set forth on the schedule "1" attached he reto. (Class & Term of Bo ard of Directors – updated September 20, 2007). All current "A Class" Director rs or their elected replacements shall hence forth serve a term of three (3) years, which shall commence as set forth in the schedule "1" attached. The Directors shall also consist of "B Class" Directors which shall serve two (2) year terms. The current "B Class" Directors and their terms are set forth on schedule "1" attached hereto. Also, the Directors shall also consist of "C Class" Directors which shall consist of four (4) parents of students currently enrolled in th e Charter School of Excellence. Each Director shall have one (1) vote regardless of Class designation. The terms of elected Directors shall be staggered so that no elected Directors term expires less than four (4) months before expiration of the term of the next elected Director. A te rm of an elected Director r shall expire regardless of whether or not his or her successor shall have been duly elected and qualified.

**Section 4.6.** <u>Vacan cies</u>. Vacancies occurring in an elected Directorship, however caused, shall be filled as soon as practicable by election in ac cordance with Section 4.4 hereinabove. Except for a Director elected due to the natural expiration of his predecessor's one-year term, a Director so elected to fill a vacancy shall hold office of the remainder of his predecessor's term.

**Section 4.7.** <u>Resig nation or Removal of Directors</u>. A Director of the Co rporation may resign at any time by tendering his res ignation in writing to the Co rporation, which resignation shall become effective upon the date specified therein, or if no date is specifie d, upon receipt by the Corporation at its principal place of business. Any elected Director may be removed at any time, with or without cause, by a majority vote of the other Directors, specifically, but no t by way of lim itation, they may remove any Director for failing to attend three (3) consecutive meetings of the Board without the encessity of a meeting or otherwise taking a position

that is contrary to the philosophy and direction of the Corporation. A Director who is an officer that has been removed as set forth in Section 4.7. is automatically removed as a committee member.

**Section 4.8.** Compensation of Directors \_\_\_\_\_. Directors will not receive compensation for services rendered in their capacities as Director s. However, nothing herein contained shall be construed to preclude any Director from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as a Director or in any other capacity.

**Section 4.9.** A <u>nnual Meetings of the B oard</u>. The annual m eeting of the B oard shall be held without other notice than this Bylaw during the second week of September of each year, unless the Board, by resolution, provides for a different time and place for the holding of such annual meetings. The annual meeting may be held at such other time and place, without other notice than such resolution.

**Section 4.10.** Special Meetin gs. Special meetings of the Board may be called at any time by the President of the Corporation. Further, special meetings of the Board must be c alled by the President within fourteen (14) days of receipt of a written request of any two (2) or more Directors. Written notice of special meetings shall be given to each Director not les s than two (2) days prior to such meeting. The notice shall set forth the time, place and purpos e of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof.

**Section 4.11.** <u>Regular Meetin gs</u>. The Board shall meet at least four (4) times each year, including the annual meeting, each such m eeting being approximately three (3) months from the date of the previous regular or annual meeting. The Secretary shall mail notice of all regular and annual meetings to each Director at the address on file with the Secretary at least fourteen (14) days prior to a meeting, indicating the date, place and time of the meeting.

**Section 4.12.** Qu orum and Action of the Board. Forty percent (40%) of the Directors m ust be present in person at a meeting to constitute a quorum for the transaction of business at such meeting. Except as otherwise provided by law, the Articles of Incorporation, or these Bylaw s, the affirmative vote of at least two (2) Directors present at a meeting at which a quorum is present shall be necessary for an action of the Board. A majority of the Directors present, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of a ny such adjourned m eeting shall be given to the Directors who were not present at the time of adjournment.

Section 4.13. <u>Voting Shares of Stock</u>. In the event the Corporation owns shares of stock in another corporation, such shares shall be voted by the President, or his designee, as authorized by a vote of the Board as set forth in Section 4.1 hereinabove.

#### ARTICLE V OFFICERS

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

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

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

Section 5.4. <u>Resignation or Removal of officers</u>. An officer of the Corporation may resign at any

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

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

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

**Section 5.7.** <u>Secretary</u>. The Secretary shall keep or cause to be kept all of the records of the Corporation, record or cause to be recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of m eetings of the Board and all Committees, attest to the seal of the Corporation where necessary or required, authenticate records of the Corporation a nd keep or cause to be kept a register of the names and addresses of each Director. The Secretary shall perform such other duties as may be prescribed by the Board.

**Section 5.8.** <u>Treasurer</u>. The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform such other duties as may be prescribed by the Board.

Section 5.9. <u>Other Officers</u>. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

**Section 5.10.** <u>Succession of Officers</u>. Unless otherwise directed by a vote of the Board, in the event that an officer of the Corporat ion has not resigned or been rem oved but is unable to act in such position for a period of one (1) month or more, whether due to di sability or other reason, then another officer of the Corporation shall serve in that office until such officer is either removed or is able to perform his services in the following order:

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

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

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

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

**Section 5.11.** <u>Salaries</u>. Officers will not receive compensation for services rendered as officers of the Corporation. However, nothing herein contained shall be construed to pr eclude any officer from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as an officer or in any other capacity.

#### <u>ARTICLE VI</u> COMMITTEES OF THE BOARD

**Section 6.1.** <u>Committees of the Board</u>. The Board m ay, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the President shall annually appoint the members and the chairm en of the standing committees and shall fill vacancies on any standing committee. Appointments by the President shall 1 be m ade at the annual meeting of the Board. In addition, the President m ay, if so authorized by the Board, appoint the members and chairmen of such special committees as the B oard may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairmen appointments must be approved by a vote of the Board.

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

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

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

**Section 6.5.** <u>Committee Meetings</u>. Meetings of any committee may be called by the chairm an of such committee or upon the written request of one-th ird (1/3) of the committee members. The call for an y meeting shall be by giving notice of su ch meeting which sets forth its time and place and is delivered to the residence or place of b usiness of the committee members as listed in the Secretary's office at least two (2) weeks prior to such m eeting. Unless otherwise provided in these Bylaws, a majority of the members of any committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than th e number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

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

**Section 6.7.** <u>Executive Committee</u>. The Executive Committee shall be com prised of all the elected officers and all chairs and co-chairs of the estanding committees appointed by the Board. The Executive Committee shall negotiate and enter into a written agreement with a Superintendant that will be responsible for the day to day operation of the Cor poration, will be the chief executive o fficer, and be empowered to make all decisions necessary to carrying out the tasks within a written scope of responsibilities. Furtherm ore, the Executive Committee may remove Directors as set forth in Section 4.6. above. The Executive Committee is answerable for all its decisions to the Board.

#### ARTICLE VII INDEMNIFICATION OF DIRECTORS AND OFFICERS

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

**Section 7.2.** Insur ance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, em ployee or agent of the Corporation or who is or was serving at the request of the Corporation as a dir ector, officer, employee or agent of a nother corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and in curred by him in any s uch capacity or arising out of his status as such, whether or not the Corporation would have the power to indem nify him against such liability under the provisions of this Article VII.

## ARTICLE VIII

### **CONTRACTS. CHECKS. DEPOSIT BOOKS AND RECORDS**

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

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

**Section 8.3.** C<u>hecks. Drafts, Etc</u>. All checks, drafts or other or ders for the pa yment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

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

**Section 8.5.** <u>Contributions.</u> The Board has adopted a Policy on Contributions and political endorsements effective January 25, 2007. The policy organization at any time or place, by any party on organi participating in any organizational functions:

**8.5.1** Endorsing or opposing either directly or indirectly any candidate for public office

- **8.5.2** Donating or contributing to a candidate's campaign
- **8.5.3** Participating or engaging in political f undraising events or otherwise soliciting contributions to a candidate's campaign

**8.5.4** Distributing statements for or against a particular candidate

**8.5.5** Engaging in any other activity that may favor or oppose a candidate

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

**Section 8.6.** <u>Conflicts of Interest.</u> The Board has adopted a Policy on Conflicts of Interest. The Policy is attached hereto as schedule "2" attached hereto.

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

Section 8.8. <u>Financial Statements</u>. Not later than two (2) m on the after the close of each fiscal year, the Corporation shall prepare a balance sheet showing in reasonable detail the financial condition of the Corporation during its fiscal year, a profit and loss statement showing the results of the operations of the Board. The balance sheets and profit and loss statem ents shall be filed in the principal office of the Corporation, shall be kept for at least five (5) years, and shall be subject to inspection during business hours by any Board member.

#### ARTICLE IX CERTIFICATES FOR MEMBERS AND THEIR TRANSFER

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

#### ARTICLE X FISCAL YEAR

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

#### CORPORATE <u>ARTICLE XI</u> SEAL

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

#### ARTICLE XII NOTICE

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

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

#### ARTICLE XIII AMENDMENTS

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

Revised April 14, 2008 Adopted April 16, 2008

8

## Appendix G

## Notification of Board Meetings - Website and Newsletter

Charter School of Excellence - Parent Information Overview



#### Home

About Our Schools Curriculum & Instruction How to Enroll Your Child Student Services Employment Contact Us

Printer-Friendly Page

1							
«		De	ecei	nbe	r 20	13	»
Su	n	Mon	Tue	Wed	Thu	Fri	Sat
1		2	3	4	5	6	7
8	8	9	10	11	12	13	14
1	5	16	17	18	19	20	21
2	2	23	24	25	26	27	28
2	9	30	31	1	2	3	4
5	5	6	7	8	9	10	11

Enroll Your Child Now for the 2013-14 School Year! Inscribir a su hijo ahora para el año escolar 2013-14!

What's New for the 2013-14 School Year Student Supply List for 2013-14

Apply Online for Free & Reduced Meal Benefits Aplicar Para Beneficios de Comidas Gratis o a Precio Reducido Sobre el Internet



#### **Parent Information**

Recent Activity | Join this FusionPage

Please check this page periodically for information and forms you may need during the school year.

#### Download the 2013-14 Student Supply List.

Announcements	Links
Board Meeting Notice - October 2, 2013 Charter Schools of Excellence Board of Directors Meeting - October 2, 2013	Preferred Meals Menus
Important Message for Parents about Registering on the CSE Website	
At this time, we have not yet entered all of our new students in the website and linked them with their new classroom teachers, so you cannot register on the website as a parent yet. This will take another few weeks, so please be patient with us. We will let you know when you are able to register yourselves as parents and link your account with your child's.	
In the meantime, you can still view the different sections of the website. If your child's teacher has set up a class page, you can also visit that page.	View Full Calendar
We look forward to an exciting and productive school year with your child.	Downloadable Forms 2013-14 School Calendar
The Charter Schools of Excellence Administration and Staff	Admissions Policy
Apply Online for Free and Reduced Meal Benefits	After School Academic Enrichmer

122

You can now apply online for your child's free and reduced meal benefits.

Aplicar Para Beneficios de Comidas Gratis o a Precio Reducido Sobre el Internet.

School Uniforms School uniforms can be purchased at Sunshine Uniforms.

Sunshine Uniforms The Plaza (84 Diner) 11550 State Road 84 Davie, FL 33325

(954) 382-0951

Hours: Tuesday - Friday 10:00am - 6:00pm

Saturday: 10:00am-4:00pm

#### **Sunshine Uniforms Website**

#### School Grades and Annual Measurable Objectives

Click here to find reports on Florida school grades and Annual Measurable Objectives (AMOs).

**2012 Parent Handbook (with emergency procedures)** Please review the 2012 Parent Handbook, which includes procedures we follow in case of an emergency.

Healthy Menu Changes to School Meals Read about new federal standards for healthier school meals.

Parents' Right to Know Information about No Child Left Behind Download information on Parents' Right to Know about No Child Left Behind (NCLB)

How to Understand the New FCAT Reports

Guide for parents on reading the FCAT 2.0 reports.

#### **Charter School Liaisons**

Each CSE campus has a Charter School Liaison, who has been appointed by the school to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes.

The Charter School Liaisons at each campus are as follows:

Charter Schools of Excellence<sup>™</sup>- Fort Lauderdale 1 (5031) Jeremy Westbrooks, Director of Support Services 954-463-9995 j.westbrooks@charterschool.com

Charter Schools of Excellence<sup>™</sup>- Fort Lauderdale 2 (5394) Karen McIntosh, Information Management Technician 954-522-2997 k.mcintosh@charterschool.com

Charter Schools of Excellence™ - Davie 1 (5271) Angie Bonilla, Office Manager 954-433-8838 a.bonilla@charterschool.com

Charter Schools of Excellence™ - Davie 2 (5026) Cecile Klein, Office Manager 954-463-9995 c.klein@charterschool.com

Charter Schools of Excellence™ -Tamarac 1 (5201) Gae Wood, Office Manager 954-721-8902 g.wood@charterschool.com

Charter Schools of Excellence<sup>™</sup> -Tamarac 2 (5291) Dorenda Tiggs, Office Manager

#### Program

## Audited Financial Statements

Audited financial statements for FY 2012-13 for all Charter Schools of Excellence schools.

Bus Transportation Registration Form for Bus Transportation

Cheetah Chatter Newsletters

## Code of Student

In English, Spanish, Haitian-Creole and Portuguese

Morning Care Program

Newsletters for Parents/Boletín para los padres Newsletters in English & en español

Parent Handbook & Contract

Pupil Progression Plan

This outlines the policies for promoting students from one grade to the next.

School Menus Breakfast, Lunch and Snack Menus

Student Supply List Supplies that your child will need for school

#### NCLB Public Accountability memo 1032011.pdf

No Child Left Behind Public Accountability Report

#### Parent Liaisons\_2013-14.pdf

Charter School Liaison Information: Each charter school's governing board must appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. Charter School of Excellence - Parent Information Overview

954-721-8902 d.tiggs@charterschool.com

Charter Schools of Excellence <sup>™</sup> - Riverland 1 (5281) Angela Blandford, Office Manager 954-581-0167 a.blandford@charterschool.com

Charter Schools of Excellence <sup>™</sup> - Riverland 2 (5397) Sheila Saunders, Office Manager 954-463-9995 s.saunders@charterschool.com

EPIC

The Charter Schools of Excellence®

Central Office 1225 SE 2nd Avenue Fort Lauderdale, FL 33316 • Phone: 954.463.9995 Fax: 954.463.9994



We are a Blue Ribbon School. Click here to find out more.



Learn more about charter schools



Site Map | Privacy Policy | View "printer-friendly" page | Login

Site powered by SchoolFusion.com  $\ensuremath{\textcircled{\sc c}}$  2013 - Educational website content management

## **Cheetah Chatter**

#### The Charter Schools of Excellence April 19, 2013



## **Principal's Headlines**

Dear CSE Families.

#### Board Meeting

Please join us for our quarterly board meeting on Thursday, April 25<sup>th</sup> at 4:00 pm in the Parlor at our Fort Lauderdale Campus.

#### FCAT

This week our third, fourth and fifth grade students took the reading, math and science portions of the FCAT. Good job everyone. Coming up next week is the computer based math portion for our fifth graders. We know all of our students did their best and we all wait for the results to return (hopefully soon).

#### **Principal's Breakfast**

Our regularly scheduled breakfast is April 24<sup>th</sup> but, due to the FCAT, we are rescheduling this meeting for May 1<sup>st</sup>. We do hope that you will be able to join us for our last official meeting of the school year. We will be holding our Volunteer Appreciation Breakfast on May 15<sup>th</sup>. Parents, if you have exceeded your required hours, we will be sending out invitations for this day.

#### **Returning Students**

Parents, if you have not already done so, please turn in your notice of Intent to Return to CSE for the 2013-2014 school year. We are taking registrations and need to know how many openings we have available. Please do this ASAP.

#### Volunteer Hours

Once again, we are beginning to work on next year's classes and accepting registrations. Please remember that in order to secure a place for your child for the next school year, you must have fulfilled your obligation for volunteer hours.

#### Scholastic Book Fairs

We are looking for volunteers to work at our next book fair at the end of the month. Please sign up in the front office if interested.

#### Accounting

During the month of May, we will not be accepting check for any payments. We will only accept cash or credit cards. Please make every effort to pay your bills on time. We will be sending demand letters for those who are delinguent. Please know that any accounts left unpaid will result in legal action.

#### The Administrative Staff

Dates to	April 29 – May 3 Scholastic Book	May 1 Title 1/SIT-SAC	May 1 Book Fair	May 2 Interim Reports	May 10
Remember	Fairs	Meeting	Family Event	go home	International

## **Curriculum Corner**

This month, our fourth grade students are learning about Simple Machines.



#### Vision Statement

The vision of the Charter Schools of Excellence is to lead Florida Public Schools in the standard for educational guality.

#### **Mission Statement**

The mission of the Charter Schools of Excellence will be to challenge, nurture and lead all students to become productive citizens by establishing a strong foundation for lifelong learning.

national Day



## Did You Know?

Growth and Development: Helping Your Child Build Self-Esteem

Self-esteem is a person's core belief about himself or herself. A person's self-esteem is reflected in his or her actions, both in how as well as what he or she does. Although self-esteem varies from time to time, the pattern usually leans toward a healthy or unhealthy view of self. With healthy self-esteem, a person is more likely to succeed in life.

Although building self-esteem is a lifelong process, the foundation of self-esteem is established in childhood. That foundation can do much to help a child deal with difficult life issues as they are encountered.

Parents have the greatest influence on a child's belief about himself or herself. Letting your child know that he or she belongs, is doing well, and is contributing can help him or her develop healthy self-esteem.

Keep these things in mind as you raise your child.

- Children sense that they belong by the way their parents talk to them and act toward them. Show and tell your child that you love and care for him or her.
- Children learn about how well they are doing by how their parents react to their behavior. Offer praise at least twice as often as you criticize (and try for four times as often).
- Children learn how to work with others by learning how to cooperate within a family. Give your child some ageappropriate household responsibilities.

#### **Reminders**:

#### Morning Care / Academic Enrichment Payments:



April payment was due on the 1<sup>st</sup> of the month. All additional payments are also due on the 1<sup>st</sup> of each month. A late fee will be applied to any payment received after the 10<sup>th</sup> of that month.

<u>Morning care fees:</u> \$95.00 per month or \$15.00 per day. Students can be dropped off as early as 7:30 am for this program. Breakfast is included.

#### Academic Enrichment Program

fees: \$165.00 per month or \$25.00 per day. Snack is provided along with homework help, tutoring when needed, an educational activity and some recess time. Students must be picked up no later than 6:00 pm. Any student not picked up by 6:00 pm, a \$25.00 fee will be charged plus \$1.00 per minute after that.

Please make sure your payments remain current.



Ft. Lauderdale 954-522-2997

Davie 954-433-8838 Tamarac 954-721-8902 Riverland 954-586-0167

## **Appendix H**

## 2013 The Charter Schools of Excellence Employee Handbook

## **EMPLOYEE HANDBOOK**

## 2013-2014



Approved August 5, 2013

### **Table of Contents**

## **SECTION 1**

INTRODUCTION
1.1 INTRODUCTION STATEMENT
1.2 EMPLOYEE RELATIONS
1.3 INTRODUCTORY PERIOD OF EMPLOYMENT
1.4 EMPLOYMENT AT WILL 10
1.5 EQUAL EMPLOYMENT OPPORTUNITY 10
1.6 ANTI-HARASSMENT POLICY AND COMPLAINT PROCEDURE 10
1.7 NON-DISCRIMINATION AGAINST AND ACCOMMODATION OF
INDIVIDUALS WITH DISABILITIES
1.8 DRUG AND ALCOHOL USE 15
1.9 HIRING OF RELATIVES 16
1.10 IMMIGRATION LAW COMPLIANCE 17
1.11 CONFLICTS OF INTEREST
1.12 OUTSIDE EMPLOYMENT 18
1.13 SOLICITATION
1.14 NON-DISCLOSURE
1.15 ACCESS TO PERSONNEL FILES
1.16 EMPLOYMENT REFERENCE CHECKS
1.17 PERSONNEL DATA CHANGES
1.18 DRESS CODE
1.19 JOB POSTING AND EMPLOYEE REFERRALS

## **SECTION 2**

2.1 EMPLOYMENT CATEGORIES	24
2.2 EMPLOYMENT APPLICATIONS	25
2.3 PERFORMANCE EVALUATION	25

2.4 TIMEKEEPING	
2.5 OVERTIME	
2.6 PAYDAYS	
2.7 HOURS AND ATTENDANCE	27
2.8 PAY ADVANCES	
2.9 ADMINISTRATIVE PAY CORRECTIONS	
2.10 PAY DEDUCTIONS	
2.11 WORK SCHEDULES/PLANNING TIME	
2.12 SALARY SCHEDULE	29
2.13 REST AND MEAL PERIODS	29

## **SECTION 3**

3.1 USE OF PHONE AND MAIL SYSTEMS	
3.2 SMOKE FREE POLICY	
3.3 USE OF EQUIPMENT	
3.4 DONATIONS TO THE SCHOOL	
3.5 EMERGENCY SCHOOL CLOSINGS	
3.6 BUSINESS TRAVEL EXPENSES	31
3.7 VISITORS IN THE WORKPLACE	33
3.8 COMPUTER, E-MAIL, AND CELL PHONE USAGE	
3.9 UNACCEPTABLE USE POLICY	

## **SECTION 4**

4.1 JESSICA LUNDSFORD ACT	
4.2 EDUCATION BACKGOUND AND TEACHER CERTIFICATION:	
4.3 BACKGROUND INVESTIGATIONS	
4.4 PROCEDURES FOR REPORTING CHILD ABUSE AND NEGLECT	
4.5 PROFESSIONAL ETHICS	
4.6 SAFETY	
4.7 SECURITY INSPECTIONS	

4.8 WORKPLACE MONITORING	40
4.9 RUMORS AND GOSSIP	40
4.10 SELF REPORTING POLICY	41

## **SECTION 5**

5.1 WORKPLACE VIOLENCE	41
5.2 PERSONAL CONDUCT AND CORRECTIVE ACTION	41
5.3 PROBLEM RESOLUTION	44
5.4 RESIGNATION	45
5.5 RETURN OF PROPERTY	45
5.6 PROGRESSIVE DISCIPLINE	45

## **SECTION 6**

6.1 EMPLOYEE BENEFITS	47
6.2 VACATION BENEFITS	48
6.3 CHILD CARE BENEFITS	49
6.4 HOLIDAYS	49
6.5 WORKERS' COMPENSATION INSURANCE	50
6.6 SICK LEAVE POLICY	52
6.7 TIME OFF TO VOTE	54
6.8 BEREAVEMENT LEAVE	54
6.9 JURY DUTY	
6.10 WITNESS DUTY	55
6.11 BENEFITS CONTINUATION (COBRA)	56
6.12 EDUCATIONAL ASSISTANCE	56
6.13 FAMILY AND MEDICAL LEAVE ACT (FMLA) LEAVE	
6.14 NON-FMLA MEDICAL LEAVE	64
6.16 EDUCATIONAL LEAVE	64
6.17 MILITARY LEAVE	65
6.18 EMPLOYEE COMMUTE OPTIONS	

### **INTRODUCTION**

Welcome to a new school year!

On behalf of the Board of Directors, we welcome you to the Charter Schools of Excellence (CSE). Thank you for joining our excellent staff. We look forward to a successful year.

**The Charter Schools of Excellence,** founded in 1997 by Robert Haag, Businessm an and Real Estate Investor, and Hamilton C. Forman, well known in the community as a mover and a shaker who is credited with impacting nearly every sector of South Florida life, along with an impressive board made up of judge s, former elected officials and community activists, was one of the first charter schools to open in Broward County.

This Handbook is designed to acquaint you w ith Charter Schools of Excellence (CSE) and provide you with information concerning what to expect from Charter Schools of Excellence and what Charter Schools of Excellence expects from you. CSE believes that an honest, open relationship with each employee is vital to our mutual success.

This Handbook is also prepared to provide information on school policies, benefits, programs, and procedures for school personnel. Please keep this readily available during the school year. We are certain it will answer many questions that you may have. Any suggestions or recommendations for the improvement of this Handbook will be appreciated.

The success of The Charter Schools of Excellence can be attributed to a combination of a superior instructional staff, an advanced curriculum, a supportive Board of Directors, and a dem and for strong parental and community involvement. We believe that each employee contributes directly to CSE'S growth and success, and we hope you will take pride in being a member of our staff.

Highly effective schools have certain characteristics. In a superior school, 99% of the staff is on task 99% of the time. Now you can see why we have high expectations.

On behalf of the Board of Directors, we are pl eased to have you on our st aff and hope that your experience here will be challenging, enjoyable, and rewarding.

Again, Welcome!

Robert Haag Superintendent Tracy A. Nessl Deputy Superintendent Jeremy Westbrooks Director of Support Services

#### Our Vision

The vision of CSE is to lead Florida public schools in the standard for educational quality. The core values of honesty, respect, tolerance, fairness, self-discipline, integrity, responsibility, citizenship, work ethic, and trust are the foundation upon which the Schools are built.

#### **Our Mission**

The Mission of CSE is to challenge, nurture, and lead all students to become productive citizens by establishing a strong foundation for lifelong learning. We believe the purpose of a primary school education is to prepare students to be successful in their continuing education, to create positive learning habits and work habits, to prepare students to be successful in their careers, to teach students to be responsible and informed citizens, to teach students to communicate effectively, and to create a basis for a desire for lifelong learning.

#### **Our Focus**

The success of Charter Schools of Excellence can be attributed to a combination of a superior instructional staff, an advanced curriculum, a supportive Board of Directors, and a demand for strong parental and community involvement. We believe that each employee contributes directly to CSE's growth and success, and we hope you will take pride in being a member of our staff.

#### **1.1 INTRODUCTION STATEMENT**

No Employee Handbook can anticipate every circ umstance or question about policy. This Handbook clarifies the Charter Schools of Excellence employee relationship and provides general information on the policies and procedures. Noth ing in this Handbook is m eant to imply, create, or constitute a contract of e mployment or limit the Charter Schools of Ex cellence's discretion to discipline or term inate employment. Also, no employee, agent, or representative of the Charter Schools of Excellence has the authority to authorize you to engage in any conduct or behavior that conflicts with employment policies and procedures or to offer an expressed or implied contract of employment unless that authorization is set forth in writing and signed by the Superintendent or Board of Directors of the Charter Schools of Excellence.

CSE <u>at all times</u> reserves the right to revise, supplement, or rescind any policies or portion of the Handbook from time to time (<u>other than the at will policy</u> <u>which requires all chan ges to be in</u> <u>writing</u>), as it deems appropriate, in its sole and absolute discretion. At this same time, the Charter Schools of Excellence's em ployment-at-will policy dictates that the em ployee or the Charter Schools of Excellence, as the employer, may end the relationship for any reason at any time.

Employees will be notified of any changes to the Handbook as they occur.

## **1.2 EMPLOYEE RELATIONS**

The Charter Schools of Excellence believes that the work conditions, wages, and benefits it offers are competitive with those offered by other districts and schools in this area. If you have concerns about work conditions or com pensation, you are st rongly encouraged to voice these concerns openly to your supervisor.

Our experience has shown that when you deal openly and directly with supervisors, the work environment can be excellen t, communications can be clear, and attitu des can be positive. We believe that CSE a mply demonstrates its commitment to you by responding effectively to employee concerns.

Each employee is considered a valuable p art of the CSE Team . The success and continued growth of CSE is dependent upon each em ployee understanding and believing in our vision. This will provide the foundation for mutual respect and consideration.

#### THE CHARTER SCHOOLS OF EXCELLENCE GOALS:

- To provide equal em ployment opportunity and treatment regardless of race, religion, color, sex, marital status, disability, national origin, veteran status, or any other protected characteristic.
- To provide competitive salaries and employee benefits.
- To provide support for curriculum, faculty and administration needs.
- To monitor and comply with applicable federal and state laws and regulations concerning employee safety.
- To provide training consistent with the Charter Schools of Excellence's requirements for those whose needs, capabilities, and desires warrant such training.
- To accept constructive suggestions which re late to m ethods, procedures, working conditions, and the nature of the work performed.
- To utilize effective procedures for you to disc uss matters of interest or concern with your immediate supervisors and have those issues addressed.
- To provide training, development and career advancement opportunities.
- To ensure that management provides a spirit of harmony and teamwork with all employees as it relates to the total work experience.
- To provide an open door policy.
- To comply with all applicable laws and regulations.

#### THE CHARTER SCHOOLS OF EXCELLENCE EXPECTS YOU:

- To arrive and begin work on time.
- To adhere to your assigned work schedule.
- To give a productive day's work.

- To demonstrate a considerate, friendly, and constructive attitude toward fellow faculty, coworkers, students and parents.
- To adhere to the policies adopted by the Charter Schools of Excellence.
- To practice teamwork at all times to enhance a positive work environment.
- To adhere to the Charter Schools of Excelle nce's Mission Statement at all times by all employees.
- To treat our students as our ultimate concern. We must instantly satisfy their needs by reacting quickly to correct any problems immediately.
- To know that <u>A POSITIVE ATTITUDE AND SMILE, ARE A PART OF YOUR DAILY</u> <u>WARDROBE.</u>
- To maintain positive contact and relationships with students, parents and colleagues.

### **1.3 PROBATIONARY PERIOD OF EMPLOYMENT**

The probationary period is intended to give ne w employees the opportunity to demonstrate their ability to achieve a satis factory level of performance and to de termine whether the new position meets their expectations. CSE uses this period annually to evaluate employee's capabilities, work habits, and overall perform ance. Either the employee or CSE m ay end the employment relationship at will at an y time during the probationary period, with or without cause or advance notice.

**Probationary Contract for First Year Administration and Faculty**: This is a Probation ary Contract based on this being this initial term of employment in accordance with Florida Statute 1012.335(1) (c). The Probationary Period is for a one (1) year period. All new employees other than administration and faculty work on an introductory basis for the first 120 calendar days after their date of hire. Benefits for new employees are earned as follows:

- Benefits required by law such as workers' compensation insurance and Social S ecurity take effect immediately.
- Medical insurance takes effect after thirty (30) days of e mployment or during the following enrollment period.
- Life insurance and Disability takes effect after 90 days of employment.
- FRS (Florida Retirement System) takes effect immediately; employee contributes 3% as mandated by law.
- FRS Temporary Position for State Agencies; A temporary position in a state agency is an employment position, which is compensated from an OPS account as provided in section. 216.011(1)(dd), Florida Statutes.
- FRS Temporary Position Policy for Local Ag encies; A tem porary position in a local agency, other than a water m anagement district operating pursuant to Chapter 373, is: an employment position which will not exist beyond six consecutive calendar months; or an employment position listed below, regardless of whether it will exist beyond six consecutive calendar months:
  - 1. **Student Positions** positions filled by persons who are bona fide students in an accredited educational or vocatio nal program and who perform service for a position cannot be filled by anyone other than a student.

- 2. Work-Study Positions positions f illed by students participating in the Federal work-study program.
- 3. **Temporary Instructional Positions** positions established with no expectations of continuation beyond one semester or trimester at a time for persons to teach in a community college, public school, or vocation al institution; such positions may include paper graders, tutors, note takers, and lab tutors at community colleges.
- 4. **Substitute Teacher Positions** positions filled by persons who are not on contract and who are called to work intermittently to substitute teach.
- 5. **On-Call Positions** positions filled by employees who are called to work for brief periods and whose work ceases when the work is com pleted. (If an employee has a work schedule and works consistently m onth after month, he/she is considered to be filling a regularly established position and sh ould be enrolled in the FRS from the date of employment.)
- 6. **CETA and JTPA Pos itions, and "Enrollees" of Senior Community Service Employment Program** – positions provided for in rule 60S-1.004(4)(c)7. a. and 8.a., Florida Administrative Code.
- 7. **Non-salaried Elective Positions** elective office position s in which the elected officials receive no compensation, but receive expenses such as per diem, a stipend, or an honorarium.
- 8. **Temporary Non-instructional Community College Positions** effective July 1, 1991, non-instructional position s filled by em ployees paid from an OPS budget account for not m ore than 2,080 hours of to tal service within a single community college. (Any such person who is em ployed beyond 2, 080 total aggregate hours within a community college shall thereaf ter be an em ployee filling a regularly established position and a compulsory member of the FRS regardless of the budget from which he/she is paid.)

Employees who are promoted or transferred with in CSE must complete a secondary introductory period of the same length with each re-assignment to a new position. Any significant absence will automatically extend an introductory period by the length of the absence. If CSE determ ines that the designated introductory period does not allo w sufficient time to thoroughly evaluate the employee's performance, the introductory period may be extended for a specified period.

In cases of promotions or transfers within CSE, an employee who in the sole judgment of management is not successful in the new position can be removed from that position at any time during the secondary introductory period. If this occurs, the employee may be allowed to return to his or her former job or to a comparable job for which the employee is qualified, depending on the availability of such positions and CSE's needs.

Upon satisfactory completion of the initial introductory period, employees enter the "regular" employment classification.

### 1.4 EMPLOYMENT AT WILL

Employment with Charter Schools of Excellence is voluntary and the employee is free to resign at will at any time, with or without cause. Si milarly, the Charter Schools of Excellence m ay terminate the employment relationship at will at any time, with or without notice or cause, so long as there is no violation of applicable Federal or State law.

Policies set forth in this Handbook are not intended to create a contract, nor are they to be construed to constitute contractual obligations of any kind or a contract of employment between the Charter Schools of Excellence and any of its employees. The provisions of the Handbook have been developed at the discretion of the Charter Schools of Excellence Administration, accepted by its Board of Directors and except for its polic y of employment-at-will, may be amended or cancelled at any time, at the sole discretion of the Charter Schools of Excellence.

These provisions supersede all existing policies and practices and may not be amended or added to without the express written approval of Board of Directors of the Charter Schools of Excellence.

During the initial introductory period, new employees are eligible for those benefits that are required by law such as workers' compensation insurance and Social Security. They may also be eligible for other Charter Schools of Excellence -provided benefits, subject to the terms and conditions of each benefits program. Employees should read the information for each specific benefits program for the details on eligibility requirements.

Employment status is not changed during the s econdary introductory period that result from a promotion or transfer within the Charter Schools of Excellence.

## 1.5 EQUAL EMPLOYMENT OPPORTUNITY

In order to provide equal employment and advancem ent opportunities to all individuals, employment decisions at CSE will be based on m erit, qualifications, and abilities. CSE does not discriminate in employment opportunities or practices on the basis of race, color, religion, sex, national origin, age, marital status, disability, or any other protected characteristic under Title VII of the 1964 Civil Rights Act.

### 1.6 ANTI-HARASSMENT POLICY AND COMPLAINT PROCEDURE

#### A. Discrimination/Harassment

The Charter Schools of Excellence recognizes its obligation to work towards a community in

which diversity is valued, and affirms its commitment to ensure that every faculty, staff member and student of the Charter Schools of Excellence works in an environment free from discrimination or harassment based on race, color, religion, age, disability, sex; national origin, marital status, and veteran status. Such discrimination and harassment is prohibited by a variety of Federal, State and local laws, including, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, 110.1221 Florida Statutes, the Older Workers Benefits Protection Act (OWBPA), the Pregnancy Act of 1978 or any other Federal, State or local law concerning discrimination. This policy is intended to comply with these anti-discrimination laws:

- 1. This policy applies to all employees and students of the Charter Schools of Excellence. It also covers harassment involving patrons, vendors, and other individuals with whom employees of the Charter Schools of Excellence have interaction as a condition of their employment.
- 2. Discrimination/harassment is defined as verbal or physical conduct that threatens, intimidates or coerces, or that impairs an employee's ability to perform his or her job.
- 3. Filing groundless and malicious complaints of discrimination/harassment is prohibited.
- 4. Disciplinary action will be taken against any employee who violates this policy. Such action may include coaching, counseling, written warnings, suspension, or termination of employment.

#### **B.** Anti-Harassment

- It is the policy of the Charter Schools of Excellence that all employees should be able to enjoy a work environment free of discrimination and harassment. This policy refers to, but is not limited to, harassment in the following areas: race, color, religion, age, disability, sex; national origin, marital status, and veteran status.
  Discrimination/Harassment also includes display or circulation of written or electronic materials or pictures degrading to either gender or to racial, ethnic, or religious groups; and verbal abuse or insults directed at or made in the presence of members of a racial, ethnic, or minority group.
- 2. The Charter Schools of Excellence takes allegations of discrimination/harassment seriously and will respond promptly to complaints. In fulfilling their obligation to maintain a positive and productive work environment, managers and supervisors are expected to immediately halt any harassment or discrimination which comes to their attention and are expected to report such violations to the Director of Support Services. Where it is determined that such inappropriate conduct has occurred, the Charter Schools of Excellence will act promptly to eliminate the conduct.
- 3. Discrimination/ Harassment Training: As of October 1, 2012, all employees, both new as well as existing, will be required to take an on-line, or in person, discrimination/ harassment/diversity training tutorial. The Supreme Court has indicated that it is highly

advisable for all employers to provide training for its respective employees to ensure compliance with the requirements of discrimination/harassment laws. All employees will be asked to take the tutorial, pass the mastery test, and record their certificate of completion with the Central Office.

4. Definition of Sexual Harassment

The legal definition for sexual harassment is: The making of unwanted and offensive sexual advances or of sexually offensive remarks or acts, especially by one in a superior or supervisory position or when acquiescence to such behavior is a condition of continued employment, promotion, or satisfactory evaluation.

- a. Under these definitions, direct or implied requests by a supervisor for sexual favors for actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits, or continued employment constitutes sexual harassment.
- b. The legal definition of sexual harassment is broad. In addition to the examples above, other sexually oriented conduct that, whether intended to be or not, is unwelcome and has the effect of creating a work place environment that is hostile, offensive, intimidating or humiliating to male or female employees may also constitute sexual harassment.
- c. While it is not possible to list all of the circumstances that may constitute sexual harassment, the following are some examples of conduct that, if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances, including the severity of the conduct and its pervasiveness:
  - Unwelcome sexual advances whether or not they involve physical touching
  - Sexual epithets, jokes, written or oral references to sexual conduct; gossip regarding one's sex life; comments on an individual's body; comments about an individual's sexual activity, deficiencies or prowess
  - Displaying sexually suggestive objects, pictures, cartoons
  - Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comment
  - Inquiries into one's sexual experiences
  - Discussion of one's sexual activities

All employees should take special note that, as stated above, retaliation against an individual who has complained about sexual harassment or who has cooperated with an investigation of a sexual harassment complaint is unlawful and will not be tolerated by the Charter Schools of Excellence.

Sexual harassment does not include verbal expression or written material that is relevant and appropriately related to the subject matter of a course/curriculum or to an employee's duties. This

policy is not intended to abridge academic freedom or the Charter Schools of Excellence's educational mission.

## C. Prohibited Conduct.

- 1. The following actions are prohibited:
  - a. Sexual or other harassment based on protected characteristics; such as age, race, religion, national origin or disability by or between any faculty member, staff member or student, including individuals of the same sex.
  - b. Discrimination /harassment by any faculty member, staff member or student against any individual who is not a faculty member, staff member or student while assigned to duties or academic programs of the Charter Schools of Excellence regardless of their work location.
  - c. Discrimination /harassment by any vendor or individual external to the Charter Schools of Excellence against any faculty member, staff member or student during the transaction of business with the Charter Schools of Excellence.
  - d. Retaliation by any faculty member, staff member or student against any individual who, in good faith, has made any allegation of Discrimination /Harassment, or who has testified, assisted, or participated in any way in any investigation, proceeding, or hearing conducted under this policy or any Federal or State law.
  - e. Knowingly making false accusations or allegations of discrimination /harassment, or making false statements in any inquiry or investigation of alleged Discrimination/ harassment.

## **D.** Complaint Procedure

Individuals who believe they have been subjected to harassment from either a co-worker or a Supervisor should make it clear to the offender that such behavior is offensive to them and unwelcome, if the individual does not feel comfortable approaching the offender, he/she is not required to do so. However, he/she should immediately bring the matter to the attention of the Principal, the Assistant Principal or Department Head or any individual Board Member with whom you may feel comfortable in discussing the matter. The Central Office will make an independent inquiry into any allegations. All allegations of harassment will be immediately investigated. It is important for employees who feel that they have been harassed to report incidents to administration/management so they can be addressed and resolved.

Anyone found to have engaged in discrimination/harassment shall be subject to discipline, up to and including termination of employment.

### E. Discrimination/Harassment Reporting and Investigation

When the Charter Schools of Excellence receives notice of conduct which appears to be discrimination or sexual harassment, it will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in accordance with the Charter Schools of Excellence's customary procedures and in such a way as to maintain confidentiality to the extent practicable under the circumstances and permissible by law. The investigation may, as appropriate, include private interviews with the person filing the complaint, with witnesses, and with the person alleged to have committed sexual harassment.

1. **Review of Complaints of Alleged Discrimination/Harassment:** Complaints of alleged Discrimination/Harassment shall be reviewed by the Director of Support Services or his or her designee to determine if an investigation is required. If the Director of Support Services or his or her designee determines to conduct an investigation, the complaint shall be investigated and resolved in accordance with appropriate procedures.

When the investigation is completed, the person filing the complaint and the person alleged to have committed the conduct will be informed that the investigation has been completed.

- 1. If the employee was engaged in inappropriate conduct, appropriate action will be taken immediately, using the Charter Schools of Excellence's established procedures, to fulfill its obligations under the law to promote a workplace that is free of discrimination or sexual harassment. Such action may range from counseling to termination of employment, and may include such other forms of disciplinary action as appropriate.
- 2. If after the completion of the investigation, any finding of discrimination is made, a record of the complete findings will be placed in the employee's personnel file. If no finding of discrimination on any charge or complaint is made, no record of the charge or complaint will be placed in the employee's personnel file unless the employee requests in writing that the record of the completed investigation be placed in the employee's personnel file.

### F. Retaliation

It is the policy of the Charter Schools of Excellence that no one will be retaliated against for making a complaint of harassment or discrimination based upon an honest perception of the events or for cooperating in the investigation of a complaint.

- 1. No hardship, no loss of benefit, and no penalty may be imposed on you as punishment for:
  - a. Filing or responding to a bona fide complaint of discrimination or harassment or discrimination
  - b. Appearing as a witness in the investigation of a complaint or
  - c. Serving as an investigator

Retaliation or attempted retaliation is a violation of this Policy and anyone who does so will be subject to severe sanctions up to and including termination.

### 1.7 NON-DISCRIMINATION AGAINST AND ACCOMMODATION OF INDIVIDUALS WITH DISABILITIES

The Charter Schools of Excellence com plies with the Am ericans with Disabilities Act and applicable State law providing for non-discrimination in employment against qualified individuals with disabilities. The Charter Schools of Excellence also provides reasonable accommodation for such individuals in accordance with these laws. It is CSE's policy to, without limitation:

- Ensure that qualified individuals with disab ilities are treated in a non-discrim inatory manner in the pre-employment process and that employees with disabilities are treated in a non-discriminatory manner in all terms, conditions, and privileges of employment.
- Keep all medical-related information confidential in accordance with the requirements of the ADA and retain such information in separate confidential files.
- Provide applicants and em ployees with disabilities reason able accommodation, except where such an accommodation would create an undue hardship on the Charter Schools of Excellence.

#### **PROCEDURES FOR REQUESTING AN ACCOMMODATION:**

Qualified individuals with disabilities m ay make requests for reasonable accom modation to Charter Schools of Excellence's Director of Support Services. On receipt of an Accommodation Request, the Principal will m eet with the requesting individua 1 to discuss the potential accommodation that CSE might make to assist the applicant in the pre-employment process or for performing essential tasks of the job.

#### 1.8 DRUG AND ALCOHOL USE

It is CSE's desire to provide a drug-free, hea lthy, and safe workplace. To promote this goal, employees are required to report to work in appropriate mental and physical condition to perform their jobs in a satisfactory manner.

While on CSE prem ises and while conducting busin ess-related activities off CSE prem ises, no employee may use, possess distribute, sell, or be under the influence of alcohol or illegal drugs. The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace.

Violations of this policy m ay lead to disc iplinary action, up to a nd including imm ediate termination of employment, and/or required participation in a s ubstance abuse rehabilitation or treatment program. Such violations may also have legal consequences.

To inform employees about important provisions of this policy, CSE has established a drug-free awareness program. The program provides information on the dangers and effects of substance abuse in the workplace, resources available to employees, and consequences for violations of this policy.

Employees with questions or co neerns about substance dependency or abuse are encouraged to discuss these matters with their supervisor or the Superintendent or designee to receive assistance or referrals to appropriate resources in the community.

Employees with drug or alcohol problem s that have not resulted in, and are not the immediate subject of, disciplinary action m ay participate in a rehabilitati on or treatment program through CSE's health insurance benefit coverage.

Under the Drug-Free Workplace Act, an employee who performs work for a government contract or grant m ust notify CSE of a crim inal conviction for drug-related ac tivity occurring in the workplace. The report must be made within five days of the conviction. Each new employee will be required, as a condition of employment or a condition of con tinued employment, to sign the Drug Testing Consent Form, which will be provided. Pre-employment drug tests are mandatory.

To enforce the Charter Schools of Excellence's alcohol-free policies, candidates for employment and current employees can be required to submit to drug/alcohol testing in acc ordance with Charter Schools of Excellence's Drug and Alcohol Free Workplace Testing Program. Refusal to submit to drug/alcohol testing will be considered a resignation of employment.

Employees with questions on this policy or issues related to drug or alcohol use in the workplace should raise their concerns with their supervisor or the Superintendent or designee without fear of reprisal.

### **1.9 HIRING OF RELATIVES**

The employment of relatives in the same area of an organization may cause serious conflicts and problems with favoritism and employee morale. In addition to claims of partiality in treatment at work, personal conflicts from outside the work environment can be carried in to day-to-day working relationships.

Employees' relatives will not be employed by the Charter School under any of the following circumstances:

- Where one of the parties would have authority (or practical power) to supervise, appoint, remove, or discipline the other
- Where one party would be responsible for auditing the work of the other

- Where both parties would report to the same immediate Supervisor. Every other option, including reassignment within CSE, would be considered in good faith before layoff
- Where other circumstances might lead to potential conflict among the parties or conflict between the interest of one or both parties and the best interests of the School
- Where one of the parties is an employee of the School, the Principal of the School will determine in writing to the Chair of the Governing Board of Directors and the Board, that no potential problem or conflict of interest detrimental to the school exists. If two employees marry, become related or begin sharing living quarters with one another, and in the School's judgment, the potential problems noted above exist or reasonably could exist, only one of the employees will be permitted to stay with the School, unless reasonable accommodations, as determined by the Principal or his designee, can be made to eliminate the potential problem. The decision as to which relative will remain with the School must be made by the two employees within thirty (30) calendar days of the date they marry, become related, or begin sharing living quarters with each other. If no decision has been made during this time, the Governing Board of the School reserves the right to terminate either employee.

Relatives of persons currently employed by CSE m ay be hired only if they will not be working directly for or supervising a relative. This policy applies to any relative, higher or lower in the organization, who has the authority to review employment decisions. CSE employees cannot be transferred into such a reporting relationship.

If the relative relationship is established after employment, the individuals concerned will decide who is to be transferred. If that decision is not made within 30 calendar days, senior management will decide.

In other cases where a conflict or the potential for conflict arises, even if there is no superv isor relationship involved, the parties m ay be s eparated by reassignm ent or term inated from employment

## 1.10 IMMIGRATION LAW COMPLIANCE

CSE is committed to employing only United States citizens and aliens who are authorized to work in the United States and does not un lawfully discriminate on the basis of citizenship or national origin.

In compliance with the Imm igration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the E mployment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also com plete the form if they have not com pleted an I-9 with CSE within the past three years, or if their previous I-9 is no longer retained or valid.

Employees with questions or seeking more information on immigration law issues are encouraged to contact the Principal. Em ployees may raise questions or complaints about immigration law compliance without fear of reprisal.
# 1.11 CONFLICTS OF INTEREST

Employees have an obligation to conduct busine ss within guidelin es that prohibit actual or potential conflicts of interest. This policy establishes only the framework within which CSE wishes the business to operate. The purpose of these guidelines is to provide general direction so that employees can seek further clarification on issues related to the subject of acceptable standards of operation. Contact the Director of Support Services for m ore information or questions about conflicts of interest.

Transactions with outside firms must be conducted within a framework established and controlled by the executive level of CSE. Business dealings with outside firms should not result in unusual gains for those firm s. Unusual gain refers to bribes, product bonuses, sp ecial fringe benefits, unusual price breaks, and other windfalls d esigned to ultim ately benefit the employer, th e employee, or both. Promotional plans that could be interpreted to invo lve unusual gain require specific executive level approval.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of CSE's business dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage.

If employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose to an officer of CS E as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

Personal gain may result not only in cases where an employee or relative has a sign ificant ownership in a firm with which CSE does busine ss, but also when an employee or relative receives any kickback, bribe, gift, or special consideration as a result of any transaction or business dealings involving CSE. The receipts of such benefit are strictly prohibited.

# 1.12 OUTSIDE EMPLOYMENT

Employees may hold outside jobs as long as they meet the performance standards of their job with CSE. All employees will be judged by the sam e performance standards and will be subject to CSE's scheduling demands, regardless of any existin g outside work requirem ents. It is highly suggested to discuss any outside employment prior to accepting a position that may conflict with CSE's daily schedule and comm itment. As the primary employer, and if the primary job suffers, CSE has the right to approve or deny the outside employment.

If CSE determines that an employee's outside work interferes with performance or the ability to meet the requirements of CSE as they are modified from time to time, the employee may be asked to terminate the outside employment if he or she wishes to remain with CSE.

Outside employment that constitutes a conflict of interest is prohibited. Employees may not receive any income or material gain from individuals outside CSE for materials produced or services rendered while performing their jobs unless authorized by the Board of Directors; such as recruiting currently enrolled students for off site tutoring.

# 1.13 SOLICITATION

In an effort to assure a productive and harm onious work environment, persons not employed by CSE may not solicit or distribute literature in the workplace at any time for any purpose such as; Mary Kay, Avon, child's school fundraiser, etc.

CSE recognizes that employees may have intere sts in events and orga nizations outside the workplace. However, employees m ay not solicit or distribute literature con cerning these activities during working time. (Working time does not include lunch periods, work breaks, or any other periods in which employees are not on duty.)

In addition, the posting of written solicitations on company bulletin boards is restricted. These bulletin boards display im portant information, and employees should consult them frequently for:

- Legal notices
- Employee announcements
- Internal memoranda
- Job openings
- Organization announcements
- Payday notice
- Workers' compensation insurance information
- State disability insurance/unemployment insurance information

If employees have a m essage of interest to the workp lace, they m ay submit it to the Superintendent or d esignee for approval. All approved messages will be posted by the supervisor, Superintendent or designee.

# 1.14 NON-DISCLOSURE OF CONFIDENTIAL INFORMATION

The protection of confidential business information and trade secrets is vital to the interests and the success of CSE. All stakeh olders put their trust in CSE to ensure personal inform ation is properly safeguarded and is only used for le gitimate purposes and only when absolutely necessary. Such confidential inform ation protected by Family Educational Rights and Privacy Act (FERPA) includes, but is not limited to, the following examples:

- Compensation Data
- Student Lists

- Student Demographics
- Financial Information
- Labor Relations Strategies
- Pending Projects and Proposals
- Technological Prototypes
- Curriculum Development
- Student Health Records
- Student Records
- Student Addresses

Employees who have access to or are exposed to confidential information may be required to sign a non-disclosure agreement as a condition of employment. Employees who improperly use or disclose trade secrets or confidential business information will be subject to disciplinary action, up to and including term ination of employment and legal action, even if they do not actually benefit from the disclosed information.

# 1.15 ACCESS TO PERSONNEL FILES

CSE maintains a personnel file on each employee. The personnel file includes such information as the employee's job application, resum e, records of training, docum entation of performance appraisals and salary increases, and other employment records.

Personnel files are the property of CSE, and access to the information they contain is restricted. Generally, only supervisors and management personnel of CSE who have a legitim ate reason to review information in a file are allowed to do so.

Employees who wish to review their own f ile should contact the supervisor, or the Superintendent or designee. With reasonable advance notice, employees may review their own personnel files in CSE's offices and in the pr esence of an individual appointed by CSE to maintain the files.

# 1.16 EMPLOYMENT REFERENCE CHECKS

To ensure that ind ividuals who join CSE are well qualified and have a st rong potential to be productive and successful, it is the policy of CSE to check the employment references of all applicants.

The Central Office will respond in writing only to those refere nce check inquiries that are submitted in writing. Responses to such inquiries will confirm only dates of employment, wage rates, and position(s) held. No employment data will be released without a written authorization and release signed by the individual who is the subject of the inquiry.

# 1.17 PERSONNEL DATA CHANGES

It is the responsibility of each employee to prom ptly notify CSE of any changes in personnel data. Personal m ailing addresses, telephone nu mbers, number and na mes of dependents, individuals to be contacted in the event of an emergency, educational accomplishment, and other such status reports should be accurate and current at all times. If any personnel data has changed notify the supervisor, or the Superintendent or designee.

# 1.18 DRESS CODE

A higher standard of dress often encourages greater respect for yourself and others and results in a higher standard of behavior and all faculty and staff are expected to and are required to dress in a business manner. The dress code guidelines indicate the appropriate school dress for nor mal school days. The Board of Direct ors reserves the right to interpret these guidelines and/or make changes during the course of the year. Faculty and Staff are expected to follow the letter and spirit of these guidelines.

**Hair:** Hair m ust be worn neat and clean with no unnatural colors. No hats, bandannas or headbands may be worn across the forehead.

**Shoes:** Shoes must be worn at all times. For safety reasons zoris, thong sandals, peek-a-boo, or any other type of toeless shoe cannot be worn. Sneakers or rubber soled shoes may be worn only if they are in excellent condition.

**Blouses/shirts/sweaters:** All blouses and shirts m ust be tucked in. When appropriate, women may wear blouses with modest necklines or collared knit shirts. No see-through or sleeveless blouses or tank tops are allowed.

Clothing that exposes the torso and upper thighs or undergarm ents are not allowed. Here are examples of clothing which may not be worn: see through garments, mini-skirts or mini-dresses, halters, backless dresses, tube tops or tank tops without over-blous es or shirts, shirts or blouses tied at the m idriff, clothing not properly fastened or with tear s which are indecent, and bare midriff outfits. All trousers m ust be appropriately cinched. No oversized or low hanging trousers.

**Slacks/pants/capri:** Slacks or pants m ust be business pr ofessional. S weatpants, leggings or cargo pants are not allowed. For ladies, Capri must be below the calf.

**No denim or denim look-a-like material.** Master Teachers, Beginning Teachers, and Teacher Associates **only** may wear jeans only on designated "Greens for Jeans" days.

Garments such as boxer shorts which are traditionally designed as undergarm ents may not be worn as outer garments. Other clothing not allowed are leggings without over-blouses that reach mid-thigh, tights or hosiery, in cluding those with lace trim, and bicycl e racing attire, unless underneath dresses, skirts, or appropriate shorts. T-shirts of any kind may not be worn.

Faculty and Staff may not wear clothing, jewelry, buttons, haircuts, or other items or markings which are offensive, suggestive or indecent, associated with gangs, en courage use of alcohol, tobacco, and other drugs, or violence. Tattoos and/or body piercing excluding the ears must be covered at all times. Attire/accessories that support discrimination on the basis of age, color, handicap, national origin, marital status, race, religion, or sex are not permitted.

Head coverings are not allowed indoors unless it is required for safety, religious or medical reasons.

Inappropriate use of hair grooming aids is not allowed. Curlers cannot be worn. Hair grooming is restricted to the rest room.

Sunglasses cannot be worn indoors unless a doctor 's authorization is on file.

Articles of clothing or jewelry that may cause injury are not allowed.

**In General:** Male faculty and staff may not wear earrings or body piercings. Employees may not wear body piercing other than earrings. On pla nning days, faculty and staff may not wear anything immodest, grubby, or deemed inappropriate by the Administration.

**Violation:** Faculty and Staff that violates the dress code will be asked to return home and change into appropriate clothing. Conseque nces for violating the dress code are 3-10 days suspension and may include termination.

# 1.19 JOB POSTING AND EMPLOYEE REFERRALS

CSE provides employees an opportunity to indicate their interest in open positions and advance within the organization according to their skills and experience.

In general, notices of a ll regular, full-time job openings are posted, although CSE reserves its discretionary right to not post a particular opening. Job openings will be posted on the em ployee bulletin board and normally remain open for ten days.

Each job posting notice will include the dates of the posting period, job title, department, location, grade level, job summary, essential duties, and qualifications (required skills and abilities).

To be eligible to apply for a posted job, employees must have performed competently for at least 90 calendar days in their current position. Em ployees who have a written warning on file or are on probation or suspension are not e ligible to apply for posted jobs. Eligible em ployees can only apply for those posted jobs for which they po ssess the required skills, com petencies, and qualifications.

To apply for an open position, employees should submit a job posting application to the Principal listing job-related skills and a ccomplishments. It should also describe how their current experience with CSE and prior work experience and/or education qualifies them for the position.

CSE recognizes the benefit of deve lopmental experiences and encourages employees to talk with their Principal about their career plans. Principals are encouraged to support employees' efforts to gain experience and advance within the organization.

An applicant's Supervisor may be contacted to verify perform ance, skills, and atten dance. Any staffing limitations or their circum stances that might affect a pros pective transfer may also be discussed.

Job posting is a way to infor m employees of openings and to identify qualified and interested applicants who might not otherwise be known to the h iring manager. Other recruiting sources may also be used to fill open positions in the best interest of the organization.

CSE also encourages employees to identify friends or acquaintances who are interested in employment opportunities and refer qualified outs ide applicants for posted jobs. Employees should obtain permission from the individual before making a referral, share their knowledge of the organization, and not make commitments or oral promises of employment.

An employee should submit the referral's resume and/or completed application for m to the Principal for a posted job. If the referral is interviewed, the referring employee will be notified of the initial interview and the final selection decision.

# **SECTION 2**

# 2.1 EMPLOYMENT CATEGORIES

It is the intent of CSE to clarify the definitions of employment classifications so that employees understand their employment status and benefit eligibility. These classifications do not guarantee employment for any specified period of time. Accordingly, the right to terminate the employment relationship at will at any time is retained by both the employee and CSE.

Each employee is designated as either non-exempt or exempt from Federal and State wage and hour laws. Non-exempt employees are entitled to overtime pay under the specific provisions of federal and state laws. Exem pt employees are excluded from specific provisions of Federal and State wage and hour laws. An employee's exempt or non-exempt classification may be changed only upon written notification by CSE management.

In addition to the above categories, each employee will belong to one other employment category:

<u>REGULAR FULL-TIME</u> employees are those who are not in a temporary or introductory status and who are regularly scheduled to work CSE's full-time schedule. A f ull-time schedule is five (5) or more hours a day, <u>five days a week</u>. Generally, they are eligible for CSE's benefit package, subject to the terms, conditions, and limitations of each benefit program.

<u>INTRODUCTORY</u> employees are those whose perform ance is being evaluated to determ ine whether further employment in a specific position or with CSE is appropriate. Employees who satisfactorily complete their 120 day (business days only) probationary period will be notified of their new employment classification and will be eligible for each benefit program.

<u>TEMPORARY</u> employees are tho se who are hired as interim replacements, to tem porarily supplement the work force, or to assist in the completion of a specific project. Employment assignments in this category ar e of a limited duration. Employment beyond any initially stated period does not in any way im ply a change in employment status. Temporary employees retain that status unless and un til notified of a change. While temporary employees receive all legally mandated benefits (such as workers' compensation insurance and So cial Security), they are ineligible for all of CSE's other benefit programs.

<u>PER DIEM</u> employees are those who routinely work e ither full-time or a part-time schedule and who accept additional compensation in lieu of participation in all but legally mandated benefit programs. CSE offers this cat egory in lim ited classifications and to lim ited numbers of employees. Individuals participating in this program must sign waiver s of their rights to participate in the benefit program s applicable to regular employees. Service in this category cannot be credited in any way toward any benefit program, even if the employee is later assigned to a benefit-eligible category. A change to or from this category can be accomplished only with the written consent of CSE.

<u>CASUAL</u> employees are those who have established an employment relationship with CSE but who are assigned to work on an intermittent and/or unpredictable basis. While they receive all legally mandated benefits (such as workers' compensation insurance and Social Security), they are ineligible for all of CSE's other benefit programs.

# 2.2 EMPLOYMENT APPLICATIONS

CSE relies upon the accuracy of inform ation contained in the employment application, as well as the accuracy of other data presented throughoeut the hirin g process and e mployment. Any misrepresentations, falsifications, or m aterial omissions in any of this information or data m ay result in CSE's exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment, regardless of when discovered.

# 2.3 PERFORMANCE EVALUATION

Supervisors and employees are strongly encouraged to discuss job perform ance and goals on an informal, day-to-day basis. Form al performance evaluations are conducted at the end of an employee's initial period in any new position or within 10 days before or after the end of the 120 day period. This period, known as the introductory period, allows the supervisor and the employee to discuss the job respon sibilities, standards, and performance requirements of the new position. Additional formal performance evaluations are conducted to provide both supervisor and employees the opportunity to discuss job tasks, identify a nd correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

The performance of all employees is generally evaluated according to an ongoing 12-month cycle, beginning at the fiscal-year end.

After the first year of employment, a merit raise <u>may</u> be awarded based on performance of duties and ability to add value above and beyond the basic requ irements. Since "Excellence" is the stated mission of our school, the striving for excellence and ach ievement of excellence will always be of the highest priority. E xcellence may be honored with special merit bonuses should the financial circumstances of the school allow, and the employee meets criteria and performance standards as detailed in the annual evaluation.

CSE policy states that if an employee receives a less than satisfactory <u>overall year-end evaluation</u>, he/she shall not receive a salary increase the following school year and will not be eligible for a merit bonus. If an evaluator gives an adm inistrator an overall score of Needs Im provement or Unsatisfactory, he/she must tell him /her there will be no pay incre ase for the following school year.

# 2.4 TIMEKEEPING

Accurately recording time worked is the responsibility of every employee. Federal and State laws require CSE to keep an accurate record of tim e worked in order to calculate employee pay and benefits. Time worked is all the time actually spent on the job performing assigned duties.

Employees will be required to utilize a biometric fingerprint system to record time on a daily basis. Employees will be responsible to accurately record the time they begin and end their work, as well as the beginning and ending time of each meal period. They should also record the beginning and ending time of any split shift or departure from work for personal reasons. Overtime work must always be approved before it is performed.

#### <u>ALTERING, FALSIFYING, TAMPERING WITH TIME RECORDS, OR RECORDING TIME ON</u> <u>ANOTHER EMPLOYEE'S TIME RECORD MAY RESULT IN DISCIPLINARY ACTION, UP TO</u> <u>AND INCLUDING TERMINATION OF EMPLOYMENT.</u>

# 2.5 OVERTIME

Overtime compensation is paid to all non-exempt employees in accordance with Federal and State wage and hour regulations. Overtim e pay is based on actual hours w orked. Time off on sick leave, vacation leave, paid holidays or any leave of absence will not be considered hours worked for purposes of perform ing overtime calculations. If overtime is required, CSE will attempt to provide prior notice so that arrange ments can be m ade. Non-exempt <u>hourly</u> employees will be paid time and one-half for all hours worked in excess of 40 hours in any one work week. Non-exempt salaried employees on a fluctuating work week schedule will be paid overtime e for any hours worked in excess of 40 hours in any one work week.

Failure to work scheduled overtime or overtime worked without written prior authorization from the supervisor m ay result in disciplinary action, up to and including possible termination of employment.

CSE does not offer "comp time"; i.e., employees may not work longer hours on a particular day to take the same number of hours off at another time.

Fair Labor Standards Act (FLSA) guidelines proh ibit the use of comp time as a substitute for overtime. Non-exempt employees must be paid overtime and must not be granted comp time for the time worked in excess of 40 hours per week

#### 2.6 PAYDAYS

All employees are paid bi-monthly on the 15th and 30<sup>th</sup>, or last day of the month. Each paycheck will include earnings for all work perform ed through the end of the pr evious payroll period as long as the employee continues to be employed by CSE.

In the event that a regularly scheduled payday falls on a day off such a s a weekend or holiday, employees will receive pay on the last day of work before the regularly scheduled payday.

If a regular payday falls during an employee's vacation, the employee's paycheck will be available, <u>unless it's direct deposit</u>, upon his or her return from vacation or may be picked up at the Administration Office.

#### **PAYROLL CALCULATION:**

- 196 Food Service Manager
- 196 Food Service General Worker
- 216 Office Manager
- 216 Assistant to the Office Manager (Temporary)
- 244 Senior Management and Central Office
- 216 Principals
- 201 Instructional
- 261 Security-Facilities Serviceperson

# 2.7 HOURS AND ATTENDANCE

Your work schedule is arranged to give you the best possible schedule while meeting the Charter Schools of Excellence's requirements of providing students with an outstanding education. You should notify the immediate supervisor if there is a question concerning the work schedule. You are responsible for reviewing your individual schedule.

In accepting this job, you are obligated to be on the job each and every day or night as scheduled. Failure to report to the job as scheduled for two (2) consecutive days without properly notifying your supervisor shall be considered an immediate resignation of employment.

- You are expected to be in the school ready to report for work exactly on time. Tardiness may result in disciplinary action, up to and including termination.
- You are expected to work for the full amount of time assigned. Leaving the assigned work area earlier than the assigned tim e may result in disciplinary action, up to and including termination.
- Request for time off may only be approved by the Director of Support Services. It is important that your supervisor, or the Superint endent or designee is always inform ed of your status. Excessive absentee ism and/or tardiness may lead to disciplinary action, up to and including termination.
- In case of em ergency or sudden illness, you must speak to your Supervisor or his/her designee at least two (2) hours prior to the scheduled star ting time. If you are unable to speak to your Supervisor initially, you must contact your supervisor, or the Superintendent or designee personally within two (2) hours of the scheduled starting time, or as soon as possible thereafter.

# 2.8 PAY ADVANCES

CSE does not provide pay advances to employees.

# 2.9 ADMINISTRATIVE PAY CORRECTIONS

CSE takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday.

In the unlikely event that there is an error in the a mount of pay, the employee should prom ptly bring the discrepancy to the attention of the Director of Support Services so that corrections can be made as quickly as possible.

# 2.10 PAY DEDUCTIONS

The law requires that CSE m ake certain deduc tions from every employee's compensation. Among these are applicable Federal, State, and local income taxes and the state m andated FRS deduction. CSE also must deduct Social Security and Medicare taxes on each employee's earnings up to a specified limit that is called the Social Security and Medicare "wage base." CSE matches the amount of Social Security and Medicare taxes paid by each employee.

CSE offers program s and benefits beyond those required by law. E ligible employees may voluntarily authorize deductions from their pay check s to cover the costs of participation in these programs.

If you have questions concerning why deductions we re made from your check or how they were calculated, the Principal can assist in having your questions answered.

# 2.11 WORK SCHEDULES/PLANNING TIME

Work schedules for employees vary throughout our organization. The supervisor, Superintendent or designee will advis e employees of their individua l work schedules. Staf fing needs and operational demands may necessitate variations in starting and ending times, as well as variations in the total hours that may be scheduled each day and week.

Planning Time will be scheduled only for teachers which will allow them time to plan activities and curriculum for their students.

# 2.12 SALARY SCHEDULE

Salaries are determined by the Board of Directors based on various factors including degree, experiences, and subject to individual negotiations. There are not guarantees of equal salary. Teachers are responsible for acquiring employment verification in order for years of experience to be considered by the Superintendent or designee regarding salary. Instructional staff is responsible to maintain a valid Florida teaching certificate. Initial hire and reappointed is contingent upon providing to the central office a valid certificate. Master Teachers and Beginning Teachers who do not have a valid certificate in an area reflective of the grade and subject assigned, and Teacher Associates who do not have a valid Substitute Certificate on file shall not be eligible for employment.

# 2.13 REST AND MEAL PERIODS

All full-time employees are provided with one meal period not to exceed 30 minutes in length each workday. Individual schedules will dictate whether employees will be relieved of all active responsibilities and restrictions during meal periods and will not be compensated for that time or whether employees are compensated for meal periods. The supervisor, Superintendent or designee will schedule meal periods to accommodate operating requirements. Employees, exempt and non-exempt, are expected to use the bio metric time system to record the s tart and stop time for meal periods.

Employees are expected to pack lunch or arrange to have it delivered to com ply with a closed campus policy. Errands and appointments must be scheduled outside of scheduled work hours.

# **SECTION 3**

# 3.1 USE OF PHONE AND MAIL SYSTEMS

Personal use of school telephones for outgoing calls, including local calls, is not perm itted. Employees may be required to reimburse CSE for any charges resulting from their personal use of the telephone resulting in long distance charges.

To ensure effective telephone communications, employees should always use the approved greeting and speak in a courteous and profession al manner. Please confirm information received from the caller, and hang up only after the caller has done so.

# **3.2 SMOKE FREE POLICY**

The Charter Schools of Excellen ce is committed to the improvement of human health and wellbeing. CSE is particularly conscious of the health issues raised by the use of tobacco. There are several problems arising from smoking in the workplace: Increased levels of illness for smokers that result in higher medical costs, absenteeism levels, nuisance and health hazards to others and you, higher maintenance costs, and lower productivity. In addition, second-hand smoke poses a health hazard to non-smokers in the workplace.

The Charter Schools of Excellence provides an environment free of the hazards of tobacco smoke. This policy is based on current m edical data and the responsibility to provide a safe and healthful workplace for all employees in keeping with CSE's intent to provide a safe and healthful work environment, smoking is strictly prohibited in any school building or on school property.

# 3.3 USE OF EQUIPMENT

Equipment essential in accomplishing job duties is often expensive and m ay be difficult to replace. When using property, employees are expected to ex ercise care, perfor m required maintenance, and follow all operating instructions, safety standards, and guidelines.

Please notify the Principal if any equipment, machines, or tools appear to be damaged, defective, or in need for repairs. Doing so could prevent deterioration of equipment and possible injury to employees or others. The Principal can answer any questions about an employee's responsibility for maintenance and care of equipment used on the job.

The improper, careless, negligent, destructive, or unsafe use of operation of equipment can result in disciplinary action, up to and including termination of employment.

# **3.4 DONATIONS TO THE SCHOOL**

All donations to the school become property of the school. This includes books, equipm ent or contributions; including food and toy drive. Gift cards can only be for classroom supplies such as Office Depot or ACE Educationa 1 Supply and subm itted to the office. The donation will b e properly recorded through the Office Manager.

# 3.5 EMERGENCY SCHOOL CLOSINGS

At times, emergencies such as severe weather em ergencies, fires, power failures, or hurricanes, can disrupt school operations. In extreme cases, these circumstances may require the closing of a work facility. In the event that such an e mergency occurs during non-working hours, local radio and/or television stations will be asked to broadcast notification of the closing. W hen operations are officially closed due to emergency conditions, the time off from scheduled work <u>may</u> be paid.

Employees in essential operations may be asked to work on a day when ope rations are officially closed. In these circumstances, employees who work will receive regular pay.

# 3.6 BUSINESS TRAVEL EXPENSES

CSE will r eimburse employees f or reasonable business travel expenses incurred while on assignments away from the norm al work location. All business travel must be approved in advance by the Superintendent or designee.

Employees whose travel plans have been approved are responsible for making their own travel arrangements.

When approved, the actual costs of travel, m eals, lodging, and other expenses directly related to accomplishing business travel objectives will be re imbursed by CSE. Employees are expected to limit expenses to reasonable amounts and follow the Travel Policy as detailed below:

# **TRAVEL POLICY AND PROCEDURES**

The purpose of this policy is to regulate expenses and to standardize reimbursement rates and procedures for employees authorized to travel.

#### The following policy and procedures must be followed:

- All staff must be authorized to travel prior to registering for any off site event or conference and prior to making any travel arrangements. Any unauthorized travel expenses will be incurred by the employee.
- Only the Superintendent or designee may authorize travel as documented by the Temporary Duty Authorization (TDA) form on file.
- Only authorized and actual travel expenses will be reimbursed to the employee.
- A travel day consists of 24 hours.
- The travel period is the time between the time of departure and the time of return.
- Continuous travel consists of 24 hours or more away from official headquarters.
- A continuous travelers meal allowance shall be based on the following:
  - o Breakfast When travel begins before 6 a.m. and extends beyond 8 a.m.
  - o Lunch When travel begins before 12 noon and extends beyond 2 p.m.
  - Dinner When travel begins before 6 p.m. and extends beyond 8 p.m., or when travel occurs during nighttime hours due to special assignment.
- A continuous traveler is allowed the following amounts:
  - o Breakfast \$6

- o Lunch \$11
- o Dinner \$19
- A continuous traveler may be granted rates of per diem and subsistence allowance as follows:
  - o Eighty dollars per diem; or
  - If actual expenses exceed \$80, the amounts permitted for meals, plus actual expenses for lodging at a single-occupancy rate to be substantiated by paid bills therefor.
- Transportation is defined as the direct route. In the case where a person travels by an indirect route for his or her convenience, any extra costs shall be borne by the traveler; and reimbursement for expenses shall be based only on such charges as would have been incurred by a usually traveled route.
- Mileage shall be shown from point of origin to point of destination and, when possible, shall be computed on the basis of the current map of the Department of Transportation or approved internet mapping source.
- Approved transportation expenses include:
  - o Taxi fare
  - o Mileage
  - Ferry fares; and bridge, road, and tunnel tolls
  - Storage or parking fees
- Travel authorization and expenses must be reported on the approved Temporary Duty Authorization (TDA) form.
- A copy of the program or agenda of the convention or conference, itemizing registration fees and any meals or lodging included in the registration fee, shall be attached to, and filed with the TDA.
- The Superintendent may authorize an increase in the amount paid for a specific meal, provided that the total daily cost of meals does not exceed the total amount authorized for meals each day.
- The Superintendent may grant prior approval to make direct payments of travel expenses in other situations that result in cost savings to CSE.

Any questions regarding travel procedures must be directed to the Central Office to the Director of Support Services.

PH-954-463-9995 FAX-954-463-9994

# 3.7 VISITORS IN THE WORKPLACE

To provide for the safety and security of employees and the facilities at CSE, only authorized visitors are allowed in the workplace. Restrict ing unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.

Because of safety and security reasons, fa mily and friends of employees are not allowed without authorization from the Principal. In cases of emergency, employees will be called to meet any visitor outside their work area.

All visitors must enter CSE at the Adm inistration Office. Authorized visito rs will rec eive directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors.

If an unauthorized individual is observed on CSE's premises, employees should immediately notify the Principal or, if necessary, direct the individual to the reception area.

# 3.8 COMPUTER, E-MAIL, AND CELL PHONE USAGE

Computers, computer files, the E-m ail system, and software furnished to em ployees are CSE property intended for business use. Em ployees should not use a password, access a file, o r retrieve and stored communication without authorization. To ensure compliance with this policy, computer and E-mail usage may be monitored.

CSE strives to maintain a workplace free of harassment and sensitive to the diversity of its employees. Therefore, CSE prohibits the use of computers and the E-mail system in ways that are disruptive, offensive to others, or harmful to morale.

For example, the display or transmission of offensive or sexually explicit images, messages, and cartoons is not allowed. Other su ch misuse includes, but is not limited to, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassm ent or showing disrespect for others.

E-mail <u>may not</u> be used to solicit others for comm ercial ventures, religious or political causes, outside organizations, or other non-business matters.

CSE purchases and licenses the use of various computer software for business purposes and does not own the copyright to this software nor it s related documentation. Unless authorized by the software developer, CSE does not have the right to reproduce such software for use on m ore than one computer. Employees may only use software on local area networks or on multiple machines according to the software license agreement. CSE prohibits the illegal duplication of software and its related documentation. Employees should notify the Principal, the S uperintendent or design ee or any m ember of management upon learning of violations of this policy. Employees who violate this policy will be subject to disciplinary action, up to and including termination of employment.

# 3.9 UNACCEPTABLE USE POLICY

The following uses of a ny computer that is the property of CSE (laptops included), or personal electronic devices (including cel l phones) is unacceptable and m ay result in suspension o r revocation of network privileges, and/or the employee may be subject to disciplinary action, up to and including termination of employment. Unacceptable use is d efined to include, but not be limited to, the following:

- Violation of any provision in any of the CSE Employee Handbooks.
- Transmission of any material in violation of any local, state, or federal law. This includes, but is not limited to: copyrighted materials, threatening or obscene material, or material protected by trade secret.
- The use of profanity, obscenity or other language that may be offensive.
- Any form of vandalism, including but not limited to, dam aging computers, computer systems, or networks, and/or disrupting the operation of the network.
- Copying or downloading commercial software or other material (e.g. music) in violation of federal copyright laws.
- Use of network for financial gain, commercial activity, or illegal activity, e.g. hacking.
- Use of network for political activity.
- Use of the network to access pornographic or obscene material.
- Creating and/or placing a computer virus on the network.
- Use of a personal lap top and/or an air card during scheduled work hours.
- Accessing another person's individual acc ount without prior consent or accessing a restricted account without prior consent of the responsible administrator or teacher. The person in whose name an account is issued is re-sponsible at all times for its proper use. Passwords should never be shared with another person and should be changed frequently.
- Posting inappropriate blogs or m aterial online on social networking sites (e.g. MySpace and FaceBook) can and will be grounds for termination of employment.
- Any software to be installed must be approved by the Superintendent or designee.

- Anything transmitted, viewed, or stored\_on the com puter becomes property of CSE (including software and data.)
- Once properly trained, employee is expected to utilize the s oftware on the com puter to enhance his/her job performance.
- Any questions regarding hardware or soft ware shall be directed to the technology coordinator. If he/she cannot solve the problem, he/she will report to administration.
- Personal cell phones m ay only be u sed in the teacher resource room during planning or scheduled breaks.
- Personal cell phones are perm itted for personal use in designated areas only and du ring scheduled breaks or lunch periods. Inappr opriate use of cell phones, including text messaging, email, picture files, and multi-media messages while on duty will be subject to disciplinary action, up to and including termination of employment.

# **SECTION 4**

# 4.1 JESSICA LUNDSFORD ACT

This law went into effect on September 1, 2005, requiring a Level 2 screening (fingerprinting and FBI background check) of any non-instructional school district personnel or contractual personnel who are permitted access on school grounds when students are present, as well as those who have direct contact with stu dents or who have access to or contro 1 school funds. "Contractual personnel" has been defined as any vendor, indi vidual or entity under contract with the school board.

# 4.2 EDUCATION BACKGOUND AND TEACHER CERTIFICATION:

For the Charter School of Excelle nce positions where proof of graduation from a college or university is necessary, employees will be required to provide documents supporting their Degree upon employment. Additionally, all teach ing positions will require do cumentation to support either a valid Statement of Eligibility or Certification in the state of Florida.

# 4.3 BACKGROUND INVESTIGATIONS

It is the Charter Schools of Excellence policy and in compliance with the Jessica Lunsford Act, to conduct thorough background investigations and FB I fingerprinting on all new hires. At a minimum, the following checks are completed:

#### **Education Verification:**

- All post-secondary degrees or high school diploma will be verified
- A criminal records search at the highest court in all counties where the person has resided, worked, or attended in the past seven (7) years will be conducted. Any misdemeanor convictions, felony convictions, open arrest warrants, and/or related activities are reported.

#### Criminal Records Search:

• A search of an individual's connection to his or her social security number to determine if there is any background information that was not reported by that individual will be made.

#### Mandatory Fingerprinting:

- As a condition of employment and in compliance with the Jessica Lunsford Act, all employees are required to submit to fingerprinting which has been processed by the State Department of Law Enforcement and the Federal Bureau of Investigation. If your application or fingerprint report reflects an arrest record, your file will immediately be reviewed. Based upon the type of arrest, further action may be taken up to and including failure to hire or termination of employment.
- The fingerprinting/background check is conducted at the Broward County School District Offices.

# 4.4 PROCEDURES FOR REPORTING CHILD ABUSE AND NEGLECT

All staff is mandated to directly report any suspicion of child abuse, child neglect, child sexual abuse, and/or exploitation of children, elderly or adults. In all cases the state of Florida law on reporting child abuse and neglect should be followed by calling the State Abuse Registry at 1-800-962-2873. The Supervisor and the Program Director are notified on the same day.

#### A. MAJOR TYPES OF CHILD ABUSE AND NEGLECT

- 1. Physical Abuse
- 2. Neglect
- 3. Abandonment
- 4. Sexual Abuse
- 5. Emotional Maltreatment

#### **B. PARENTS SUSPECTED OF CHILD ABUSE AND/OR NEGLECT**

- 1. The abuse registry is called the same day by any staff member who suspects an incident of abuse or neglect has occurred. The Site Supervisor is informed immediately and assists in calling in the report. In the absence of the Site Supervisor, contact a Family Advocate, a Specialist or Manager.
- 2. DO NOT CALL THE PARENT. The parent is contacted by the Sheriff's Department.
- 3. DO NOT INTERVIEW THE CHILD. Interviews with the child are conducted by Child Protective Services staff.
- 4. The Report of Suspected Child Abuse and Neglect is completed by the staff member who reports the incident. For classroom staff, the Site Supervisor or designee writes the report as dictated.
- 5. The name and badge number of the Child Abuse Registry representative is included on the form. The report form is signed by the staff member who makes the report.
- 6. The Site Supervisor or designee notifies and sends a copy of the report to the Service Area Manager, Program Compliance Manager and the Program Director, the same day.
- 7. All information regarding the report of suspected abuse is kept confidential and discussed away from other staff, children and/or parents.

#### C. RECORD KEEPING

- 1. A copy of the Suspected Child Abuse and Neglect is filed appropriately with
- 2. the Site Supervisor, Manager, Program Compliance Manager and the
- 3. Director. This document is treated confidentially.
- 4. DO NOT FILE THE REPORT IN THE CHILD'S FAMILY SERVICES
- 5. FILE.

#### D. EMPLOYEES SUSPECTED OF CHILD ABUSE

Any employee who is observed or alleged to engage in child abuse or neglect is reported in the same manner as outlined above. The employee will be suspended or reassigned until an investigation can be completed.

#### **E. REPORTING PROCEDURE**

- 1. If an employee is suspected to have or is accused of abusing a child by a parent, family member, another employee or other, the Site Supervisor is contacted immediately. The Site Supervisor encourages the reporter to call the abuse registry to report the incident. In the absence of the Site Supervisor, the Family Advocate, a Specialist or Program Manager is contacted.
- 2. The Site Supervisor or designee assists the parent, staff or other in completing a report of suspected child abuse and neglect.
- 3. The name and badge number of the Child Abuse Registry representative is included on the form. The report form is signed by the person who makes the report.
- 4. The Site Supervisor or designee notifies and sends a copy of the report to the Service Area

Manager, Program Compliance Manager and the Program Director, the same day.

- 5. The Program Compliance Manager notifies the Department of Children and
- 6. Families Licensing Representative that a report has been filed, the same day.
- 7. All information regarding the report of suspected abuse is kept confidential and discussed away from other staff, children and/or parents.
- 8. Information regarding the outcome of the investigation is used to determine the employee's continued employment with the program and is treated confidentially.

### F. RECORD KEEPING

A copy of the suspected Child Abuse and Neglect Report is filed appropriately with the Site Supervisor, Manager, Program Compliance Manager and the Director. This document is treated confidentially. The Report of Suspected Child Abuse and Neglect is filed separately from the employee's master personnel file and with Human Resources.

#### G. COMPLETING THE REPORT OF SUSPECTED CHILD ABUSE AND NEGLECT

- 1. Complete the form in its entirety.
- 2. Questions regarding the description of "how," and "action," may require the attachment of an additional sheet of paper. The reporter signs the additional sheet and it is attached to the report.
- 3. Notifications are made as outlined in the body of the policy.
- 4. The Report is signed by the person making the call to the abuse registry. If applicable, the Site Supervisor may assist in completing the Report.
- 5. The title of the person making and completing the report form is included on the form.
- 6. The name and badge number if the representative from the abuse registry is documented on the form.
- 7. Notifications are made according to terms of the policy and the legend at the bottom of the form.

# 4.5 PROFESSIONAL ETHICS

An effective educational program requires the servic es of personnel of integrity, high i deals, and human understanding. All employees shall be expected to maintain and promote these qualities. The Board shall also expect all administrative, instructional and support staff members to adhere to the *Code of Ethics of the Education Profession in Florida* and the *Principles of Professional Conduct for the Education Profession in Florida*.

It is the dut y of all em ployees to report to t he Principal or designee alleged misconduct by any CSE employee that affects the health, safety or welfare of a student. Failure of an employee to report such misconduct shall result in disciplinary action.

# 4.6 SAFETY

The primary responsibility for the coordina tion, implementation and m aintenance of our workplace safety program will be assigned by the Administration at each campus.

Each campus will have a Safety Committee consisting of the following members and kept on file: One Safety Program Coordinator, two supervisory employee members and three non-supervisory employee members.

To assist in providing a safe and healthful wo rk environment for employees, customers, and visitors, CSE has established a workplace safety program. This program is a top priority for CSE. The Principal has responsibility for im plementing, administering, monitoring, and evaluating the safety programs. Its success depends on the alertness and personal commitment of all.

CSE provides information to employees about workplace safety and health issues through regular internal communication channel such as supervisor-employee meetings, bulletin board postings, memos, or other written communications.

Employees and supervisors receive periodic w orkplace safety training. The training covers potential safety and health hazards and safe wo minimize hazards.

Some of the best safety improvement ideas come from employees. Those with ideas, concerns, or suggestions for i mproved safety in the workpl ace are encouraged to raise th em with their supervisor, or with another supervisor or manager, or bring them to the attention of the Principal. Reports and concerns about workplace safety issues may be made anonymously if the employee wishes. All reports can be made without fear of reprisal.

Each employee is expected to obey safety rulles and to exercise caution in all work activities. Employees must immediately report any unsafe condition to the Principal. Employees who violate safety standards, who cause hazardous or dangerous situations, or who fail to report, or where appropriate, remedy such situations may be subject to disciplinary action, up to and including termination of employment.

In the case of accidents that result in injury, regardless of how insignificant the injury may appear, employees should immediately notify the Principal or the appropriate supervisor. Such reports are necessary to com ply with laws and initia te insurance and workers ' compensation benefits procedures.

#### **EMERGENCY PHONE NUMBERS:**

Safety Coordinator: School phone Poison Control: 911 First Aid Response: 911 Fire Department: 911 Ambulance: 911 Police: 911 Medical Clinic: (954) 467-2140 Clinic Name/Address: Medwork/407 SE 24<sup>th</sup> Street (SR 84), Ft. Lauderdale 33316

#### OSHA CENTRAL TELPHONE NUMBER: 1-800-321-6742

### 4.7 SECURITY INSPECTIONS

CSE wishes to m aintain a work environm ent that is f ree of illegal drugs, alco hol, firearms, explosives, or other improper materials. To this end, CSE prohibits the possession, transfer, sale, or use of such m aterials on its prem ises. CS E requires the cooperation of all employees i n administering this policy.

Desks, lockers, and other storage devices may be provided for the convenience of employees, but remain the sole property of CSE. Accordingly, they, as well as any articles found within them, can be inspected by any agent or representative of CSE at any time, either with or without prior notice.

CSE likewise wishes to discourage theft or unauthorized possession of the property of employees, CSE, visitors, and customers. To facilitate enforcement of this policy, CSE or its r epresentative may inspect not only desks and lo ckers but also persons entering and/or leaving the premises and any packages or other belongings. Any e mployee who wishes to avoid inspection of any articles or materials should not bring such items onto CSE's premises.

# 4.8 WORKPLACE MONITORING

Workplace monitoring may be conducted by CSE to ensure quality control, employee safety, security, and customer satisfaction.

Computers furnished to employees are the property of CSE. As such, com puter usage and files may be monitored or accessed.

CSE may conduct video surveillance of non-private workplace areas. Video monitoring is used to identify safety concerns, maintain quality control, detect theft and misconduct, and discourage or prevent acts of harassment and workplace violence.

# 4.9 RUMORS AND GOSSIP

A rumor is a piece of infor mation or a story that has not been verified, meaning that the person telling it doesn't know if it's true or false. Rumors spread from person to person and can change slightly each time they're told, so they get more exaggerated over time. Gossip is talk that is somehow "juicy" meaning it deals with subjects that are shocking or personal. Gossip is usually about things like love and relationships, or private things that people don't talk openly about. Gossip and rumors can be a form of exclusion, they can destroy trust, and believing rum ors can lead to bad choices. True or not, private is private! Employees who spread gossip or rumors will be subject to disciplinary action up to and including termination.

Employees are required to report any unconfirmed reports of rum ors, gossip, or violation of the Code of Ethics Policy or Moral Turpitude P olicy. Employees reported will be subject to investigation and disciplinary action up to and in cluding termination. K nowledge of a rum or, gossip, or violation of the Code of Ethics Policy or Moral Turpitude Policy and failure to report, may result in investigation and disciplinary action up to and including termination.

Because CSE is sensitive to the legitimate privacy rights of employees, every effort will be made to guarantee that workplace monitoring is done in an ethical and respectful manner.

# 4.10 SELF REPORTING POLICY

Employees are required to self-re port any criminal charges or motor vehicle v iolations that involve alcohol or drugs to their r immediate supervisor the next working day after the charge. Employees also have to report what happens on ce they go to court. They m ust report any conviction or plea the next business day. The Superintendent/Board will evaluate the charge and determine how it will affect\_continued employment with CSE.

# **SECTION 5**

# **EMPLOYEE CONDUCT AND WORK RULES:**

# 5.1 WORKPLACE VIOLENCE

The Charter Schools of Excellence e mphasizes the necessity to provide a safe a nd peaceful workplace free from any violence. Violence in the workplace will not be to lerated. Acts of violence may subject you to disciplinary action, up to and including termination.

Reporting violence in the workplac e will assist in the prevention and reduction of such acts. Those who have any knowledge of violence in the workplace or suspect any propensity for such violence should contact their Supervisor immediately. Such reports and the individuals reporting them will remain confidential as the Charter Schools of Excellence seeks to couns el individuals who disrupt the workplace in this manner.

# 5.2 PERSONAL CONDUCT AND CORRECTIVE ACTION

Guidelines for the acceptable conduct of employees are necessary for the benefit, protection and safety of all employees. From time to time, corrective action may be necessary for the efficient t operation of Charter Schools of Excellence. Form s of improvement action shall include, but are not limited to, coach and counseling, Performance Action Plans, wr itten warnings, suspensions, terminations, and/or reinstatements. The following list of Class A and B of fenses is to serve a s personal conduct guidelines for the benefit of the Charter Schools of Excellence and its

employees in order to enhance a safe, orderly a nd productive work environment. This list is not intended to be all in clusive, and does not include all possible violations of proper workplace conduct.

# <u>Class A</u>: The following offenses constitute gr ounds for immediate suspension w ith either a subsequent reinstatement or termination:

- Theft, including, but not lim ited to, the re moval of the Charter Schools of Excellence property for the property of another em ployee from the Charter Schools of Excellence or office premises without prior authorization
- Carrying any weapon on the Charter Sc hools of Excellence property or while engaged in the Charter Schools of Excelle nce work off of the Charter Schools of Excellence premises, except as allowed by Florida Statute
- Fighting or provoking a fight on the Charter Schools of Excellence premises
- Physically assaulting (hitting, pushing, etc. ) a student, co-f aculty, co-worker, or parent
- Violating the Charter Schools of Excellence's Drug-Free Workplace Policy
- Sabotaging or willfully damaging the Charter Schools of Excellence equipment or property or the property of other Charte r Schools of Excellence em ployees or visitors
- Falsifying or altering the Charter Schools of Excellence records (such as student records, employment records, etc.)
- Making entries on time records of another employee or soliciting such conduct from another employee
- Walking off the job without prior supervisory permission
- Insubordination, including, but not lim ited to, defaming, assaulting or threatening to assault a Supervisor, or refusing to follow an instruction of a Supervisor
- Absence for two (2) consecutive worki ng days without notic e to the Charter Schools of Excellence, in which event the offending em ployee will be deemed to have abandoned his or her employment
- Conviction of a cri me that in any way re lates to the em ployee's employment or adversely affects the Charter Schools of Excellence's reputation
- Willfully violating any of the Charter School's of Excellence's rules, regulations or policies

- Engaging in any conduct which, in Mana gement's judgment, is adverse or prejudicial to the best interests of the Charter Schools of Excellence
- Violating the Charter Schools of Excellence's anti-harassment policy
- Sleeping on the job, unless illness related that is verified by an M.D.
- Any violation of the "Florida Department of Education Code of Ethics".

# <u>Class B</u>: The following offenses constitute grounds for appropriate discipline up to and including termination.

- Unexcused or excessive absenteeism or tardiness
- Avoidance of acceptable policy to report an absence; texting is not acceptable. Employees must make contact with the Principal or designated supervisor to report an absence.
- Negligently destroying or damaging the Charter Schools of Excellence property or the property of other employees or visitors
- Failing to report work-related injuries to a Supervisor or Business Manager as soon as possible
- Gambling on the Charter Schools of Excellence premises
- Failing to adhere to the Charter Schools of Excellence safety rules and procedures
- Creating or contributing to unsanitary, hazardous or poor working conditions
- Intentionally violating any of the Charter Schools of Excellence's rules, regulations or policies
- Disclosing privileged or confidential information to unauthorized persons
- Failing to satisfactorily perform the duties of one's job

# 5.3 PROBLEM RESOLUTION

CSE is committed to providing the best possib le working conditions for its em ployees. Part of this commitment is encouraging an open and frank atmosphere in which any problem, com plaint, suggestion, or question receives a timely response from CSE supervisors and management.

CSE strives to ensure fair and honest treatment of all employees. Supervisors, m anagers, and employees are expected to treat each other with mutual respect. Employees are encouraged to offer positive and constructive criticism.

If employees disagree with established rules of conduct, policies, or practices, they can express their concern through the problem resolution procedure. No employee will be penalized, formally or informally, for voicing a complaint with the CSE in a reasonable, business-like manner, or for using the problem resolution procedure.

If a situation occurs when employees believe that a condition of employment or a d ecision affecting them is unjust or inequitable, they are encouraged to make use of the following steps: (The employee may discontinue the procedure at any step).

- 1. Employee presents problem to the Principal within 15 calendar days, after incident occurs.
- 2. If the Principal is unavailable or employee believes it would be ina ppropriate to contact that person, employee may present problem to Superintendent or designee or any other member of Board.
- 3. Principal responds to problem during discussion or within 15 calendar days, after consulting with appropriate management, when necessary. The Principal documents the discussion.
- 4. Employee presents problem to Superintendent or designee of CSE within 15 calendar days, if problem is unresolved.
- 5. Principal counsels and advises employee, assists in putting problem in writing, visits with employee's manager(s), if necessary, and dire cts employee to Superintendent or designee for review of problem.
- 6. Employee presents problem to Superintendent or designee in writing.
- 7. Superintendent or designee reviews and consid ers problem. Superintendent or designee informs employee of decision within 15 calendar days, and forwards copy of written response to the Principal to be placed in the employee's file. The S uperintendent or designee has full authority to m ake any adju stment deemed appropriate to resolve the problem.

Not every problem can be resolved to every eryone's total satisfaction, but only through understanding and discussion of mutual proble mess can employees and management develop confidence in each oth er. This confidence is important to the operation of an efficient and harmonious work environment, and helps to ensure everyone's job security.

# 5.4 RESIGNATION

Resignation is a voluntary act in itiated by the employee to term inate employment with CSE. Although advance notice is not required, CSE reque sts at least two weeks written resignation notice from all employees.

Prior to an employee's departure, an exit in terview will be scheduled to discuss the reasons for resignation and the effect of the resignation on benefits.

If an employee does not provide advance notice as requested, the employee will be considered ineligible for rehire.

# 5.5 RETURN OF PROPERTY

Employees are responsible for all property, m aterials, or written information issued to them or in their possession or control. Al 1 CSE property must be returned by employees on or before their last day of work. W here permitted by applicable laws, CSE m ay withhold from the employee's check or final paycheck the cost of any item s that are not returned when required. CSE m ay also take all action deemed appropriate to recover or protect its property.

# 5.6 PROGRESSIVE DISCIPLINE

The purpose of this policy is to state CSE' s position on administering equitable and consistent discipline for unsatisfactory conduct in the work place. The best disciplinary m easure is the one that does not have to be enforced and com es from good leadership and fa ir supervision at all employment levels.

CSE's own best interest lies in ensuring fair treatment of all employees and in making certain that disciplinary actions are prom pt, uniform, and impartial. The major purpose of any disciplinary action is to correct the problem , prevent recurrence, and prepare the employee for satisfacto ry service in the future.

Although employment with CSE is based on mutual consent and both the employee and CSE have the right to terminate employment at will, with or without cause or advance notice, CSE may use progressive discipline at its discretion.

Disciplinary action may call for any of the four steps- Coach and Counsel, written warning, suspension with or without pay, or term ination of employment - depending on the severity of the problem and the number of occurrences. There may be circumstances when one or more steps are bypassed.

Progressive discipline means that, with respect to most disciplinary problems, these steps will normally be followed: a first offense m ay call for a Coach and Counsel; a next offense m ay be followed by a written warning; another offense may then lead to termination of employment.

CSE recognizes that there are certain types of employee problems that are serious enough to justify either a suspension, or, in extrem e situations, termination of employment, without going through the usual progressive discipline steps.

While it is impossible to list every type of behavior that may be deemed a serious offense, the EMPLOYEE CONDUCT AND WORK RULES policy includes examples of problems that may result in immediate suspension or termination of employment. However, the problem s listed are not all necessarily serious offenses, but m ay be examples of unsatisf actory conduct that will trigger progressive discipline.

By using progressive discipline, we hope that most employee problems can be corrected at an early stage, benefitting both the employee and CSE.

# SECTION 5.7 EMPLOYMENT TERMINATIONS

Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for term ination are routine. Below are exam ples of some of the most common circumstances under which employment is terminated:

<u>RESIGNATION</u> - voluntary employment termination initiated by an employee.

DISCHARGE/NOT REHIRED - involuntary employment termination initiated by the organization.

<u>LAYOFF</u> - involuntary employment termination initiated by the organization for non-disciplinary reasons.

<u>RETIREMENT</u> - voluntary employment termination initiated by the employee meeting age, length of service, and any other criteria for retirement from the organization.

CSE will generally schedule exit interviews at the time of employment termination. The exit interview will afford an opportunity to discuss such issues as employee benefits, conversion privileges, repayment of outstanding debts to CSE, or return of CSE owned property. Suggestions, complaints, and questions can also be voiced.

Since employment with CSE is based on mutual consent, both the employee and CSE have the right to terminate employment at will, with or without cause, at any time. Employees will receive their final pay in accordance with applicable state law.

Employee benefits will be affected by employment termination in the following manner. All accrued, vested benefits that are due and payable at termination will be paid. Some benefits may be continued at the employee's expense if the employee so chooses. The employee will be notified in writing of the benefits that may be continued and of the terms, conditions, and limitations of such continuance.

If an employee indicates they will be r eturning to CSE the next school year, but during the course of summer resigns, Cobra will begin July 1<sup>st</sup> of the new Fiscal year.

# **SECTION 6**

# 6.1 EMPLOYEE BENEFITS

Eligible employees at CSE are provided a wide range of benefits. A num ber of the program s (such as Social Security, workers' compensation, state disability, and unem ployment insurance) cover all employees in the manner prescribed by law.

Benefits eligibility is dependent upon a variety of factors, including em ployee classification. Your supervisor can identify the program s for which you are eligible. Details of m any of these programs can be found elsewhere in the Employee Handbook.

Florida Retirement Services (FRS)	Life Insurance
Auto Mileage	Credit Union
Dental Insurance	Educational Financial Assistance
Vision Care	Employee Assistance Program
Opportunity for Supplemental Positions	Family Leave
Holidays	Jury duty
Long-Term Disability	Major Medical Insurance
Medical Leave	Personal Leave
403 (b)	Sick Leave
Supplemental Life Insurance	Vacation Benefits
Travel Allowances	Voting Time Off

The following benefit programs are available to eligible employees:

Some benefit programs require contributions from employees, but most are fully paid by CSE. The benefit package for regular full-time employees represents an additional cost to CSE of approximately 16 percent of wages.

All employees are required to use the Urgent Care Facilities before going to the Emergency Room at the approved hospital. Urgent Care Faciliti es deductibles are the responsibility of the employee.

Emergency Room visits made by the employee are for life threatening situations. When this occurs, CSE agrees to review on a case-by-cas e basis the deductible required by the health insurance carrier.

# 6.2 VACATION BENEFITS

Vacation time off with pay is avai lable to eligible em ployees to provide opportunities for rest, relaxation, and personal pursuits. Em ployees in the following employment classification(s) are eligible to earn and use vacation time as described in this policy:

# Regular Full-time, 12 month employees (244 and 261 day Calendar)

YEARS OF ELIGIBLE SERVICE	VACATION DAYS
0 to 1 year	0 days
1 year to 5years	5 days
6 Years to 10 Years	10 days
10 years +	15 days

# VACATION EARNING SCHEDULE

The length of eligible service is calculated on the basis of a "benefit year." This is the 12-month period that begins when the em ployee starts to earn vacation time. An employee's benefit year may be extended for any significant leave of absence except military leave of absence. Military leave has no effect on this calculation. (See individual leave of ab sence policies for m ore information.)

Once employees enter an eligible employment classification, they begin to earn paid vacation time according to the schedule. Earned vacation time is available for use in the year following its accrual.

Paid vacation time can be used in minimum increments of one day. To take vacation, employees **MUST request advance approval from their s** <u>upervisor, Superintendent or designee</u> in writing by submitting a Request for Leave Form. Requests will be reviewed based on a number of factors, including business needs and staffing requirements. Vacation requests will be reviewed on a "first com e first s erved" basis. In the event two or m ore employees request the sam e vacation time period, seniority of the em ployees will be considered prior to approval. Failure to submit appropriate paperwork may result in non-approval of vacation time.

Vacation time off is paid at the employee's base pay rate at the time of vacation. It does not include overtime or any special forms of compensation such as incentives, commissions, bonuses, or shift differentials.

Upon termination of employment, employees will be paid for unused vacation time that has been earned through the last day of work.

The amount of paid vacation time employees receive each year increases with the length of their employment as shown on the vacation accrual schedule.

# 6.3 CHILD CARE BENEFITS

CSE provides Before Care, After Care and Academ ic Tutoring at no charge to all e ligible employees whose children are enrolled at CSE as a benefit of e mployment. Regular full time employees are eligible for this benefit.

Given below is a brief description of child care a ssistance that may be provided when feasible. For more detailed information, please contact the Principal.

CAFETERIA PLAN/FLEXIBLE SPENDING ACCOUNT: Employees choose benefits (including child care) from a list of options and contribute a part of pre-tax salaries to a child care account. This option allows employees to minimize the Federal tax they must pay on child care dollars. This plan will only be available if there is sufficient need that justifies the option.

SICK LEAVE: Employees may use accrued sick leave in the event of the illness of a child or direct family member.

SIBLINGS: Siblings of any employee or Board Member of CSE have enrollment preference and will be allowed free before and after care.

# 6.4 HOLIDAYS

CSE will grant holiday time off to all em ployees on the h olidays listed below based on CSE's school calendar. **Note:** not all holidays are "paid" holidays. Each em ployee's annual calendar dictates whether the holiday's below are "paid" or simply a scheduled "day off":

- New Year's Day
- Martin Luther King, Jr. Day
- Good Friday
- Memorial Day
- Thanksgiving
- Day after Thanksgiving
- Rosh Hashanah
- Veterans' Day
- Labor Day
- Independence Day
- Christmas and Christmas Eve

CSE will grant paid holiday time off to all eligible employees immediately upon assignment to an eligible employment classification. Holiday pay will be calculated based on the em ployee's straight-time pay rate (as of the date of the holiday) tim es the number of hours the em ployee would otherwise have worked on that day. Regu lar full-time 261 day employees are eligible for this benefit.

To be eligible for holiday pay, a 261 day employee must work the last scheduled day immediately preceding and the first scheduled day immediately following the holiday. All other employees must work the last scheduled day immediately preceding and the first scheduled day off or they risk being docked for the day the employee did not report t o work. Emergency situations will be reviewed on a case by case basis.

A recognized holiday that falls on a Saturday will be observed on the precedin g Friday. A recognized holiday that falls on a Sunday will be observed on the following Monday.

If a recognized holiday falls during an eligible employee's paid absence (such as vacation or sick leave), holiday pay will be provided instead of the paid time off benefit that would otherwise have applied.

If eligible nonexempt employees work on a recognized holiday, they will receive holiday pay. Paid time off for holidays will not be counted as hours worked for the purposes of determ ining overtime.

# 6.5 WORKERS' COMPENSATION INSURANCE

CSE provides a com prehensive workers' compensation insurance program at no cost to employees. This program covers any injury or i llness sustained in the course of employment that requires medical, surgical, or hos pital treatment. Subject to a pplicable legal requirem ents, workers' compensation insurance provides benefits after a short waiting period or, if the employee is hospitalized, immediately.

Employees who sustain work-related injuries or illnesses should infor m their Principal immediately. No matter how minor an on-the-job injury/illness may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as possible. Procedures for Workman's Compensation are available as follows:

# WORKMAN'S COMPENSATION PROCEDURES

It is mandatory for all on the job injuries, no matter how minor, be reported to the administration immediately.

# The following procedures must be followed:

- All staff must be advised to report all injuries, no matter how minor.
- The Principal, or designee, must immediately investigate the injury and complete the "First Report of Injury or Illness" form as included in your packet.
- The form must be complete detailing the injury; be specific as to body part left or right, and describe the injury.

- Fax the "First Report of Injury or Illness" form to the Central Office; 954-463-9994.
- Follow up with a phone call immediately upon faxing the form to report the transmission; 954-463-9995.
- The Central Office will forward the form to the insurance and a case number will be assigned.
- In the event it is after office hours, and the central office is closed, the school MUST fax the "First Report of Injury or Illness" to the fax number on the form and immediately notify the Deputy Superintendent.
- The employee must be advised that they are required to have a drug test and be seen by a provider listed in the provided insurance directory included in your packet.
- The employee must be advised that they are required to report back the results of the doctor visit along with a note allowing the employee to return to work.

# \*\*\*NOTE: In the case of a serious emergency always call 911.

Any questions regarding Workman's Compensation procedures must be directed to the Central Office to the Director of Support Services.

PH-954-463-9995 FAX-954-463-9994

Neither CSE nor the in surance carrier will be li able for the payment of workers' compensation benefits for injuries that occur during an em ployee's voluntary participation in any off-duty recreational, social, or athletic activity sponsored by CSE.

CSE will not retaliate agains t any employee who attempts to file a valid claim of workman's compensation.

# 6.6 SICK LEAVE POLICY

CSE provides paid sick leave to all eligible employees for periods of tem porary absence due to illnesses or injuries only. Regular full-time employees are eligible for this benefit.

196 day -Calendar	
6 days on September 1	
6 days maximum earned at a rate of .6 days per month	

**201 day -Calendar** 6 days on September 1 6 days maximum earned at a rate of .6 days per month

216 day -Calendar	
6 days on August 1	
6 days maximum earned at a rate of .6 days per month	

244 day -Calendar	
8 days on July 15	
8 days maximum earned at a rate of .66 days per month	

261 Day Calendar	
8 days on July 15	
8 days maximum earned at a rate of .66 days per month	

# Introductory Period employees may not use si ck days until after 30 days of continuous employment.

\*No sick or vacation days will be approved two weeks before school opens or two weeks after school closes, *including the month of May through the last day of school*. Emergency situations will be reviewed on a case by case basis.

\*No sick or vacation days will be approved dur ing the state approved window for FCAT testing including:

- One week prior to the first day of testing;
- During the scheduled two week window for testing;
- One week after the last day of testing.

As per the Handbook, if the employee terminates their employment either by their choice or CSE's, the amount of sick leave used will be ad justed based on the applicable .6 or .66 days per month as outlined above. For accounting purposes, CSE credits an employee's sick leave b ank for the full amount of days that may be used during the fiscal year of their employment; however, should the employee break their employment with CSE, only days earned per m onth through the termination date will be allowed. To clarify, should there be an excess of time used above what has been earned on the date of termination, this excess will be deducted from your final payroll check. At no time shall sick leave exceed time credited. Should the time taken exceed the bank at any time during the year, the excess will be deducted from the payroll following the date leave

was taken. Unused sick leave will not be paid to employees upon termination

Paid sick leave can be used in m inimum increments of one hour. Eligible em ployees may use sick leave for an absence due to their own illness or injury or that of a family member who resides in the employee 's household.

Employees who are unable to report to work due to illness or injury should notify the Principal before the scheduled start of their workday, if po ssible. The Principal must also be contacted on each additional day of absence; to report the absence only. Text m essages are unacceptable; employees must speak to the Principal or designee to report an absence. Approval of time off from work for any reason can only be approved by the Director of Support Services.

If an employee is absent for three or more consecutive days due to illness or injury, a physician 's statement must be provided verifying the disabil ity and its beginning and expected ending dates. Such verification may be requested for other sick leave absences as well and may be required as a condition to receive sick leave. Before returning to work from a sick leave absence of Three (3) calendar days or more, an employee must provide a physician 's verification that he or she m ay safely return to work.

Sick leave will be calculated based on the employee's base pay rate at the time of the absence and will not include any special forms of compensation, such as incentives, commissions, bonuses, supplemental pay, or shift differentials.

As an additional condition of eligibility for sick leave, an employee on an extended absence must apply for any other available com pensation and benefits, such as worker 's compensation. Sick leave will be used to supplement any payments that an employee is eligible to receive from state disability insurance, workers' compensation or CSE-provided disability insurance program s. The combination of any such disability paym ents and sick leave cannot exceed the employee's normal weekly earnings.

Sick leave is intended <u>solely to provide income protection</u> in the event of illn ess or injury, and <u>may not</u> be used for any other absence. Unused sick leave <u>will not</u> be paid to employees while they are emp loyed or upon termin ation of employment, <u>as permitted by law</u>. Excessive absences may be re flected on formal eva luations which may directly affect employee's ability to be rehired, receive bonus or Merit Awards, or be promoted to any new position. <u>Excessive absences are considered us e of more than half of allow able days per policy.</u>
# 6.6A PERSONAL LEAVE POLICY

CSE provides <u>one personal leave day</u> with pay to eligible full time employees who must take time off from work duties to fulfill <u>personal obligations</u>. Personal leave can be used in increments of one hour. Requests for personal leave will be eval uated based on a number of factors, including anticipated work load requirem ents and staffing considerations during the proposed period of absence. *No personal leave will be approved during the month of May through the last day of school. No personal leave will be approved during the state approved window for FCAT testing including:* 

- One week prior to the first day of testing;
- During the scheduled two week window for testing;
- One week after the last day of testing.

Unused personal leave is not eligible to be rolled over as part of the sick leave incentive. Any employee found to misuse the approved personal day request will be subject to disciplinary action up to and including termination.

# 6.7 TIME OFF TO VOTE

CSE encourages em ployees to fulfill their civ ic responsibilities by particip ating in elections. Generally, employees are able to find tim e to vot e either before or a fter their regular work schedule. If e mployees are unable to vote in an election du ring their non-working hours, CSE will grant up to one hour of paid time off to vote.

Employees should request time off to vote from their Principal at least two working days prior to the Election Day. Advance notice is required so that the necessary time off can be scheduled at the beginning or end of the work shift, which ever provides the least disruption to the norm al work schedule.

Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off.

# 6.8 BEREAVEMENT LEAVE

Employees who wish to take tim e off due to the death of an immediate family member should notify their supervisor, Superintendent or designee immediately.

Up to three days of paid bereavement will be available to all Regular full-time employees.

Bereavement pay is calculated based on the base pay rate at the time of absence and will not include any special form s of compensation, such as incentives, commissions, bonuses, or shift differentials.

Bereavement leave will norm ally be granted unless there are unusual business needs or staffing requirements. Employees may, with their supervisor's, Superintendent or designee approval, use any available paid leave for additional time off as necessary.

CSE defines "immediate family" as the em ployee's spouse or the em ployee's spouses', parent, child, stepchild, mother/father-in-law, daughter/son-in-law, grandparents or grandchildren. Proof (such as a bulletin or program ) of the fa mily member's passing will be required to receive Bereavement Leave.

# 6.9 JURY DUTY

CSE encourages em ployees to fulfill their civ ic responsibilities by serving ju ry duty when required. Employees in an eligible classification may request up to one w eek of paid jury duty leave over any one year period.

Jury duty pay will be calculated on the employee's base pay rate tim es the number of hours the employee would otherwise have worked on the day of absence. Regular full-time employees are eligible for this benefit

If employees are required to serve jury duty beyond the period of paid jury duty leave, they m ay use any available paid time off (for example, vacation benefits) or may request an unpaid jury duty leave of absence.

Employees must show the jury duty summons to the ir Principal as soon as possible so that the Principal may make arrangements to accommodate their absence. Of course, employees are expected to report for work whenever the court schedule permits.

Either CSE or the em ployee may request an excu se from jury duty if, in CSE's judgment, the employee's absence would create serious operational difficulties. CSE will continue to provide health insurance benefits for the full term of the jury duty absence.

Vacation, sick leave, and holiday benefits, will continue to accrue during unpaid jury duty leave.

# 6.10 WITNESS DUTY

CSE encourages employees to appear in court for witness duty when subpoenaed to do so.

If employees have been subpoenaed or otherwise requested to test ify as a witness by CSE, they will receive paid time off for the entire period of witness duty.

Employees will be granted a maximum of 24 hours of paid time off to appear in court as a witness at the request of a party other than CSE. Employees will be paid at their base rate and are free to use any remaining paid leave benefits (such as vacation leave) to receive compensation for any period of witness duty absence that would otherwise be unpaid.

The subpoena should be shown to the employee's supervisor immediately after it is received so that operating requirements can be adjusted, where neces sary, to accommodate the employee's absence. The employee is expected to report for work whenever the court schedule permits.

# 6.11 BENEFITS CONTINUATION (COBRA)

The Federal Consolidated Om nibus Budget Re conciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to c ontinue health insurance coverage under CSE's health plan when a "qu alifying event" would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee; a reduction in an employee's hours or a leave of absence; an employee's divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at CSE's group rates plus an administration fee. CSE provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under CSE's health insurance plan. The notice contains important information about the employee's rights and obligation.

# 6.12 EDUCATIONAL ASSISTANCE

CSE recognizes that the skills and k nowledge of its employees are critical to the success of the organization. The educational assistance prog ram encourages personal developm ent through formal education so that em ployees can maintain and improve job-related skills or enhance their ability to compete for reasonable attainable jobs within CSE.

CSE <u>may</u> provide edu cational assistance to all el igible employees who have completed 196 calendar days of service in an eligible employment classification. To m aintain eligibility employees must remain on the active payroll and be performing their job satisfactorily through completion of each course. Regular full-time employees are eligible for this benefit.

Individual courses or courses that are part of a degree, licensing, or certification program must be related to the employee's current job duties or a foreseeable-future position in the organization in order to be elig ible for educational assistance. CSE has the sole disc retion to determ ine and approve whether a course relates to an em ployee's current job duties or a fores eeable-future position. Em ployees should cont act the Principal for more in formation or questions about educational assistance.

Note: Any educational assistance will be provided through one of the Universities that have partnered to provide, at no cost to CSE, courses related to the advancement of the employee if such courses are available.

While education assistance is explected to enhance employee's performance and professional abilities, CSE cannot guarantee that participation in formal education will entitle the employee to automatic advancement, a different job assignment, or pay increases.

CSE invests in educatio nal assistance to employees with the expectation that the investment be returned through enhanced job performance. Educational assistance is subject to negotiations with local universities, which may offer free or reduced tuition. Requests for assistance will be handled on a case by case basis and reviewed by the Board of Directors.

# 6.13 FAMILY AND MEDICAL LEAVE ACT (FMLA) LEAVE

The Charter Schools of Excellence complies fully with the Family and Medical Leave Act of 1993 ("FMLA") and recognizes certain conditions under which you may request time off without pay for a lim ited period with job protection a nd no loss of accum ulated service, provided you return to work.

Additionally, the Charter Schools of Excellence provides leaves of absences for employees that are not eligible for FM LA. Accordingly, all employees shoul d consult the Charter Schools of Excellence's Employee Handbook to determ ine their leave entitlement under other Charter Schools of Excellence policies.

# A. ELIGIBILITY

If you have worked for the Charter Schools of Excellence a m inimum of twelve (12) months and have provided the Charter School s of Excellence with at least 1,250 hours of service during the twelve (12) month period preceding the commencement of your FMLA leave, then you are eligible for leave under the FMLA.

## **B. AMOUNT OF LEAVE**

## 12 Weeks

If you are an FMLA-eligible em ployee, you are nor mally entitled to tw elve (12) weeks (480 hours) of FMLA unpaid leave during each applicable twelve (12) month period.

## 26 Weeks

One exception to this twelve (12) week entitlement is if you are taking leave pursuant to the Military Caregiver Leave provisions of the FMLA (See Section 17.6.1(e) below). In that case, an eligible employee is entitled to take a *total* of twenty-six (26) weeks of FMLA unpaid leave during a single 12-month period. However, no more than twelve (12) weeks (480 hours) of this com bined total of twenty-six (26) weeks can be for Non-Military Caregiver Leave.

## Spouses Employed by the Charter Schools of Excellence

Spouses who are both employed by the Charter Schools of Excellence and are both eligible for FMLA leave are entitled to a combined total of twelve (12) weeks (480 hours) of leave (rather than twelve (12) weeks (480 hours) each) for the birth of a child, the

placement of a child with the employees for adoption or foster care, or the care of a parent with a "serious health condition." This dupli cate exception does not apply to leave for the employee's own "serious health condition" or the "serious health condition" of a spouse or child. In such cases, the wife is entitled to twelve (12) weeks (480 hours) and the husband is entitled to twelve (12) weeks (480 hours). Likewise, if spouses, who are both employed by the Charter S chools of Excellence and are both eligible for FMLA leave, require Military Caregiver Leave, they are entitled to a combined total of twenty-six (26) weeks of leave (rather than twenty-six (26) weeks each) for the birth of a child, the placement of a child with the employees for adoption or foster care, the care of a p arent with a "serious health condition", or to care for a covered service member with a serious injury or illness.

# C. MEASURING 12-MONTH PERIOD

The twelve (12) month period within which twelve (12) weeks (480 hours) of unpaid leave may be taken is a rolling twelve month period, which measures backward from the date your FMLA leave commences. The total FMLA leave used during the prior twelve (12) months is deducted from your twelve (12) week allotment. You may then use the remaining FMLA leave.

One exception to this m ethod of measuring the twelve (12) m onth period is if you are taking Military Caregiver Leave. For this type of leave, the applicable period is a single twelve (12) month period, which beings on the first day you take Military Caregiver Leave and ends 12 months after that date.

# D. PURPOSES FOR WHICH LEAVE CAN BE TAKEN

Eligible employees may take FMLA leave for the following reasons:

- the birth or adoption of a child and to take care of the newborn<sup>1</sup>;
- the placement of a child with you for adoption or foster care<sup>2</sup>;
- to take care of the em ployee's spouse, child, or parent who has a serious health condition
- your own "serious health condition" which renders you unable to perform your job. This would cover either on or off the job illnesses or injuries that meet the FMLA definition of "serious health condition".
- to care for your child, spouse, parent or next of kin who is a covered service member.<sup>3</sup> (This type of leave is known as Military Caregiver Leave.); or

<sup>1</sup> Employees utilizing FMLA leave for this reason may be entitled to additional leave pursuant to the Parental Leave Policy in section 17.6.9.

<sup>2</sup> Employees utilizing FMLA leave for this reason may be entitled to additional leave pursuant to the Parental Leave Policy in section 17.6.9.

**<sup>3</sup>** A covered service member is:

- for a "qualifying exigency" arising out of the fact that your child, spouse or parent is on covered active duty or called to covered active duty status.
- Examples of a "qualifying exig ency" include: (1) short term deployment, (2) military events, (3) ch ildcare-school related a ctivities, (4) financial and legal arrangements, (5) counse ling, (6) rest and recupe ration, (7) post-deploym ent activities, and (8) other activities as are agreed upon by Charter Schools of Excellence and the employee.
- You must conclude leave for the birth of a child or the placement of a child with you for adoption or foster care within twelve (12) weeks (480 hours) after the event. Leave may begin prior to birth or placement, as circumstances dictate.

## E. SERIOUS HEALTH CONDITION

A serious health condition is an illness, injury, impairment, or physical or m ental condition that involves either an overnight stay in a m edical care facility, or continuing treatment by a health care provi der for a condition that either prevents the employee from performing the functions of the em ployee's job, or prevents the qualified fa mily member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatm ent requirement may be m et by a period of incapacity of more than three (3) consecutive calendar days com bined with at least two (2) visits to a health care provider or one (1) visit and a regim en of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

For the offi cial definition of "serious health condition," please contact the Director of Support Services at 954-463-9995.

## F. INTERMITTENT LEAVE/ REDUCED HOURS

If medically necessary, in the case of your own "serious health condition" or that of your spouse, child, or parent, or to care f or a covered service member with a serious illness or injury, you may take FMLA leave interm ittently (e.g., one (1) week per month) or on a reduced hour schedule (e.g., four (4) hours per day).

Additionally, if necessary, leave taken due to a qualifying exigency m ay be taken on an intermittent or reduced-hours sched ule. When your leave is taken for other non -medical

<sup>(</sup>A) a member of the Armed Forces (including a member of the National Guard or R eserves) who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or

<sup>(</sup>b) a veteran who is undergoing medical treatment, recuperation, or therapy, for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of 5 years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy.

reasons (e.g., placement of a child with you for adoption or for foster care), you m ay take leave intermittently or on a redu ced-hours schedule only if the C harter Schools of Excellence agrees to such arrangement.

When your leave is tak en for the birth of a child or for the placement of a child with you for adoption or foster care, you m ay take leave intermittently or on a reduced hours schedule only if the Charter Sc hools of Excellence agrees to such arrangement or if such leave is medically necessary.

Since the FMLA leave is unpaid, the Char ter Schools of Excellence will adjust your compensation based on the hours you take as interm ittent or reduced hours leave within a work week.

If you request interm ittent leave or reduc ed hours status, the Charter Schools of Excellence may temporarily transfer you to another position of equivalent pay and benefits in order to better accommodate your recurring periods of absence.

# G. USE OF PAID TIME OFF BENEFITS

The Charter Schools of Excellence requires:

- Concurrent utilization of any accrued but unused a nnual leave during all FMLA leaves.
- Any accrued but unused paid sick leave must also be used concurrently during any FMLA leave for your own "serio us health condition" or the "serio us health condition" of your spouse, child or parent.
- In respect to FMLA leaves that in volve Workers' Compensation or disability, concurrent utilization of paid accrued leave is not required. However, you may, at your discretion, concurrently use any accrued but unused leaves during these two (2) types of FMLA leaves.
- Usage of any paid leave does not add to the total length of your FM LA leave. However, you may be entitled to ad ditional non-FMLA leave under other Charter Schools of Excellence policies, as set forth in the Charter S chools of Excellence's Employee Handbook.

Upon exhausting all available and applicable paid leave, the rem ainder of your F MLA leave time will be unpaid.

# H. JOB RESTORATION

Except as noted below, em ployees granted FMLA leave will be returned to the same or equivalent position held prior to the leave. In addition, your use of FM LA leave cannot result in the loss of any em ployment benefit you earned or were entitled to before using such leave.

If you take leave because of your own "serious health condition" (except if you are taking intermittent leave), you must provid e medical certification that you are able to resume

work before you return. Obtain Return-to- Work Medical Certification Form from your physician. Employees failing to p rovide a return-to-work medical certification from the attending physician will not be permitted to resume work until it is provided.

If you are a salaried employ ee and are am ong the highest paid ten perc ent (10%) of employees and keeping your job open would result in substantial econom ic injury to Charter Schools of Excellence, then you are not guaranteed restoration to your position if you choose to take FMLA leave. If you are such a "key employee," the Charter Schools of Excellence will notify you of your status as such in response to your notice of intent to take FMLA leave.

# I. EMPLOYEE BENEFITS

- During approved FMLA leave, your health insurance benefits will continue to the same extent they exis ted prior to the leave. You will c ontinue to pay you r customary portions of the m onthly premiums for your coverage and for any coverage of your dependents.
- If paid leave is substituted for unpaid leave, the Charter Schools of Excellence will deduct your portion of the prem iums as a regular payroll deduction. If, on the other hand, the FMLA leave is unpaid, you must pay your portion of the premiums by making arrangements with the Human Resources Department, who will advise you of the payment due dates.
- Any failure by you during FMLA leave to timely pay your portion of the insurance premiums or to timely pay for dependent coverage, may result in the termination of such coverage or the Charter Schools of Excellence may make payment on your behalf. If the Charter Schools of Excellence makes such payment on your behalf, such payments may be recovered by CSE from you through payroll deductions upon your return to work. In the event you elect not to return to work upon completion of approved FMLA lea ve, under most circum stances, the Charter Schools of Excellence m ay recover from you the cost of any paym ents made to maintain your benefit coverage, unless your fa ilure to return to work is the result of (1) the continuation, r ecurrence, or onset of a se rious health condition which would entitle you to F MLA leave; (2) the continuation, recurrence, or onset of a covered service member's serious injury or illness which would entitle you to FMLA leave; or (3) other circum stances beyond your control. If you decide not to return to work, benef it entitlements based upon leng th of service will be calculated as of the last paid work day prior to the start of the leave of absence.
- If any insurance coverage la pses due to your nonpaym ent, such coverage will be fully and completely reinstated when you return to work, provided you resum e paying the required premiums. If your payment is more than thirty (30) days late, the Charter Schools of Excellence will send you a letter notifying you of such fact. If the Charter Schools of Excellence does not receive your payment within fifteen (15) days thereafter, your coverage may cease.

#### J. NOTIFICATION OF NEED FOR LEAVE/PERIODIC REPORTS

You must provide the Charter Schools of Ex cellence with thirty (30) days' advance written notice of your need for FM LA leave when the need for such l eave is foreseeable. If emergency conditions prevent such noti ce, you m ust notify the Charter Schools of Excellence as soon as possible. For leave taken on the basis of planned medical treatment, you should seek to schedule the treatm ent so as to avoid unduly di srupting the operations of the Charter Schools of Excellence.

Notification of the need for leave should be made to the Charter Schools of Exc ellence through FMLA forms which are available from CSE's Benefits Coordinator. The relevant forms should be com pleted in detail, sign ed by you, and then submitted to the B enefits Coordinator for proper approval and forwarding to the appropriate management personnel.

You may need to report periodically on your status and intent to return to work during the leave period. If you take leave because of your own "serious health condition" or to care for a covered fam ily member with a "seriou s health condition," contact the Benefits Coordinator on a pre-scheduled basis regarding the status of the m edical condition and your intention to return to work. In addition, you must give notice as soon as practicable (within two (2) business days, if feasible) if the dates of leave change, are extended, or initially are unknown.

# K. HEALTH CARE PROVIDER CERTIFICATION OF "SERIOUS HEALTH CONDITION"

Health care provider cer tification of the need for leave to care for your "serious health condition" or that of a covered family member is required. You must obtain the following information from a responsible health care provider and make it available to the Charter Schools of Excellence within fift een (15) days after you request FMLA leave, if possible, and no later than the date your leave begins if you were able to give thirty (30) days' advance notice of your need for FMLA leave:

- Date on which the "serious health condition" began
- Expected duration of condition
- Appropriate medical facts within the knowle dge of the health care provider regarding the condition
- For purposes of leave f or your own "serious health condition," the certification must you are unable to perform the functions of your position
- For purposes of leave for a fam ily member's "serious health condition," the certification must state your need to care for the ill person and must give the estimated length of such leave
- When intermittent leave or reduced hours have been requested, the certification m ust the medical reasons verifying the need f or intermittent leave or a reduced hours schedule and must give scheduled dates for treatment(s) and the expected duration of said treatments

Healthcare provider certification forms are available at the Charter Schools of Excellence from the Benefits Coordinator and will be provided for your use.

The Charter Schools of Excellence m ay require you to provide subsequent m edical certification during your leave. Failure to provide requested cer tification within fifteen (15) days, if practicable, may result in delay of further leave until it is provided.

# L. TRANSITIONAL DUTY (LIGHT DUTY) ASSIGNMENTS

The Charter Schools of Excellence, at its discretion, taking into account the facts and circumstances of the particular case, including the needs of the Charter Schools of Excellence, may offer Transitional Duty Assignm ents (TDA) [also known as light duty assignm ents] for eligible employees who have been restricted by their physician due to an on-the-job injury or job-related illness covered by workers' compensation insurance. Each such TDA will last no more than six (6) weeks. If the employee is still unable to perform all the duties of his/her regular position at the end of the six (6) we ek TDA, he/she m ay be placed on workers' compensation leave, which may or may not be an approved FMLA leave, depending on the circumstances at the time. A TDA will not be offered in every case. It is offered solely at the discretion of and for the benef it of the Charter Schools of Ex cellence. A physician m ay be asked to reevaluate the status of an em ployee on workers' compensation leave, or in a TDA every thirty (30) days. Em ployees in a TDA may be assigned to any departm ent and on any shift. Employees in a TDA are bound by the same work conditions and requirements as any other employee. Only employees capable of pe rforming all of the essential job functions of the TDA will be cons idered for that position. Employees in a TDA will be paid for the assigned hours actually worked.

If the employee is eligible for FMLA leave, and is offered a TDA with duties he/she is able to perform, he/she may choose to exercise their right to take FMLA leave in stead of returning to work in the TDA. However, such employees may lose their temporary (wage loss) workers' compensation benefits because they declin ed available work. An employee with a workers' compensation injury who reaches maxim um medical improvement (MMI) will no longer be considered for TDA.

The period of time employed in a TDA will not count against the employee's FMLA leave entitlement or an employee's right to job restoration. However, the right of a FMLA eligible employee, who is performing TDA, to restoration to the same or an equivalent position based on the FMLA terminates upon expiration of the tw elve (12-) month period used to determ ine the amount of available FMLA leave.

Employees on workers' compensation leave who are not eligible under the FMLA may be offered a TDA at the sole discretion of the Charter Schools of Excellence. In such a case, if a TDA is offered, an employee's failure or refusal to accept the position will be deemed to be a voluntary resignation. However, an employee may use any accrued paid leave if a TDA ends or if no TDA has been offered, or in lieu of taking a TDA.

# 6.14 NON-FMLA MEDICAL LEAVE

CSE provides medical leaves of absence without pay to eligible employees who are not covered by FMLA and who are temporarily unable to work due to a serious health condition or disability. For purposes of this policy, serious health conditions or disabilities include inpatient care in a hospital, hospice, or residential medical care facility; and continuing treatment by a health care provider. Regular full-time employees are eligible for this benefit.

Eligible employees may request medical leave only after having completed 90 calendar days of service. Exceptions to the service requirement will be considered to accommodate disabilities.

Eligible employees should make requests for medical leave to their supervisors at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events.

A health care provider's statement must be submitted verifying the need for medical leave and its beginning and expected ending dates. Any cha nges in this inform ation should be prom ptly reported to CSE. Em ployees returning from medical leave must submit a health care provider's verification of their fitness to return to work.

Eligible employees are normally granted leave for the period of the disability, up to a m aximum of 12 weeks within any 12 m onth period. Any com bination of medical leave and fam ily leave may not exceed this maximum limit. If the initial period of approved absence proves insufficient, consideration will be given to a request for an extension. Employees will be required to first use any accrued paid leave time before taking unpaid medical leave.

Employees who sustain work-related injuries are eligible for a medical leave of ab sence for the period of disability in accordance with all applicable laws covering occupational disabilities.

Subject to the terms, conditions, and limitations of the applicable plans, CSE will <u>not</u> continue to provide health insurance benefits for the full period of the approved medical leave.

Benefit accruals, such as vacation, sick leav e, or holiday benefits, will be suspended during the leave and will resume upon return to active employment.

So that an employee's return to work can be properly scheduled, an employee on medical leave is requested to provide CSE with at least two weeks advance notice of the date the employee intends to return to work. W hen a medical leave ends, the employee will be reinstated to the same position, if it is available, or to an equivalent position for which the employee is qualified.

If an employee fails to report to work promptly at the end of the medical leave, CSE will assume that the employee has resigned.

# 6.16 EDUCATIONAL LEAVE

CSE provides educational leaves of absence without pay to eligible em ployees who wish to take time off from work duties to pursue course work that is applicable to their job duties with CSE. Regular full-time employees are eligible for this benefit.

Eligible employees who have completed one (1) year of service may request educational leave for a period of up to six months every five years. Requests will be evaluated based on a number of factors, including anticipated work load requirements and staffing considerations during the proposed period of absence.

Subject to the terms, conditions, and limitations of the applicable plans, CSE will <u>not</u> continue to provide health insurance benefits for the full period of the approved educational leave. Benefit accruals, such as vacation, sick leav e, or holiday benefits, will be suspended during the leave and will resume upon return to active employment.

When an educational leave ends, every reasonable effort will be m ade to return the employee to the same position, if it is available, or to a similar available position for which the employee is qualified. However, CSE cannot guarantee reinstatement in all cases.

If an employee fails to report to work at the end of the approved leave period, CSE will assume that the employee has resigned.

# 6.17 MILITARY LEAVE

A military leave of absence will be granted to employees, except those occupying temporary positions, to attend scheduled drills or training or if called to active duty with the U.S. armed services.

Employees will receive partial pay for two-week training assignments and shorter absences. Upon presentation of satisfactory military pay verification data, employees will be paid the difference between their normal base compensation and the pay (excluding expense pay) received while on military duty. The portion of any military leaves of absence in excess of two weeks will be unpaid. However, employees may use any available paid time off for the absence.

Subject to the terms, conditions and limitations of the applicable plans for which the employee is otherwise eligible, health insurance benefits will be provided by CSE for the full term of the military leave of absence.

Benefit accruals, such as vacation, sick leav e, or holiday benefits, will be suspended during the leave and will resume upon the employee's return to active employment.

Employees on two-week active duty training assi gnments or inactive duty training drills are required to return to work for the first regular scheduled shift after the end of training, allowing reasonable travel time. Employees on longer m ilitary leave m ust apply for rein statement in accordance with all applicable State and Federal laws.

Every reasonable effort will be made to return eligible employees to their previous position or a comparable one. They will be treated as though they were continuously employed for purposes of determining benefits based on length of service, rate of vacation accrual and job seniority rights.

# 6.18 EMPLOYEE COMMUTE OPTIONS

CSE recognizes that traffic congestion contribute s to air pollution and energy waste. To help reduce congestion and improve air quality, CSE encourages employee commute options. Finding alternatives for driving alone to work benefits both employees and the environment.

If at all possible, walking or bicycling to work is the health iest commute options. These options also have the greatest impact on reducing traffic and the cost of commuting. Bicycle storage racks are provided to give employees a secure and convenient place to store their bicycles.

Public transportation is a commute option that reduces traf fic and air pollution. Transit riders eliminate the stress of driving and may even have time to read, sleep, or write while commuting.

Car pooling is a convenient option that saves money on commute costs, reduces the stress of driving every day in traffic, and encourages communication with co-workers. A car pool consists of two or more individuals who share a ride to work. The number of riders may vary, the days the car pool operates may change, the drivers may rotate, and riders may share expenses. The ride sharers determine the rules. Conveniently located parking places are reserved for employees who car pool. Contact the Principal for more information and assistance with employee commute options.

# Appendix I

# Certification Self-Audit Report

	CHARTER S	SCHOOL CERTI	FICATION SEL	F-AUDIT (co	mplete and submit to the dis	strict Certification De	partment as an en	nail attachment)
Charter School Location Num	be 5201							
Charter School Location Name	e: CSE-Tamai	rac 1						
Date audit completed:	12/4/2013	}						
Person completing audit:	Tracy Ness							
		nouse over the	e field contain	ing the colur	nn title.			
				If No				
				Certificate,				Date Out-of-Field
		Certificate	Certificate	List Date			Grade Level(s)	Agreement Approved by
Last Nama First Nama	DOE#	Start Date	End Date	Certificate	Subject(s) on Certificate	<b>Current Position</b>	Assigned	Board
Last Name, First Name Beswick, Kenesha	1178049	7/1/2012	6/30/2015	Certificate	Elementary Education K-6		Grade 1	1/31/2012
					Art / (Grades K-12)	Teacher		1/31/2012
Angela Yang	1050292	7/1/2010	6/30/2015		Elementary Education (Grades K-	Teacher	Art	
Higuita, Ana	1112249	7/1/2008	6/30/2013		6) & ESOL Endorsement	Teacher	Grade K	
inguita, 7 ila	111224)	//1/2000	0/50/2015		Elementary Education / (Grades	reacher		
					1-6) & Primary Education /			
Romero, Aileen	795193	7/1/2009	6/30/2014		(Grades K-3)	Teacher	Grade 4	8/22/2011
· · · · · · · · · · · · · · · · · · ·					Pre-K/ Primary Elem (Age 3-			
Singer, Leslie	1156559	2/2/2011	6/30/2014		Grade 3)	Teacher	Grade K	1/31/2012
					Elementary Education (Grades K-			
Valhuerdi, Lucy	1068794	7/1/2012	6/30/2017		6) & ESOL Endorsement	Teacher	Grade 1	
	1120270	7/1/2011	(120/2016		Elementary Education (Grades K	<b>T</b> 1	0.1.5	
Wells, Kristine	1139270	7/1/2011	6/30/2016		6) & ESOL Endorsement Educational Leadership;	Teacher	Grade 5	
					Elementary Education K-6,			
Travers, Mary	793630	7/1/2009	6/30/2014		ESOL, Primary Education K-3	Principal	K-5	
Fernandez, Dayana	1202854	7/1/2012	6/30/2015		Elementary Education K-6	Teacher	Grade 3	
Ternandez, Duyuna	1202001	//1/2012	0/30/2013		Pre-K/ Primary Elem (Age 3-	reaction	Sidde 5	
Marcia Daniocek	1188605	7/1/2012	6/30/2015		Grade 3)	Teacher	Grade K	
Judith Del-Rio	1224779	11/1/2013	7/26/2016		Elementary K-6	Teacher	Grade K	
Ora Willaims	9999	4/4/2013			Substitute	Teacher	Grade 1	
					Elementary Education K-			
Carly Schickler	1221676	7/1/2013	6/30/2018		6/ESOL Endorsement	Teacher	Grade 2	
					Elementary Education (Grades K-			
Kellingbeck, Farrah	1139262	7/1/2013	6/30/2018		6)	Teacher	Grade 2	8/22/2011
Kevin Jackson	9999	9/24/2005			Substitute	Teacher	Grade 5	
DO NOT DELETE, MOVE, OR CHA	NGE THE CONT	ENTS OF THIS L	IST					
DO NOT DELETE, MOVE, OR CHA								
has a FL verif form on record docum				ct (form availab	le on web site)			
N/A (for subjects not considered "co								
	- per Merber			I				l

# Appendix J

Parent Handbook

# Charter Schools of Excellence Parent Handbook 2013-2014



Revised August 5, 2013

# **Charter Schools of Excellence**

# VISION STATEMENT

We will assist the Florida public schools in setting the standard for educational quality. The core values of honesty, respect, tolerance, fairness, self-discipline, in tegrity, responsibility, citizenship, work ethic, and trust will be the foundation upon which our schools will be built.

Students will take pride in their school and w ill respect the dedicated teachers and staff who commit their lives to education. Students will hold themselves to high standards of achievement and academic excellence. They will be grateful for the privilege of receiving an edu cation and they will strive, to the best of their ability, to accomplish their educational goals. All students will have an equal opportunity to receive a quality education.

Parents will have the right to participate and will be encouraged and expected to get involved in their school, including the governance of their school. Parents will support the teachers and the administration of the school and will follow thro ugh at home to make certain their children live up to their school commitments and obligations. Our school will respect the diverse cultures and faiths of parents and students and our school will be a place of tolerance and understanding.

Academic standards will be high and all students will have a personal education and goal plan to ensure direction and encouragement along a path that allows them to become the best they can be. All students will be proficient in the core essentials of learning and will be prepared to be successful in their continuing education, in their chosen careers, and as productive citizens of the United States.

The faculty and staff of our sc hool will be competent and caring professionals who will work as teams to teach, coach and m otivate students to learn. They will continuously strive to increase their skills, to be prof icient in the lates t educational technologies and to be outstanding role models for students. The faculty and staff will be mentors and advisors to students and parents. They will be aware of the persona l educational needs of each of th eir students. They will bear the responsibilities and live up to the high expectations of their profession and will take an active role in their communities and in their school.

The future of our country and our Am erican way of life depends on the education of our children. In Florida, we must rise to the challenge and rebuild our public education system into a responsive institution that serves our students, our State and our Country with pride an d distinction.

The Charter Schools of Excellence, Inc. serves students in Kindergar ten through fifth grade residing in Broward County.

Parents will complete an application and sign a contract with the sch ool. The parent contract will specify a time each day the parent will spend with their child in studies and homework. The contract will also ob ligate the parent for a number of volunteer hours each year for fi eld trips, room parenting and staffing during the drop off and pick-up periods before and after school. We will receive students beginning at 7:30 a.m. to accommodate working hours and exp ect them to be picked up by 6:00 p.m. Our school instruction day will be 8:30 a.m. to 2:45 p.m. Parents will also provide uniforms for their children as well as lunch money or bagged lunches and snacks.

We use Core Knowledge as the basis of our curriculum and add Character First! The Core Knowledge curriculum incorpor ates the Next Generation Suns hine State S tandards and the Common Core Standards to reinforce History and Geography. Core Knowledge and Character First! are being used by most of the successful Charter Schools across the nation.

Our intent is to concentrate on teaching the students responsibility, ethics, morals, respect, good manners, citizenship, work ethic, and pride in the democratic process by which we live. They will learn to listen, comprehend, and to communicate verbally and in writing. It is our belief that the ability to be an effective communicator r is the foundation for a successful and a productive life.

The Charter Schools of Excellence is a non-profit corporation dedicated to creating better public schools for Florida residents. We have a vision for Florida, based on our belief that we all want the same thing; outstanding schools. By em powering parents and teachers and by working together, we can make our schools into what we know they can be.

# SCHOOL HOURS

Morning Care	7:30a.m8:15a.m.
Master Teachers	8:00a.m3:30p.m.
Special Area Teachers	8:45a.m -4:45p.m.
Beginning Teachers (8 hour day; schedules vary)	7:30a.m6:00p.m.
ESE/Academy Teacher	8:45a.m.–4:45p.m.
Teacher Associates (8 hour day; schedules vary)	7:30a.m.–6:00p.m.
Students	.8:30a.m2:45p.m.
Dismissal for Kindergarten Students	2:30p.m3:00p.m.
Dismissal for First – Fifth Grade Students	2:45 p.m.–3:00p.m.
Academic Enrichment/Tutoring Program	2:45p.m5:15p.m.
Aftercare	5:15p.m6:00p.m

# **SCHEDULE**

8:00 a.m 8:30 a.m.	
8:30 a.m.	School Begins (after this time students are considered tardy)
10:45 a.m 1:10 p.m	Lunch
2:30 p.m 3:00 p.m	Kindergarten Dismissal
2:45 p.m 3:00 p.m	
2:45 p.m 5:15 p.m	Academic Enrichment
5:15 p.m 6:00 p.m	After Care
*Please call the campus office num	ber for the aftercare phone number.

# PARENT/SCHOOL CONTRACT

The parent(s)/guardian(s) of \_\_\_\_\_\_ have read and agree to abide by the following:

WHEREAS, the undersigned parent(s)/guardian(s) has made a personal decision to enroll my child(ren) at the Charter Schools of Excellence in order to provide my child with a unique educational opportunity;

WHEREAS, my desire and decision to enroll my child at the Charter Schools of Excellence is based upon my desire to become an active partner in the education of my child; and

WHEREAS, I recognize that the Charter Schools of Excellence is a public charter school of <u>choice</u> not entitlement;

NOW THEREFORE, in consideration of the foregoing;

- 1. As a parent of a student at the Charter Schools of Excellence, my commitment is to abide by the following rules and regulations adopted by the Board of Directors:
  - A. To recognize and embrace my role as having <u>primary</u> responsibility for the education of my child.
  - B. To attend all conferences scheduled with any member of the Charter Schools of Excellence staff.
  - C. To participate in the Parent Volunteer Program, including volunteering 20 hours for one child and 30 hours for two or more children, at a capacity that is sensitive to the needs of the School.
  - D. To provide transportation to and from school for my child. If I am late picking up my child, I understand that I will be charged for after-school care at whatever rate is in existence at that time. If my child is continually tardy, I understand that for the benefit of my child's education, he/she may be required to attend a school that is more accessible for my child.
  - E. To purchase uniforms for my child from the Charter Schools of Excellence Board approved supplier and ensure my child abides by the Dress Code of the Charter Schools of Excellence.
  - F. To supply a healthy lunch and a snack, either brown bagged or purchased from the Charter Schools of Excellence Board-approved vendor, each school day for my child.
  - G. To be responsible for timely payment of any fees accrued to my account at the Charter Schools of Excellence.

- H. To participate in the Charter Schools of Excellence SIT/SAC meetings which are scheduled monthly throughout the school year.
- I. To encourage my child to abide by Broward County Public Schools Code of Conduct, supplemented by the Cheetah Code of Conduct.
- 2. In order to enhance my child's academic growth, I agree to do the following:
  - A. To read and use information sent home by the school to keep parents informed of the academic topics to be introduced and studied in the classroom.
  - B. To provide a suitable time and place within the home for homework.
  - C. To assist my child in obtaining and regularly using a library card at the Public Library and allow for thirty minutes of reading daily.
  - D. To limit television and video games during the week and allow more time for reading, studying and family time.
  - E. To check my child's homework folder nightly.
  - F. To encourage my child to reach his or her academic level with deep commitment and enthusiasm for learning.
  - G. I agree to have my child here on time each and every day.
  - H. I agree to pick my child up each and every day on time.

I (We) understand that by not fulfilling my contractual obligations to the School and to my child, this will result in my child being suspended or withdrawn and referred to a regular Public School or a private school of the parent's choice as approved by the Charter Schools of Excellence Board of Directors.

Signature of Parent/Guardian	Date
Signature of Parent/Guardian	_Date
Acknowledged by: Robert Haag, Superintendent	Date:

# CHEETAH CODE OF CONDUCT CHARTER SCHOOLS OF EXCELLENCE

# The Charter Schools of Excellence Cheetah Code

1. Be Attentive	7. Be Orderly	13. Take Initiative
2. Be Obedient	8. Be Forgiving	14. Have Self-Control
3. Be Truthful	9. Be Sincere	15. Be Punctual
4. Be Grateful	10. Be Virtuous	16. Be Resourceful
5. Be Generous	11. Be Responsible	17. Have Discretion
6. Be Creative	12. Be Tolerant	18. Be Patient

# If a Student Does Not Follow Our Cheetah Code:

# **Consequences**

1 <sup>st</sup> consequence	Verbal warning - If negative behavior proceeds, refer child to guidance.
2 <sup>nd</sup> consequence	Time out / loss of privilege.
3 <sup>rd</sup> consequence	Parent contacted and a referral / letter sent home - a referral / letter is sent home to make the parent aware that negative behavior has escalated past loss of privilege.
4 <sup>th</sup> consequence	Child is sent to the Administration and the parent is called to schedule a conference regarding positive solutions to negative behavior.
5 <sup>th</sup> consequence	In School Suspension- ISS - /disciplinary hearing with the CSE Board Representatives / referral sent home and filed with the School Board of Broward County.
6 <sup>th</sup> consequence	Out of school suspension / disciplinary hearing with the CSE Board Representative / referral sent home and filed with the Broward County School Board.
SEVERE CLAUSE	Fighting, Profanity, Disrespect or Disruptive behavior <u>may</u> result in <u>immediate</u> suspension from school (OSS). Parent will be contacted and may be called to pick up the student.

# **Charter Schools of Excellence**

# 2013-2014

# **VOLUNTEER SECTION**

Thank you for your comm itment to your child 's education at The Charter Schools of Excellence! This section is designed to help yo u complete your volunteer hours with us.

The best way to ensure that you complete your hours is to start right away. The first step to completion of your hours is to write a note to your child's teacher as soon as possible to find out what he/she needs done in his/her room. We do realize that many of you work; therefore you might also want to ask your child's teacher what you can do at home to help the class.

You may also contact the Principa 1 to discuss creative options for volunteering. Please let us know if you have a partic ular talent or skill that you would like to utilize. Volunteer opportunities will also be included in "Cheetah Chatter" our school 's weekly newsletter. Be sure to check your child's backpack and read the newsletter on a regular basis. Once an event is announced, there may be a limited number of volunteers required. Please be sure to sign up ahead of time in the front office to volunteer for an event. Please do not show up to volunteer for an event if you have not previously signed up and been called to confirm. We are always willing to work with you to make your volunteer hours as enjoya ble and beneficial as possible. Please remember that in order for your child to be re-enrolled in r, you must have all CSE for the following school yea of you r volunteer hours completed before the last day of school.

The entire Charter S chools of E xcellence Staff looks forward t o working with each and every one of you as we continue the journey through our student's education.

# **Guidelines for Volunteers**

- 1. The safety and education of students must be the main concern of volunteers while engaged in school activities.
- 2. Individual student 's grades, records and abilities are personal and confidential information. Students have a right to confidentiality under Florida Statute 228.093 that covers:

academic work completed standardized test scores health data interest inventory reports reports of serious or recurrent behavior patterns family background information attendance records grades teacher or counselor ratings and observations

- 3. Students may not be given medication by volunteers.
- 4. Volunteers will not contact parents regarding student performance or behavior.
- 5. Classroom supervision and student discipline are the responsibilities of the teacher and school.
- 6. Permission for a student to leave the classroom must always be given by the teacher.
- 7. Volunteers are required to sign in and out.
- 8. For identification, volunteers are required to wear a name badge when helping with school activities.
- 9. Volunteers will be assigned only to staff members requesting assistance.
- 10. Punctuality and reliability are expected since teachers plan for volunteer assistance.
- 11. Comparing and criticizing teachers and students is not acceptable volunteer behavior.
- 12. Volunteers should be in good physical and mental health.
- 13. Volunteers are expected to be well-groomed and dressed appropriately.
- 14. Volunteers should set a good example for students by their manner, appearance, and behavior.
- 15. Volunteers should receive a receipt reflecting the amount of hours as well as a description of the work performed prior to leaving the office.

School volunteers work with teachers who request them to:

**EXTEND** the teacher's teaching time-

read stories assist in labs answer questions check student work create learning centers tutor in math and reading use audio-visual equipment find materials for classroom use help older children with research reinforce skills by providing extra drill work with non-English-speaking children play spelling, phonics language, math games assist child with make-up work and missed tests

ENRICH the learning environment-

dramatize stories assist with art projects make educational games help children choose books assist with creative writing tape record children 's stories help children use video camera type and reproduce class newspapers record books for students who have reading difficulties

**EXPAND** the resources of the school-

display special collections explore career opportunities add expert resources in special classes give performances or demonstrations in the arts show slides and comment on experiences in other cultures

**ENLIST** the community as partner with the school-

provide a two-way bridge between school and community enable taxpayers to know school problems and successes stimulate understanding and support of all school programs

# ANSWERS TO SOME QUESTIONS REGARDING CSE VOLUNTEER HOURS

- 1. **Do I have to do all of my hours?** Yes, you do. If all of your hours are not complete, you will be asked to meet with the administration and/or Board prior to enrolling your child for the following school year.
- 2. **By when must my hours be complete?** Your hours must be completed by the <u>last day</u> <u>of school</u>. Half of your volunteer hours should be completed by winter break. Volunteer hours completed over the summer will count for the next school year.
- 3. Who can complete my volunteer hours for me? Anyone with the following relation to a CSE student may complete the 20 hours of service for that child: Mother, Father, Sister, Brother, Aunt, Uncle, or Grandparent. <u>Please Note: Siblings volunteering must be 18</u> years or older and not currently attending a public school. Whoever is volunteering must make sure that the appropriate paperwork is filled out and signed in order to get credit.
- 4. **Do I have to take time off of work to come in during school hours and volunteer?** No, you do not. There are many activities that count as volunteer time that can be done at home or after school hours. Please contact your child's teacher or the principal for suggestions.
- 5. **What <u>does</u> count for volunteer time?** If you ever have a question, please call the campus office. The following activities have been approved for volunteer hours:
  - \* <u>Working</u> at a Festival
  - \* Making phone calls for teachers
  - \* Helping out with before and/or after care
  - \* Chaperoning field trips
  - \* Attending SIT/SAC meetings
  - \* Helping out in classrooms
  - \* Helping out in the front office
  - \* Cafeteria duty (Always Needed!!)
  - \* Setting up for special events (i.e. Fall Festival, Kindergarten Graduation, Field Day, International Festival, etc.)
  - \* Classroom preparation (i.e. cutting things out, organizing materials)
  - \* Reading to a large or small group of children
  - \* Speaking to a group of children (i.e. on Career Day)
  - \* Helping out with the Academic Enrichment Program
  - \* Helping out with the Morning Care Program
  - \* Helping out with the After Care Program
  - \* Copying materials for teachers

Please read newsletters and notes sent home throughout the year for announcements of special volunteer times, such as festivals, field day and graduation.

- 6. **Is there any time that I spend at school that does not count as volunteer hours?** Yes, the following activities do not count as volunteer time:
  - \* Having a birthday party for your child
  - \* Eating lunch with your child
  - \* Parent/Teacher conference
  - \* Attending a CSE festival, but not working
  - \* Donating food items for classroom celebrations.
- 7. If I am an employee of the Charter Schools of Excellence, do I still have to complete my volunteer hours? Yes, you do! Although your child knows that you are at his/her school on a daily basis, he/she does not interact with you daily as you have a specific job to do.
- 8. **Can I do something that was not requested (i.e. create material for class) and then get volunteer time for it?** No, you <u>must get approval before doing volunteer hours.</u> If there is something that you would like to do for a class and feel that it is worthy of volunteer time, simply ask your child's teacher if it will count. Remember, let us know if you have a particular skill or capability to help out (Example: If you have a truck you may be able to help us transport items).
- 9. **If I have already volunteered for my 20 or 30 hours, can I still volunteer?** By all means, please do! We encourage volunteerism throughout the year and hope that all of our families spend countless hours with their children in the classroom. The hours, however, do not carry over to the following year.
- 10. **May I bring my other children with me when I do my volunteer hours?** For safety and practical reasons, we request that you <u>not</u> bring any other children with you while you are doing your volunteer hours. Please make your child care arrangements accordingly before your scheduled volunteer time.
- 11. **How do I prove that I have completed my volunteer hours?** Upon completion of a volunteer activity, make sure you receive the yellow copy of the volunteer hour receipt signed by an employee. If you are working on campus during school hours, you must sign in and out in the office and have hours approved and signed off by the teacher whom you assisted.

# WHAT TO DO IF.....

# A Child is Injured:

If a child should receive an injury while under your care, do not attempt to administer any type of aid. No matter how minor the injury is, you shoul d immediately notify the teacher or a staff member.

## <u>A Child Becomes Ill</u>:

If a child complains of not feeling well, you s hould notify the teacher immediately. You should never administer any form of medicine to the child.

## You Are Injured:

Should you become injured while perform ing the duties of your job, no tify the school offic e immediately. The office staff will assist you and ask you to fill out the proper accident forms.

## You Are Asked to Take the Class Alone:

Because you are not a paid CSE employee, you ar e not legally perm itted to supervise a class alone. Consequently, if the teacher must leave the room, arrangements should be made to have a paid staff member present.

## Someone Asks to See a Child:

If a person who is not a m ember of the school staff should ask to speak to or take a child, you must direct that ind ividual to the teacher. Under no circum stances should you grant such a request.

## Someone Asks You How a Child is Doing:

As it becomes known that you are working in the schoo l, you will likely be ask ed questions concerning specific children. If a parent or friend inquires about the child's progress, you should say, "I enjoy working with your child and I 'm sure if you schedule an appointment, the teacher would be happy to talk with you."

# Working Parents Can Help Too!

These suggestions are only a beginning. More volunteer roles for working parents will develop as teachers and volunteers work together.

- \* Serve on a weekend beautification project; painting, landscaping, etc.
- \* Write thank you notes to teachers and ad ministrators during American Education Week.
- \* Research and write articles for the school newsletter.
- \* Assemble articles for school new sletter using desktop publishing on a hom e computer.
- \* Cut out items for bulletin board, or class activities.
- \* Help prepare school grounds for special events.
- \* Develop learning centers which teachers can use in the classrooms.
- \* Make flash cards for individualized learning.
- \* Take responsibility for one of our bulletin boards.
- \* Copy materials for our teachers.
- \* Transfer items with your truck.

# Please remember to get approval in advance for any undertaking for which you would like volunteer hours.

# **Volunteer Roles at the Elementary Level**

These suggestions are only a beginning. You will think of other ways that volunteers can help.

1.	Listen to children read/ read to children.
2.	Conduct flash card drills.
3.	Reproduce materials.
4.	Play games at recess.
5.	Assist with vision test.
6.	Correct student worksheets.
7.	Prepare bulletin boards.
8.	Help with book fairs.
9.	Demonstrate gardening skills.
10.	Tell stories with puppets or drawings.
11.	Assist with field trips.
12.	Assist with lessons in photography, dramatics, knitting or square dancing.
13.	Set up a "pretend" grocery store to practice math skills.
14.	Practice vocabulary with non- English speaking students.
15.	Discuss careers or hobbies.
16.	Assist with sing-alongs.
17.	Make puppets.
18.	Discuss care and training of pets.

- 19. Help children select library books.
- 20. Help with handwriting practice.
- 21. Drill spelling words.
- 22. Help with cooking projects.
- 23. Gather resource materials.
- 24. Help children with arts and crafts.
- 25. Help children learn to type.
- 26. Help arrange assembly programs.
- 27. Help children practice walking on a balance beam, jumping rope or skipping.
- 28. Share information about local history.
- 29. Help children learn a foreign language.
- 30. Listen to a child be a friend.
- 31. Attend school-related meetings.
- 32. Proctor students taking tests.
- 33. Make and play instructional games.
- 36. Reinforce sight/vocabulary words.
- 37. Set up science experiments.

# MORNING CARE PROGRAM

The Morning Care Program will be located in a designated area at e ach campus. Breakfast is available to students during this hour. Begin ning Teachers on staff will be su pervising this program. Parents are to use the designated gate drop off area to enter this program and sign their child in with the security guard. There is a \$95.00 per month charge or a \$15.00 daily charge. Please complete the Morning C are Registration Form in the office if your child will be participating on a weekly basis.

## DROP OFF PROCEDURES

Parents are to drop off their child at the designa ted gate entrance. <u>Please do not drop your child</u> <u>off before 8:00 and leave them unattended</u>. For the safety of your child, unattended children will be placed in our before care prog ram and you will be billed. The designated gate will rem ain open until 8:30 a.m. Students arri ving after 8:30 a.m. will be m arked tardy by the teacher. Students who arrive after 8:30 a.m. must be brought to the office and signed in late **by the parent!** Please do not drop off your child in the fr ont parking lot and allow them to enter th e building unattended--they **must be escorted in and signed in by an adult!** 

# PICK UP PROCEDURES

#### Dismissal is at 2:30 p.m. for Kindergarten and 2:45 p.m. for grades 1-5.

- 1. Please use the **designated** entrance to pick up your **kindergarten child and any siblings**.
- 2. Please use the **designated** entrance to pick up  $1^{st} 5^{th}$  grade students.

\*Note: Each campus has specific gates for drop off and pick up. Please refer to Attachm ent A for drop off and pick up procedures.

**These gates will remain open until 3:00 p.m.** If your child will not be participating in the Academic Enrichment Program we request that they be picked up no later than 3:15 p.m. All children not picked up by 3:15 p.m. who are not enrolled in the Enrichment Program will go into one class together and you will be charged \$25.00.

<u>A late fee of \$25 plus an additional \$1.00 per minute will be charged for students picked up after 6:00 p.m. Children not picked up by 6: 30 p.m. must be reported to the Police in accordance with state law.</u>

Please Note: Rainy day procedures will be determined by campus. Please see Attachment A.

On early release days, (November 26, 2013; December 19, 2013; March 20, 2014; June 5, 2014) an additional \$25.00 will be charged after 1:00 p.m. plus an additional \$1 per minute.

# **ATTENDANCE POLICY**

When your child will be absent from school, please call the school office and leave a message that morning to report the absence and reason for absen ce. If you do not call in to report the absence within 48 hours, your child will receive an "unexcused absence". You must call in <u>each day</u> your child is out. You will receive a letter once your child receives 3 unexcused absences. Please note four tardies will equal one unexcused absence. A child will be considered tardy if he comes to school after 8:30 a.m. Research has shown that there is a st rong correlation between attendance and achievement in sc hool. <u>Therefore, our attendance policy will be st rictly enforced in accordance with Broward County Truancy Regulations</u>. Please do your best to get your child to school on time every day!

# ACADEMIC ENRICHMENT PROGRAM

Students who will be staying on campus after dismissal at 2:45 p.m. will be participating in the Academic Enrichment Program. The fee for this program is \$165.00 per m onth or \$25.00 per day.

# EARLY DISMISSAL

If you need to pick up your child during school hours, you must do so through the office. You will be required to sign an Early Dismissal Log at which time we will call your child to come to the office. We encourage parents to schedule do ctor appointments after school hours in order to minimize disruption to the classroom. You may not sign your child out after 2:00 p.m.

## **COMMITTEES**

CSE encourages parents to participate in the different committees that are available to them. In order to participate, parents have to apply to be on the committee and then attend the meetings. There are two committees on which parents may sit:

\* School Improvement Team (SIT)/School Advisory Council (SAC) - This committee meets once a month and is responsible for assisting the Principal in making various decisions regarding different aspects of the school 's functioning. It is also in charge of long-range academic and capital planning.

## ASSESSMENT

Your child is assessed in a variety of ways as he/she progresses through CSE. One for m of assessment is standardized tests. We test twi ce a year. The f irst time is in the f all to g et a baseline score. Then we test in the spring so that we can assess y our child's growth and progress. All students in our sc hool are tested. We also administer all county and state standardized tests.

Another form of assessment is reading inventories. We give each child in our school a reading inventory to see what level he/she is reading at. This helps us assign them to the correct level of reading group as well as to tailor the curriculum to meet their needs.

Portfolios are a collection of student's work and assessment. Each student in CSE has a portfolio which consists of work accum ulated throughout the year. Portfolios are sent hom e with the final report card. Please see your child's Teacher, Testing Facilitator or the Principal if you ever have any questions or concerns regarding assessment. Pearson Technology 's Computer Curriculum also assesses your child on a daily basis. These reports are sent hom e with your child 's portfolios at the end of each quarter.

# STUDENT AWARDS

Additionally, at the end of each quarter CSE will hold an Honor Roll Assembly. At the end of the year we hold our CSE Award Ceremony at wh ich time each student receives a personalized award from his/her teacher. There may also be special awards given out such as art and music awards. Grades 3 - 5 will be place d on the honor roll if they receive "A's" in academic areas and "1's" in social and s tudy skills, and grades K-2 will receive honor roll s tatus if they receive all 1's.

# **RETENTION**

At the end of the school year, the decision may be made for a child to be retained for the following year. This d ecision is made by the Pr incipal, Superintendent, Teacher and any oth er relevant parties. The parents are always informed of the decision in the form of a form al conference. Please refer to CSE's Pupil Progression Plan.

# SCHOOL PICTURES AND YEARBOOKS

School pictures are taken at least tw ice a year. Information is sent home for you to fill out and return if you wish to order the pictures. In the spring, we also take class pictures which can also be ordered. Yearbooks are sold in the spring. Information will be sent home regarding yearbook sales.

# SAFETY PATROLS

Safety Patrols are students in third grade or above who have been chosen to help enforce the rules of CSE. The Safety Patrols are supervised by the Safety Patrol Committee, which is comprised of the Principal, select Teachers and Security Guards. Students must have good attendance, perform well academically and behaviorally and have perm ission from his/her parents in ord er to qualify for becoming a safety patrol.

# LOST AND FOUND

In order to avoid problem s before they occur, we ask that you label everything that belongs to your child. We also request that you do not send valuable items (e.g. jewelry, family heirlooms)

to school with your child. Pl ease write a note to your child 's teacher first and then to the fron t office if your child is missing something.

## SCHOOL LUNCHES

Children may bring their lunch from home or purchase a school lunch daily. If you would like to eat lunch with your child, you are encouraged to do so, simply sign in at the front office to receive a visitor's tag. Students may not be removed from the campus for lunch. We encourage healthy eating habits, so please lim it the sugar intake in your child 's lunch. There are to be no cans of soda, no carbonated drinks and no glass bottles in school. S chool lunches will be provided and can be purchased weekly or monthly. If a student forgets his/her lunch, we will notify the parent and request that a lunch be provided. If needed, we will allow the student to charge a hot lunch. The student will not be allowed another charge until the previous charge has been paid. Students in this situation will be provided with a lunch for a fee of \$4.00. No child will be denied a lunch.

WEEKLY COST:	
Lunch (including milk)	\$20.00
Milk only	\$2.50
Reduced Lunch	\$2.00
Reduced Milk	\$1.25

# Lunch money is collected at lunc htime daily or can be paid in advance.

## **FEES**

Any fees accrued **must** be turned in to the front office. If writing a check, please m ake it out to The Charter Schools of Excellence. Please indicate what the fee is for in the memo portion of the check. If you ever have any questions about your account, please call the front office.

## SCHOOL SUPPLIES

Each teacher will distribute a list of the necessary school supplies for the class. The list can also be found on the web site; www.c harterschool.com. Some items will be used for r the entire community and som e may be for your particular child. Please m ake sure that your child is prepared for class each day with <u>several sharpened pencils</u>, crayons and anything else requested by the teacher.

## **TEACHER CONFERENCES**

All parents should m eet with their child 's teacher <u>3 tim es</u> during the school year, Septem ber, November and April. W e encourage you to have conferences more often as effective communication is one of the cornerstones of education.

# **COMMUNITY AGENCIES**

We have formed partnerships with the following community agencies:

- \* **Nova Southeastern** provides Speech/Language Therapy for our students. Contact the campus office for more information.
- \* Women in Distress provides various types of counseling services for those families whom we refer. They also work with us on parenting workshops. If you are in need of their services and do not want to go through the CSE office, they can be contacted directly at 761-1133.
- \* **Family Central** provides families with assistance with after care fees. Each family is evaluated on a case by case basis. You may contact them directly for further information at 724-7573

# **COMMUNICATION**

You can contact the Main Office during the hours of 8:00 a.m.-4:30 p.m. Our Voice Mail system can be reached at any time throughout the day or night. Through this system, you can call your child in absent, contact the after-care program; leave a message for anyone on our staff including your child's teacher. Please feel free to use this num ber whenever you feel it is necessary as teachers and other staff members check their messages regularly. Another great communication n tool is the Principal's Newsletter sent out regularly with upcoming events and ann ouncements. **Please remember to check your child's backpack daily for letters and bulletins announcing upcoming events.** 

## **IMMUNIZATIONS**

Please make sure that all of your child 's immunizations are kept up to date. Children entering Kindergarten -  $2^{nd}$  grade must have their Hepatitis B immunization upon entering school. Keep in mind that even if your child is not in Kinde rgarten this year, he/she m ust have his/her Hepatitis B immunization by seventh grade.

## **HOMEWORK POLICY**

This is a <u>general</u> outline (by grade) of the time and days suggested for homework. In addition to this, unfinished class work will also be sent home for completion.

**Kindergarten:** There will be daily homework assignments to reinforce the day's lessons. You may also suggest that parents assist their child by reviewing classroom activities and reading to him/her each night.

**First Grade:** Students should be given reading vo cabulary words and spelling words to practice. Math will be assigned nightly. Students should be reading nightly for a minimum of fifteen minutes. Social Studies or Science activities may also be assigned. Hom ework should take about 15-20 minutes nightly, not including reading.
**Second Grade:** Students should be given reading vocabulary words and spelling words to practice. Math will be assigned nightley. Students should be reading nightly for a minimum of fifteen m inutes. Social Studies or Science activities m ay also be as signed. Homework should take about 20-30 minutes nightly, not including reading.

**Third, Fourth and Fifth Grades:** Students should have 30-45 m inutes of hom ework daily. Math will be assigned nightly. Student may receive spelling, writing prompt and vocabulary homework. Student s should be reading nightly for a minimum of fifteen minutes.

## **STUDENT ACCIDENTS**

Any student injured at school will b e sent to the office. The parents will be contacted by the teacher or staff m ember in charge. All stud ent accidents will be reported to the Principal and a STUDENT ACCIDENT REPORT completed.

## MAKE-UP WORK

The student and the teacher shall work togeth er to make up any m issed assignments, tests, homework, etc., whether for excused or unexcused absences, up to the specified absence limit. Immediately upon return to school from an absence, the student shall be given the number of days missed plus one additional day to submit the make-up work for full credit.

## FIELD TRIPS

The CSE Board believes that field trips, both in a nd out of the county, can be an integral part of the learning process in many areas of education. For purposes of this polic y, a field trip shall be defined as an approved trip away from a school site.

## WITHDRAWALS

A Withdrawal Slip is necessary when a child leaves school during the school y ear. It will be signed by the classroo m teacher and the Principal. The teacher will put the read ing and m ath levels on the withdrawal form. Be sure that all school property has been turned in by the child before he or she leaves the school.

## **REPORT CARDS**

Report cards will go home every quarter. The chief purposes of this report are:

- \* to help parents understand the child 's progress in relation to the school 's objectives;
- \* to help parents share in planning for future progress; and
- \* to help the child grow through an evaluation of his habits, attitudes, and achievements.

## **BIRTHDAY CELEBRATIONS**

Birthday celebrations must be app roved by the Principal and will only be allowed at 2:00pm . <u>Only healthy food may be served</u>. This means low in sugar and chem icals. No soda m ay be served in school at any tim e. Only juice boxes, water and milk are acceptable drinks. As per Federal regulations, any party m ust be held <u>within the last hour of the school day and no</u> <u>homemade food may be served</u>.

Birthday parties are welcome, but must adhere to the above guidelines. Each class may have a celebration at the following times of the year: before winter break, and the End of the Year. Other celebrations may be approved on a case-by-case basis. Teachers will send home a list of approved

items for each child to donate. This helps prevent food overages and waste. Non approved items will be sent home with the child.

# ILL CHILDREN

Sick children belong at home so they can recup erate and not spread their illness to others ! Children who become ill or inju red will be escorted to the of fice. A pass m ust be filled out properly each time a child is sent to the office. The student will bring two copies back to class ; one for their file and one to go home with them. Children are allowed to lie down in the office for fifteen (15) minutes. If a longer rest period is necessary, the parents <u>will</u> be called to pick up the child.

# **MEDICATIONS**

All medications, including over the counter, <u>must</u> be administered through the office. The proper paperwork must be completed and the office is responsible to schedul e and administer all medications. Neither aspirin nor non-aspirin pain reliever are not allowed without a doctor's note. **We do not supply any non-prescription medication.** If your child needs to take any medication during school hours, please com pletely fill out the Medical Authorization form signed by the prescribing physician and return it to our office to be placed in your child 's health folder. All prescription containers must be current and match the author ized prescription. No over the counter drugs can be administered by anyone on staff.

# PLAYGROUND RULES

# NO MORE THAN ONE GRADE AT A TIME MAY USE THE PLAYGROUND

At least two adult sup ervisors must accompany each class (1-30 ch ildren). The supervisor's responsibility is to enforce these rules and ensure the safety of the class.

- 1. Slide down the sliding board, sitting, facing forward **one at a time**.
- 2. Walk up the slide ladder **NOT** the slide.
- 3. Stay away from the buildings.
- 4. No throwing of sand, rocks or tire chips.
- 5. No running

RECESS OPPORTUNITIES ARE TIED IN W ITH EDUCATIONAL ACTIVITIES, such as painting number facts on the sidewa lk with water, practicing spel ling with chalk, or looking for nature objects as part of a science lesson. Please take a moment to review playground safety rules with your child.

# **EMERGENCY PLAN**

# We ask that you please take a moment to review the seriousness of these drills with your child.

#### Fire Drill (Specific Campus Plan, Appendix B)

During a fire drill, all classes will take the primary route indicated on the room Evacuation Chart. Students will walk s ilently in a single file line out of the room and at least sixty feet (30 steps) away from the building.

Under ordinary circumstances, all doors and windows should be closed by the last one to leave the room. Do not lock your doors so that the fire crews have access. The lights and **air conditioning should be turned off**. In case of an em ergency, the teacher may use his/her discretion as to whether the lights may be turned off.

Fire drills are required by State Law at least once each quarter. CSE feels that the students and staff need to be prepared, so our drills are practiced monthly. Students and staff **MUST** exit the building upon a fire alarm signal, with the exception of the Administrative staff. No student or staff member should return to the building until the all clear signal is given. All students and staff should re-enter the building without talking in case of verbal dir ections are needed to exit the building again.

#### **Bomb Threat/Serious Threat or Endangerment**

Turn off radios! No exceptions. **Radio transmissions can activate devices.** Upon receipt of a bomb threat or other threaten ing situation requiring evacuation n of the school building, and evacuation signal will be issued. The signal will be the fire alarm signal. All students and staff members, with the e xception of the Adm inistrative staff, MUST evacuate the build ing immediately using the Fire Drill Plan unless othe rwise specified over the walkie-talkie system. Upon leaving the classroom, please scan the room for any objects that are out of the ordinary. Do not touch or rearrange anything in the class room, especially suspicious items such as b ags or packages. 911 will be called by the Adm inistrative staff and the Bo mb Squad will be s ent to investigate. The Principal or site designee will meet in the office to begin the search pattern. A staff member may volunteer to assist with the se arch, but is not required to do so. If no foreign object is found, students and staff will remain outside the building until the Bomb Squad permits access back into the building. No st udent or staff member should re-enter the building until the all clear signal is given.

#### Tornado (Hurricane) Drill

A tornado warning will be given verbally over the walkie-talkie system or by a m essage carrier. All students and teachers are to enter the des ignated area and crouch on the floor with their a rms covering their heads. If there is imminent danger, the teacher should instruct the pupils to lie face down, draw their knees up under their body and cover the back of their heads with their hands or a book. The pupils should take protective cover under a desk and away from windows or glass if at all possible. Those who cannot ge t under their desk will crouch at an interior wall with their heads covered.

## Serious Incident

Should a situation occur where student/staff safety is concerned, an ann ouncement will be made over the walkie-talkie. Make sure you are on channel one. The announcement will say, "We are in Lock Down Mode, remain inside until further notice."

At that time, all staff should rem ain in the room s where they are located and the teacher should immediately lock all classroom doors. All st udents and personnel should crouch on the floor away from all windows. When there is no longer an emergency, the following announcement will be made over the intercom system, "Teachers and Students, the emergency situation at our school has been taken care of and you may resume your normal routine."

#### **Bio-hazardous Threat**

In the event that there is danger concerning our school where bio-hazardous material is concerned, all students are to evacu ate their classrooms and go to a designated area (Appendix C). All air conditioning units are to be turn ed off immediately. In the event that the danger is imm inent, remain in classrooms, ensuring that all doors are sealed shut as well as all windows.

#### **Emergency Evacuation**

In the event that we are faced with a dangerous situation that requires students and personnel to be removed from campus, an evacuation route is in place. A walkie-talk ie announcement will be made by Adm inistration stating that there is an incident threatening our school, and to immediately follow emergency evacuation procedures. ALL students and faculty will leave their classrooms, and proceed in an orderly fashion to ward the designated location. This event is not practiced, so it's imperative that all students are aware of procedures.

## **Responsibilities for ALL Staff Members During Emergency Drills/Situations**

All staff members,

It is imperative that all personnel is prepared should an em ergency situation occur. Be aware of all drill and evacuation procedures! Know con tingency plan! Please review the attached addendum to our handbook.

## **Master Teachers**

Have available at all times a pile/bag consisting of grade-book, emergency contact phone numbers, class list, radio, report cards, personal belongings, and a ny other essential documents.

Make sure that if your class is in a special area that you immediately go to your students an d escort them to the appropriate place. Cell phones will be a necessity!

## **Beginning Teachers/Teacher Associates**

If you have any students, escort them to the rest of the class. Follow safety procedures and make sure that all students are safely conducting themselves to their evacuation route. Stay near a radio and grab all personal belongings.

#### **Special Area Teachers**

After the teacher relieves you from their class, assist all st udents to the appr opriate evacuation site. (Staff will be assigned at each campus.) Ensure that you have your radios and grade books. Grab all personal belongings.

#### **Office Staff**

Everyone will have a responsibility. Staff will be assigned to assist with the follo wing items: Green boxes of Em ergency Contact Forms, all important staff information such as em ergency contact numbers, ensure that all files are locked, air is off, and doors are shut/locked depending on situation. Also, m ake sure that all radios are taken with you. Don't forget to take all of your personal belongings.

#### **Security**

Ensure that ALL gates are unlocked and unobstructed. Make sure that there are no cars or service vehicles parked so that walki ng traffic cannot get by. Go around to all classrooms, turn off air conditioning systems, lock all doors, and turn off lights. Make sure that the fire alarm is activated and working properly.

#### **GRIEVANCE PROCEDURES FOR PARENTS**

If parents disagree with established rules of conduct, policies, or practices, they can express their concern through the problem resolution procedure.

If a situation occurs when parents believe th inequitable, they are encouraged to make us discontinue the procedure at any step. at a decision affecting them is unjust or e of the follow ing steps. The parent may discontinue the procedure at any step.

- \* Parent presents problem to the Principal, in writing, within 5 school days after incident occurs. If the Principal is unavailable or the parent believes it would be inappropriate to con tact the Principal, parent may present problem to the Superintendent or designee, or any other member of the Board.
- \* Principal responds to problem during disc ussion or within 5 school days, after consulting with appropriate management when necessary. Principal documents decision.
- \* Parent presents problem to the Superintende nt or designee of CSE, in w riting, within 5 school days, if problem is unresolved.
- \* The Superintendent or designee revie ws and considers problem. T he Superintendent or designee and Principa 1 decide whether the problem can be resolved at the school level or requires a Board decision. The Superintendent or designee informs parent of decision within 5 school days.

Parents may also, at any time, request to have an item placed on the Board agenda. This is done by putting the request in writing to the Superintendent at least 24 hours before a Board meeting.

Not every problem can be resolved to everyone 's total satisfaction, but only through discussion and understanding of mutual problems can parents and educators develop confidence in each other. This confidence is important to keep the home-school partnership strong.

# GLOSSARY/DEFINITIONS (To help you with parent-teacher conferences)

- 1. **Discipline** A set of rules that develops self control and orderliness in students by providing logical consequences for both appropriate and inappropriate behavior; the goal being a safe and orderly education for **ALL STUDENTS**.
- 2. **Dialog** (a noun used as a verb) Talk.
- 3. **Entrepreneurial model for whole-school reform** A charter school that is run by the school district, rather than a private group. (Charter schools are public schools run by private individuals, groups or municipalities).
- 4. **ESE** Exceptional Student Education. ESE has its own large sub-dialect of terms, including EH (emotionally handicapped), SLD (Specific Learning Disability) and gifted.
- 5. **ESOL** English Speakers of Other Languages or <u>ELL (English Language Learners)</u>
- 6. **Family and consumer sciences -** Home economics
- 7. **FISH** Florida Inventory of School Houses or how many students in the state say a school can hold.
- 8. **FTE** Full-time equivalence (one student, or several parts of students that add up to one whole student, used to determine how much money the state gives a school district.)
- 9. **Funded** Paid for
- 10. **IEP** Individualized Education Plan. Under federal law, all ESE students are entitled to an IEP.
- 11. **INPUT RICH PROCESS** Many stakeholders gave their opinions on something.
- 12. **OUTCOME BASED EDUCATION** Teaching to the test.
- 13. **RELOCATABLES** Portable classrooms.
- 14. **RESPECT** To be courteous to those around you, to show consideration.\*
- 15. SCHOOL CENTER School.
- 16. **STAKEHOLDER** A person who has a vital interest in something; one of the people who provides input to the input-rich process.
- 17. **TDA** Temporary duty assignment. For teachers, a conference; for students, a field trip.
- 18. **UNFUNDED MANDATE** The state or federal government orders the school district to do something, but does not give them any money to do it.

- 19. **ZERO BUDGET IMPACT** It doesn't cost anything
- 20. **ATTENTIVENESS** Showing the worth of a person by giving full concentration to his or her words.\*
- 21. **OBEDIENCE** Cheerfully carrying out the directions and wishes of those who are responsible for me.\*
- 22. TRUTHFULNESS Earning future trust by accurately reporting past facts.\*
- 23. **DISRESPECT** To be rude or discourteous to another person, talking back or arguing with another.
- 24. **CONSEQUENCES** A result of one 's actions.
- 25. LUNCH DETENTION Eating in the lunchroom or office with no peer interaction.
- 26. **ADMINISTRATIVE DETENTION** Being detained from 3:00-4:00 or 4:00 to 5:00 p.m. in the office.
- 27. **TEACHER DETENTION** Being detained with teacher (time to be determined by teacher).
- 28. **OSS OUT-OF-SCHOOL SUSPENSION -** To take away the privilege of attending school for a certain number of days, outside the school. Class work missed during OSS may not be made up for credit.
- 29. **ISS** In-School-Suspension To take away the privilege of attending classes; remains in school and may get credit for work completed during ISS.
- 30. **POSSESSION** Ownership, to carry on you as if you owned it, to have in your control.
- 31. **SEVERE CLAUSE** Extremely disruptive behavior results in immediate removal from class to the Principal's office.

\*Definitions taken from *Character First*! (Character Education Series)

# THE CHARTER SCHOOLS OF EXCELLENCE UNIFORM GUIDELINES

The official vendor for the school uniforms is Sunshine School Uniforms. You must purchase through this vendor. A detailed list of uniform styles may be found at:

- <u>www.charterschool.com</u>
- A uniform insert in the opening of school Parent Packet, or
- <u>www.sunshineschooluniforms.com</u>

Sunshine School Uniforms 11550 State Road 84 Fort Lauderdale, FL 33325 Call for store hours: 954-382-0951

Uniform combinations have been approved by your Board of Directors. The colors of the school are blue and green. Please note: <u>You must purchase</u> at least the official uniform which will be worn <u>every Friday</u>, since many events are on Fridays, and on designated special days or field trips when applicable. <u>The official uniform may be worn any day</u>. We offer some alternatives to be worn Monday through Thursday only, for comfort and choice. Your child <u>must wear</u> one of the approved uniform combinations every day. <u>We expect compliance with the uniform</u> <u>requirements and it will be strictly enforced</u>. If your child is out of uniform, we will call you to bring in the appropriate uniform. Please prepare for the cooler weather with an <u>approved</u> CSE sweat shirt or cardigan.

## **Green for Jeans**

On certain days specified by the Principal, students may opt out of wearing their school uniforms and wear jeans. The jeans must be plain and to the ankles. Jean shorts, skirts and skorts are **not** acceptable. Uniform shirts **must** be worn with the jeans as well as uniform shoes. If you choose not to participate in the greens for Jeans and it is held on a Thursday or Friday or the day before a holiday/teacher planning day, the Friday uniform **must** be worn. Any student who participates in Greens for Jeans must bring in the \$1.00 cash, IOU's will not be accepted.

# THE CHARTER SCHOOLS OF EXCELLENCE REGISTRATION FOR MORNING CARE PROGRAM

My child will be participati ng in the Morning Care Progr am at a cost of \$855.00 annually. Breakfast is included in this fee. <u>I understand that I will be automatically billed</u> <u>\$95.00 monthly regardless of the num ber of days used in that particular week</u>. If I no longer wish to be on the prog ram, I understand I must s end written notice to the office of the Charter Schools of Excellence requesting removal from the program. If I am no longer on the program, I understand I will be billed a \$15.00 drop off fee for each day my child participates in the morning care program thereafter.

\*\*There is a \$5.00 registration fee to participate in program\*\*

I choose the following payment plan:

- Plan I: Lump sum payment of \$769.50 in full due by Se ptember 3, 2013 (This includes a 10% discount)
- Plan II: Monthly installment payments of \$95.00 due by the first of each month (September 3, 2013 through May 1, 2014).

Under Plan II there will be a \$25.00 late fee for installments received after the 5th of each month. If your account is mor e than thirty (30) days past due your child may not participate in the program until your account had been brought up to date. There is a \$20.00 fee for all returned checks. After two (2) returned checks you will be required to pay tuition in cash or with money order. Payments may also be made by credit card (Visa, MasterCard, American Express and Discover).

Student 's Name Gra

I have read the fore going and agree to be bound as acknowledge d by m y signature hereunder.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

# THE CHARTER SCHOOLS OF EXCELLENCE REGISTRATION FOR ACADEMIC ENRICHMENT

Academic Enrichment Hours: 3:00 p.m. to 6:00 p.m.

My child will be participati ng in the Academic Enrichme nt Program at a cost of \$1,485.00 annually. Afternoon snack is included in this fee. <u>I understand that I will be</u> <u>automatically billed \$165.00 monthly regardless of the number of days used in that</u> <u>particular week</u>. If I no longer wish to be on the program, I understand I m ust send written notice to the office of the Charter Sc hools of Excellence requesting removal from the program. If I am no longer on the program, I understand I will be billed a \$25.00 drop off fee for each day my child participates in the Academic Enrichment program thereafter. On early release days (November 26, 2013, December 19, 2013, March 20, 2014, June 5, 2014) there will be an additi onal \$25.00 charged. I further understand that if I do not pick up my child by 6:00pm I will be charged \$25 for the first minute after 6:00pm and \$1 for each additional minute.

\*\*There is a \$10.00 registration fee to participate in program\*\*

I choose the following payment plan:

- Plan I: Lump sum payment of \$1336.50 in full due by September 3, 2013 (This includes a 10% discount)
- Plan II: Monthl y installment payments of \$165.00 due by the first of each month (September 3, 2013 through May 1, 2014).

Under Plan II there will be a \$25.00 late fee for installments received after the 5th of each month. If your account is more than thirty (30) days past due your child may not participate in the program until your account had been brought up to date. There is a \$20.00 fee for all returned checks. After two (2) returned checks you will be required to pay tuition in cash or with money order. Payments may also be made by credit card (Visa, MasterCard, American Express and Discover).

Student ' s Name \_\_\_\_\_

Grade \_\_\_\_\_

I have read the fore going and agree to be bound as acknowledged by my signature hereunder.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

#### CURRICULUM

- □ Core Knowledge is a spiraling curriculum encompassing all of the major subject areas including math, language-arts, litera ture, poems, sayings/phrases, science, social studies, art and music. Spiraling means that the students learn similar topics in greater depth year after year
- □ Go Math! is a K-6 p rogram aligned with the Common Core Standards. The program emphasizes Big Ideas and depth of understanding through interactive lessons, research based instructional approac hes, best practices from arou nd the world, and different instructional resources to ensure success for all students.
- □ *Character First!* teaches students the cha racteristics that they need to become responsible and productive citizens in our society.
- □ Zaner Bloser handwriting is taught daily with K-2 students learning manuscript and Grades 3-5 learning and improving upon cursive skills.
- □ Houghton Mifflin is a comprehensive rea ding approach that integrates reading, phonics, grammar, spelling, technology, and test-taking skills.
- Pearson Technology is an accelerated computer curriculum for reading and math. It addresses the learning needs of students at their level as they work at their own pace. This computer curriculum has improved test scores, increased self-con fidence, and improved learning gains.
- □ The 6+1 Writing Trait model is an analytic assessment, a method of looking at the main characteristics of writing and assessing them independent of one another. This model provides classroom teachers w ith a tool for communication about writing performance.

# **TABLE OF CONTENTS**

VISION STATEMENT	1
SCHOOL HOURS	3
SCHEDULE	3
PHONE NUMBERS	3
PARENT/SCHOOL CONTRACT	4
CHEETAH CODE OF CONDUCT	6
VOLUNTEER SECTION Guidelines for Volunteers What School Volunteers Do Answers to Some Questions Regarding Volunteer Hours What To Do If Working Parents Can Help Too! Volunteer Roles at the Elementary Level	
MORNING CARE PROGRAM	15
DROP OFF PROCEDURES	15
PICK UP PROCEDURES	15
ATTENDANCE POLICY	16
ACADEMIC ENRICHMENT PROGRAM	
EARLY DISMISSAL	
COMMITTEES	
ASSESSMENT	17
STUDENT AWARDS	
RETENTION	17
SCHOOL PICTURES AND YEARBOOKS	
SAFETY PATROLS	
FUND RAISING	

LOST AND FOUND	
SCHOOL LUNCHES	
FEES 18	
SCHOOL SUPPLIES	
TEACHER CONFERENCES	
COMMUNITY AGENCIES	
Nova Southeastern	
Women in Distress	
Family Central	
COMMUNICATION	
IMMUNIZATIONS	
HOMEWORK POLICY	
Kindergarten	
First Grade	
Second Grade	
Third, Fourth and Fifth Grade	
All Grades	
STUDENT ACCIDENTS	
MAKE-UP WORK	
FIELD TRIPS	
WITHDRAWALS	
REPORT CARDS	
ROOM PARTIES	
ILL CHILDREN	
MEDICATIONS	
PLAYGROUND RULES	
EMERGENCY PLAN	
Fire Drill	
Bomb Threat	
Tornado (Hurricane) Drill	
Serious Incident	
Bio-hazardous Threat	

Emergency Evacuation	23
GRIEVANCE PROCEDURES FOR PARENTS	25
GLOSSARY/DEFINITIONS	26
UNIFORM GUIDELINES	28
OFFICIAL UNIFORM	28
GREEN FOR JEANS	29
ALTERNATIVE DRESS FOR WEAR ON MONDAY THROUGH THURSDAY	
ONLY	30
REGISTRATION FOR MORNING CARE PROGRAM	31
REGISTRATION FOR ACADEMIC ENRICHMENT PROGRAM	32
CURRICULUM	33
CHARACTER FIRST CURRICULUM	33
CORE KNOWLEDGE CURRICULUM	33