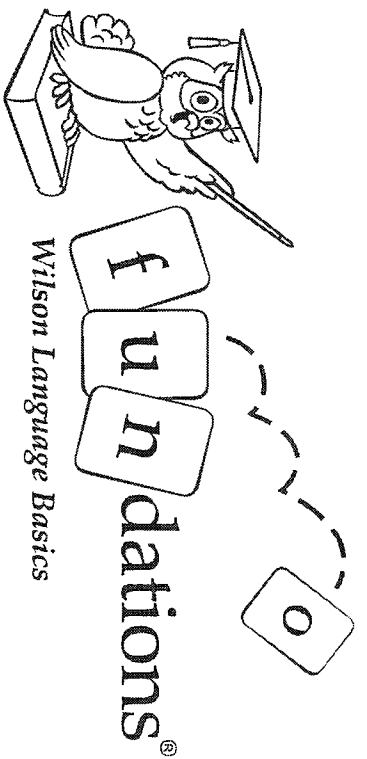
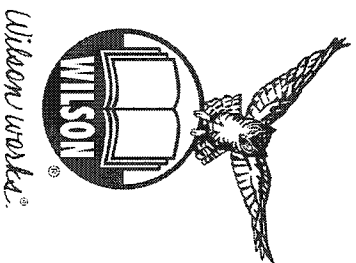


Attachment D – c
Foundations



Common Core State Standards for English Language Arts

Correlations for Levels K-3



SECOND EDITION

Wilson Language Training Corporation
www.wilsonlanguage.com
www.fundations.com

WILSON Foundations®

Correlated to Common Core State Standards

The Second Edition of Foundations was published in the summer of 2012. It includes all of the successful components of the first edition, which was itself strongly aligned to the Common Core State Standards (CCSS). The Second Edition includes significant updates to thoroughly and specifically address the Common Core State Standards. It provides specific, measurable learning objectives which are aligned to CCSS.

Foundations Second Edition's Materials Design Supports CCSS

Wilson Foundations provides teachers in K-3 classrooms with a systematic foundational skills, spelling, punctuation, and handwriting program for all students. Additionally, it significantly reinforces other English Language Arts standards, particularly vocabulary, comprehension, and writing goals, in an integrated approach.

The power of this supplemental program is that it overlaps skills, not treating them in isolation, so that a daily 30-35-minute lesson teaches and then reinforces many corresponding skills.

Foundations is a multisensory, structured, systematic, cumulative, and explicit program with a clear and thoroughly documented research base. The program focuses on student development, differentiation of instruction, and active engagement for student learning.

Foundations is integral to an RTI model, providing scientifically based instruction in Tier 1 as well as an early intervention program for students at risk. Progress monitoring is built into the program, so that students requiring a more intensive program can be identified before undergoing years of struggle.

Foundations Second Edition Aligns with Common Core Foundational Standards, ELA Language Standards, and ELA Shifts

Foundations and CCSS Foundational Standards

Foundations thoroughly teaches the Foundational Skills of the Common Core State Standards, and strongly supports the reading, writing, and language standards, providing mastery instruction for many of the goals in each of those areas as well.

- Foundations explicitly teaches the fundamentals of reading, including systematic phonics (such as phonological awareness, phonics, and word recognition) and the study of word structure.

- Fundations explicitly teaches the rules of the English language, including the six syllable types, digraphs, blends, vowel teams, prefixes, roots, and suffixes.
- Fundations teaches students to recognize words that do not follow predictable patterns.
- Opportunities for decoding mastery include many engaging activities. Emphasis is on the application of skills so that students read with sufficient fluency to support comprehension. Differentiation for the amount of practice is achieved through unit tests, and bi-weekly progress monitoring for students in Tier 2 small groups.

Fundations and CCSS ELA language standards

- Fundations provides direct and systematic teaching of upper and lower case letter formation, which is linked to the foundational skill of letter sounds for both reading and spelling.
- Fundations thoroughly teaches the conventions of standard English spelling for common spelling patterns.
- Fundations teaches the spelling of words that are irregular, as well as frequently confused words (such as their, there, they're).
- Fundations provides direct and systematic teaching of the conventions of standard English capitalization and punctuation.
- In Fundations, students learn and apply reference skills, including extensive work with dictionary skills.
- In Fundations, students study multiple meaning words and affixes.
- During Fundations lessons, students produce and expand complete sentences of varied kinds in response to prompts.

Fundations and CCSS ELA Shifts

- (Academic Vocabulary) In Fundations, vocabulary instruction is directly done with specific activities, and it is also woven throughout the entire lesson. Teachers are taught to create a "word conscious" classroom with constant discussion of both word structure and meaning. Students develop vocabulary from reading and listening to informational and narrative text, classroom discussions, and explicit instruction. They learn a "Word of the Day" (Tier 2 words from resources such as Biemiller's List and The Academic Wordlist) selected to correspond with the word structure being studied. These include multiple meaning words. Students enter the word and sentence into a vocabulary dictionary, which is a section in their Student Notebooks, and the words are reviewed frequently.
- ("Close" Reading and Text-Based Answers) Fundations provides the study of short texts to enable students with a wide range of reading levels to develop skills that can then be transferred to independent text work. Comprehension S.O.S.™ in Wilson® Programs stands for Comprehension: Stop-Orient-Support/Scaffold. Comprehension S.O.S. is a teacher-led interactive discussion about written text. This direct instruction includes the development of students' ability to construct a cohesive mental picture from words, predict subsequent events, and recall and explain what was in the written text. During Storytime activity, Comprehension S.O.S. is used to deeply connect students to the text and to facilitate rigorous discussion that directly links to the actual words in the passage. Students learn to link content together to create a cohesive understanding of longer and longer passages. They are also asked to identify specific words in passages that answer questions or lead them to inferences.

- (Balancing Informational and Literary Texts) In Foundations, students learn the difference between narrative fiction and informational, non-fiction text, and study examples of each. Discussion of narrative text includes setting and characters, major events, and how the characters felt. Discussion of informational text includes background knowledge of the topic, identifying facts learned in the passage, and identifying areas for further exploration.

Note: although Foundations teaches students these skills, it must be combined with additional formalized comprehension instruction and wide-reading experiences.

Foundations Second Edition Meets the CCSS Quality Standards for Instructional Materials

Significant Features:

- Each level of Foundations has a teacher's manual for its year-long curriculum, with a detailed scope and sequence for all units.
- Each day has fully developed lesson plans with a comprehensive two-page presentation including a quick-glance for the day's activities as well as teacher and student material needs.
- A free companion website provides teachers with additional resources and support, including printable material, animations and video demonstrations, and discussion boards.
- A Home Support Packet provides teachers with a letter and accompanying material for each unit in each level.
- Differentiated instruction is provided for advanced and struggling students, ELL students, and students with a language-based learning disability. Suggestions appear in learning activities sections and unit introductions in the Teacher's Manuals, and on the web-based Prevention/Early Intervention Learning Community.
- Foundations provides assessments of student mastery with weekly diagnostic checks and unit tests. At-risk students receiving small group Tier 2 Foundations are assessed with the Foundations Progress Monitoring Tool, a curriculum-based measurement to monitor progress.

**Fundations® Alignment to
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Reading Standards: Foundational Skills

Std. #	Standard Language	Primary Citations
	Print Concepts	
RF 1a.	Demonstrate understanding of the organization and basic features of print. <i>Follow words from left to right, top to bottom, and page by page.</i>	Storytime: (Unit 1: p. 102; p. 112-113; p. 122-123; p. 132-133; p. 172-173; p. 182-183),(Unit 2: p. 199; p. 208; p. 218),(Unit 3: p. 275; p. 28; p. 295),(Unit 4: p. 311; p. 321; p. 331; p. 341),(Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396) Teach Trick Words: (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290) (Unit 4: p. 305; p. 315; p. 325; p. 335) (Unit 5: p. 351; p. 362; p. 371; p. 381; p. 391; p. 401) Trick Word Practice: (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295) (Unit 4: p. 309; p. 319; p. 329; p. 339) (Unit 5: p. 354; p. 364; p. 375; p. 385; p. 394; p. 404)
RF 1b.	Demonstrate understanding of the organization and basic features of print. <i>Recognize that spoken words are represented in written language by specific sequences of letters.</i>	Word Play: (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180),(Unit 2: p. 192; p. 194; p. 195; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222; p. 224; p. 228) (Unit 3: p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 252; p. 254; p. 256; p. 258; p. 262; p. 264; p. 266; p. 268; p. 272; p. 274; p. 276; p. 278; p. 282; p. 284; p. 286; p. 288; p. 292; p. 294),(Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340) (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p. 400; p. 402) Make It Fun: (Unit 2: p. 197; p. 206; p. 216),(Unit 3: p. 243; p. 263; p. 273; p. 290),(Unit 4: p. 307; p. 317; p. 326),(Unit 5: p. 355; p. 365; p. 375)
RF 1c.	Demonstrate understanding of the organization and basic features of print. <i>Understand that words are separated by spaces in print.</i>	Word Play: (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180) (Unit 4: p. 316; p. 326; p. 336),(Unit 5: p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 392; p. 398; p. 402), Make It Fun: (Unit 4: p. 355; p. 365; p. 375), Introduce New Concepts: (Unit 5: p. 349; p. 379)
RF 1d.	Demonstrate understanding of the organization and basic features of print. <i>Recognize and name all upper- and lowercase letters of the alphabet.</i>	Skywrite/Letter Formation: (Orientation: p. 27, p. 58),(Unit 1: p. 64; p. 66; p. 71; p. 75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 126; p. 131; p. 135; p. 136; p. 141; p. 144; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181),(Unit 2: p. 191; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 222; p. 224; p. 226), Echo/Letter Formation: (Unit 1, p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181),(Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225),(Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291),(Unit 4: p. 309; p. 319; p. 329; p. 339),(Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403), Drill Sounds: (Orientation: p. 58),(Unit 1: p. 66; p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 180; p. 182),(Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 209; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228),(Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264;

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		<p>p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406)</p> <p>Student Notebook: (Orientation p. 57), (Unit 1: p. 65; p. 67; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 159; p. 175; p. 177; p. 179), (Unit 2: p. 193; p. 201; p. 203; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227), (Unit 4: p. 303; p. 350), Letter-KeyWord-Sound : (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) Echo/Find Letters: (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: p. 195; p. 209; p. 219), (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 313; p. 315; p. 323; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401), Make It Fun (Unit 1: p. 78; p. 88; p. 98; p. 108; p. 118; p. 128; p. 138; p. 148; p. 158; p. 168; p. 178), (Unit 2: p. 227), (Unit 3: p. 263; p. 279; p. 293), (Unit 5: p. 365; p. 375) Alphabetical Order: (Unit 2: p. 195; p. 206; p. 219), (Unit 2: p. 239; p. 247; p. 257; p. 267; p. 287)</p>
	Phonological Awareness	
RF 2a.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <i>Recognize and produce rhyming words.</i>	<p>Make It Fun: (Unit 1: p. 108; p. 118; p. 128), (Unit 2: p. 206), Storytime: (Unit 1: p. 112; p. 122; p. 182) Word Play: (Unit 1: p. 111; p. 120)</p>
RF 2b.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <i>Count, pronounce, blend, and segment syllables in spoken words.</i>	<p>Dictation / Dry Erase: (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 337; p. 339), (Unit 5: p. 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405) Echo / Find Words: (Unit 3: p. 237; p. 247; p. 249; p. 259; p. 267; p. 269; p. 277; p. 279; p. 289), (Unit 4: p. 313; p. 315; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) Make It Fun: (Unit 2: p. 197; p. 206; p. 216), (Unit 3: p. 253; p. 263; p. 273; p. 283; p. 293), (Unit 4: p. 327; p. 337)</p>
RF 2c.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <i>Blend and segment onsets and rhymes of single-syllable spoken words.</i>	<p>Make It Fun (Unit 1: p. 108; p. 118), (Unit 2: p. 206), Storytime: (Unit 1: p. 112; p. 122; p. 182)</p>

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RF 2d.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <i>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</i> ⁽¹⁾ <i>(This does not include CVCs ending with /l/, /r/, or /x/.)</i>	Word Play: (Unit 2: p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 228), (Unit 3: p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 252; p. 254; p. 256; p. 258; p. 262; p. 264; p. 266; p. 268; p. 272; p. 274; p. 276; p. 287; p. 282; p. 284; p. 286; p. 288; p. 292; p. 294), (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p. 400; p. 402), Make It Fun: (Unit 1: p. 148; p. 158), (Unit 2: p. 197; p. 206; p. 216), (Unit 3: p. 243; p. 263; p. 273; p. 293), (Unit 5: p. 255; p. 365; p. 375), Introduce New Concepts: (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349), Echo/Find Words: (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 313; p. 315; p. 323; p. 325; p. 333; p. 335), (Unit 5: p. 3419; p. 359; p. 361; p. 369; p. 391; p. 401), Dictation/Words: (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405)
RF 2e.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <i>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</i>	Word Play: (Unit 2: p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210), Echo/Find Words: (Unit 3: p. 237; p. 239), Make It Fun: (Unit 2: p. 206), Introduce New Concepts (Unit 2: p. 190), (Unit 3: p. 236)

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RF 3a.	Know and apply grade-level phonics and word analysis skills in decoding words. <i>Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</i>	<p>Drill Sounds: (Orientation: p. 58), (Unit 1: p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 178; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406), Echo/Find Letters: (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: p. 195; p. 209; p. 219), (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 157; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 313; p. 315; p. 323; p. 325; p. 333), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401), Letter-Keyword-Sound: (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174), Echo/Letter Formation: (Orientation: p. 58), (Unit 1: p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181), (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 209; p. 211; p. 213; p. 215; p. 217; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 251; p. 261; p. 269; p. 271; p. 279; p. 281; p. 289; p. 291; p. 293), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403), Student Notebook: (Orientation: p. 57), (Unit 1: p. 65; p. 67; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179), (Unit 2: p. 193; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227), (Unit 4: p. 303; p. 305) Make It Fun: (Unit 1: p. 68; p. 78; p. 88; p. 98; p. 108; p. 118; p. 128; p. 138; p. 148; p. 158; p. 168; p. 178), (Unit 4: p. 307)</p>
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Fundations® Alignment to Common Core State Standards for English Language Arts Kindergarten

RF 3b.	Know and apply grade-level phonics and word analysis skills in decoding words. <i>Associate the long ^(l) and short sounds with the common spellings (graphemes) for the five major vowels.</i>	Drill Sounds (Unit 1: p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 178; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 315; p. 316; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 400; p. 402; p. 404; p. 406), Echo/Find Letters: (Unit 1: p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: p. 195; p. 209; p. 219), (Unit 3: p. 237; p. 239; p. 249; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 313; p. 315; p. 323; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 369; p. 391; p. 401), Letter-Keyword-Sound: (Unit 1: p. 84; p. 94; p. 105; p. 124) Echo/Letter Formation: (Unit 1: p. 87; p. 97; p. 107; p. 117; p. 127; p. 137; p. 147; p. 157; p. 167; p. 177), (Unit 2: p. 193; p. 195; p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 251; p. 259; p. 261; p. 269; p. 271; p. 281; p. 289; p. 291), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 353; p. 363; p. 3473; p. 383; p. 393; p. 403) Student Notebook: (Unit 1: p. 85; p. 87; p. 89; p. 97; p. 99; p. 107; p. 109; p. 117; p. 119; p. 127; p. 129; p. 137; p. 147; p. 149; p. 157; p. 159; p. 167; p. 169; p. 177; p. 179), (Unit 2: p. 193), Word Play: Unit 3: p. 239, p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)
RF 3c.	Know and apply grade-level phonics and word analysis skills in decoding words. <i>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</i>	Teach Trick Words: (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290), (Unit 4: p. 305; p. 315; p. 325; p. 335), (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) Find Trick Words (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404)
RF 3d.	Know and apply grade-level phonics and word analysis skills in decoding words. <i>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</i>	Word Play (Unit 2: p. 192; p. 194; p. 196; p. 200; p. 202; p. 204; p. 210), Make It Fun (Unit 2: p. 206), Echo/Find Words (Unit 3: p. 237; p. 239)
RF 4.	Read emergent-reader texts with purpose and understanding.	Storytime (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 248; p. 255; p. 275; p. 285)

Reading Standards for Literature

**Fundations® Alignment to
Common Core State Standards for English Language Arts
Kindergarten**

Std. #	Standard Language	Primary Citations
	Key Ideas and Details	
RL 1.	With prompting and support, <i>ask and answer questions about key details in a text.</i>	Storytime (Unit 1: p. 72; p. 92, p. 102; p. 112; p. 122; p. 133; p. 142; p. 162; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 245; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331, p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
RL 2.	With prompting and support, <i>retell familiar stories, including key details.</i>	Storytime: (Unit 1: p. 82; p. 92; p. 102; p. 112; p. 122; p. 142; p. 152; p. 162; p. 182), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
RL 3.	With prompting and support, <i>identify characters, settings, and major events in a story.</i>	Storytime: (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 142; p. 152; p. 162; p. 172), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
	Craft and Structure	
RL 4.	Ask and answer questions about unknown words in a text.	Storytime: (Unit 1: p. 102; p. 112; p. 122; p. 132; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
RL 5.	Recognize common types of texts (e.g., storybooks, poems)	Storytime: (Unit 3: p. 285; p. 295), (Unit 4: p. 311; p. 321), (Unit 5: p. 356; p. 366; p. 376; p. 275; p. 396; p. 406)
RL 6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Storytime: (Unit 1: p. 112; p. 122; p. 132; p. 162), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 285), (Unit 4: p. 311; p. 321), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
	Integration of Knowledge and Ideas	
RL 7.	With prompting and support, <i>describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</i>	Storytime: (Unit 1: p. 92; p. 102; p. 162; p. 172), (Unit 3: p. 265; p. 275; p. 285), (Unit 4: p. 311)
RL 8.	(Not applicable to literature)	
RL 9.	With prompting and support, <i>compare and contrast the adventures and experiences of characters in familiar stories.</i>	Storytime: (Unit 1, 72; p. 82; p. 92; p. 102; p. 142; p. 153; p. 162; p. 172), (Unit 3: p. 245; p. 255; p. 265; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331), (Unit 5: p. 366; p. 386)
	Range of Reading and Level of Text Complexity	
RL 10.	Actively engage in group reading activities with purpose and understanding.	Storytime: (Unit 1: p. 52; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 244; p. 255; p. 265; p. 375; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: 356; p. 366; p. 376; p. 386; p. 396; p. 406)

**Fundations® Alignment to
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Reading Standards for Informational Text

Std. #	Standard Language	Primary Citations
	Key Ideas and Details	
RI 1.	With prompting and support, <i>ask and answer questions about key details in a text.</i>	Storytime: (Unit 1: p. 102; p. 112; p. 122; p. 132; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406),
RI 2.	With prompting and support, <i>identify the main topic and retell key details of a text.</i>	Storytime: (Unit 1: p. 112; p. 122; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 2: p. 285; p. 295), (Unit 4: p. 311), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
RI 3.	With prompting and support, <i>describe the connection between two individuals, events, ideas, or pieces of information in a text.</i>	Storytime: (Unit 1: p. 143), (Unit 3: p. 245), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
	Craft and Structure	
RI 4.	With prompting and support, <i>ask and answer questions about unknown words in a text.</i>	Storytime: (Unit 5: p. 356; p. 376; p. 396)
RI 5.	Identify the front cover, back cover, and title page of a book.	Storytime: (Unit 1: p. 112; p. 122; p. 132; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 285), (Unit 4: p. 311; p. 321), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
RI 6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Storytime: (Unit 1: p. 112; p. 122; p. 132; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 285), (Unit 4: p. 311; p. 321), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396))
	Integration of Knowledge and Ideas	
RI 7.	With prompting and support, <i>describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</i>	Storytime: (Unit 4: p. 295; p. 321), (Unit 5: p. 356; p. 376; p. 396)
RI 8.	With prompting and support, <i>identify the reasons an author gives to support points in a text.</i>	Storytime (Unit 1: p. 143), (Unit 3: p. 245), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
RI 9.	With prompting and support, <i>identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</i>	Storytime (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
	Range of Reading and Level of Text Complexity	
RI 10.	Actively engage in group reading activities with purpose and understanding.	Storytime (Unit 1: p. 112; p. 122; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 285; p. 295), (Unit 4: p. 311; p. 321), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)

Writing Standards

**Foundations® Alignment to
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Kindergarten**

Std. #	Standard Language Text Types and Purposes	Primary Citations
W 1.	Use a combination of drawing, dictating, and writing to compose <i>opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</i>	Storytime (Unit 1: p. 142-143), (Unit 3: p. 248), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
W 2.	Use a combination of drawing, dictating, and writing to compose <i>informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</i>	Storytime (Unit 1: p. 92; p. 102; p. 112; p. 123; p. 132; p. 162; p. 172; p. 182), (Unit 3: p. 265; p. 275), My Journal (Unit 2: p. 199), (Unit 4: p. 341), (Unit 5: p. 376; p. 396)
W 3.	Use a combination of drawing, dictating, and writing to <i>narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</i>	Storytime (Unit 1: p. 92; p. 102; p. 162; p. 172), (Unit 3: p. 265; p. 275; p. 285; p. 195), (Unit 4: p. 311; p. 321), My Journal (Unit 1: p. 163), (Unit 2: p. 199), (Unit 5: p. 367; p. 387)
Production and Distribution of Writing		
W 4.	(Begins in grade 2)	
W 5.	With guidance and support from adults, <i>respond to questions and suggestions from peers and add details to strengthen writing as needed.</i>	n/a
W 6.	With guidance and support from adults, <i>explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</i>	n/a
Research to Build and Present Knowledge		
W 7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	n/a
W 8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	n/a
W 9.	(Begins in grade 4)	
Range of Writing		
W 10.	(Begins in grade 2)	

**Fundations® Alignment to
Common Core State Standards for English Language Arts
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Speaking and Listening Standards

Std. #	Standard Language	Primary Citations
	Comprehension and Collaboration	
SL 1a.	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <i>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</i>	Storytime (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
SL 1b.	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <i>Continue a conversation through multiple exchanges.</i>	Storytime (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 243; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
SL 2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Storytime (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
SL 3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	n/a
	Presentation of Knowledge and Ideas	
SL 4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Storytime (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406), Word Play: (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 150; p. 160; p. 170; p. 180)
SL 5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.	My Journal: (Unit 1: p. 163), (Unit 2: p. 199), (Unit 4: p. 341; p. 367; p. 387; p. 396)
SL 6.	Speak audibly and express thoughts, feelings, and ideas clearly.	Storytime (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 113; p. 123; p. 133; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406) Make It Fun: (Unit 5: p. 385; p. 395; p. 405)

**Fundations® Alignment to
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Language Standards

Std. #	Standard Language Conventions of Standard English	Primary Citations
L 1a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Print many upper- and lowercase letters.</i>	Echo/Letter Formation: (Orientation: p. 58), (Unit 1: p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181), (Unit 2: p. 193; p. 197; p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 269; p. 279; p. 281; p. 289; p. 291), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 4: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403) Dictation Sounds: (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405), Dictation/Sentences (Unit 5: p. 383; p. 389; p. 395; p. 403), Student Notebook: (Orientation: p. 57), (Unit 1: p. 65; p. 67; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179), (Unit 2: p. 193; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227), (Unit 4: p. 303; p. 305)
L 1b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Use frequently occurring nouns and verbs.</i>	Dictation/Sentences (Unit 5: p. 383; p. 360; p. 389; p. 395; p. 403)
L 1c.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dogs, dogs; wish, wishes).</i>	n/a
L 1d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</i>	Word Play: (Unit 1: p. 70; p. 80; p. 90; p. 110; p. 150; p. 160; p. 180)
L 1e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</i>	Teach Trick Words (Unit 3: p. 260; p. 270; p. 280; p. 290), (Unit 4: p. 305; p. 315; p. 325; p. 335), (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401), Trick Word Practice: (Unit 3: p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 2: p. 354; p. 364; p. 375; p. 385; p. 394; p. 404)
L 1f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Produce and expand complete sentences in shared language activities.</i>	Storytime (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
L 2a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when	Introduce New Concepts: (Unit 5: p. 349; p. 351; p. 379), Word Play: (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180), (Unit 5: p. 358; p. 360; p. 368; p.

Fundations® Alignment to Common Core State Standards for English Language Arts Kindergarten

Std. #	Standard Language	Primary Citations
	writing. <i>Capitalize the first word in a sentence and the pronoun I.</i>	370; p. 372; 380), Dictation/Sentences (Unit 5: p. 379; p. 383; p. 389; p. 393; p. 403), Teach Trick Words: (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290), (Unit 4: p. 305; p. 315; p. 325; p. 335), (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401), Trick Word Practice: (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 365; p. 375; p. 385; p. 394; p. 404)
L 2b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Recognize and name end punctuation.</i>	Introduce New Concepts: (Unit 5: p. 349; p. 351), Word Play: (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180), (Unit 5: p. 358; p. 360; p. 368; p. 370; p. 372; p. 381) Dictation/Sentences (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403)
L 2c.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</i>	Echo/Letter Formation: (Orientation: p. 58), (Unit 1, p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181), (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403), Dictation / Words: (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), Dictation/Sentences (Unit 5: p. 383; p. 393; p. 395; p. 403; p. 405)
L 2d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</i>	Dictation/Sentences (Unit 5: p. 383; p. 393; p. 395; p. 403; p. 405) Echo / Find Words: (Unit 3: p. 237; p. 247; p. 249; p. 259; p. 267; p. 269; p. 277; p. 279; p. 289), (Unit 4: p. 313; p. 315; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401)
L 3.	Knowledge of Language (Begins in grade 2)	
	Vocabulary Acquisition and Use	
L 4a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <i>Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</i>	Supported throughout all Fundations activities – see Introduction
L 4b.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <i>Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</i>	Supported throughout all Fundations activities – see Introduction
L 5a.	With guidance and support from adults, explore word relationships and nuances in word meanings. <i>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</i>	n/a

**Foundations® Alignment to
Common Core State Standards for English Language Arts
Kindergarten**

Std. #	Standard Language	Primary Citations
L 5b.	With guidance and support from adults, explore word relationships and nuances in word meanings. <i>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</i>	Supported throughout all Foundations activities – see Introduction
L 5c.	With guidance and support from adults, explore word relationships and nuances in word meanings. <i>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</i>	Supported throughout all Foundations activities – see Introduction
L 5d.	With guidance and support from adults, explore word relationships and nuances in word meanings. <i>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</i>	Supported throughout all Foundations activities – see Introduction
L 6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	n/a

**Fundations® Alignment to
Common Core State Standards for English Language Arts
Grade 1**

Reading Standards: Foundational Skills

Std. #.	Standard Language	Primary Citations
RF 1a.	<p>Print Concept</p> <p>Demonstrate understanding of the organization and basic features of print. <i>Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)</i></p>	<p>Introduce New Concepts (Unit 2, pages 115, 119, Unit 3, pages 147) Teach Trick Words—Reading, (Unit 2, pages 120, Unit 3, pages 133, 137, 149, Unit 4, pages 161, 175, Unit 5, pages 187, 191, Unit 6, pages 205, 214, 223, Unit 7, pages 240, 249, 258, 263, Unit 8, pages, 278, 288, Unit 9, pages 306, 317, Unit 10 pages 335, 339, 353, Unit 11, pages, 373, 376, Unit 12, pages 411, 417, 421, 427, Unit 13, pages 443, 453, 459, 463, Unit, 14, pages 481) Dictation/Sentences (Unit 2, pages 111, 121, 123, Unit 3, pages 135, 139, 143, 147, 149, Unit 4, pages 161, 163, 167, 169, 171, 175, Unit 5, pages 185, 187, 189, 191, Unit 6, pages 203, 207, 211, 213, 215, 217, 219, 221, 225, 227, Unit 7, pages 241, 243, 249, 251, 253, 255, 259, 261, 263, Unit 8, pages 279, 281, 283, 287, 289, 291, Unit 9, pages, 305, 307, 309, 311, 313, 317, 319, Unit 10, pages, 331, 335, 339, 343, 345, 347, 351, 355, Unit 11, pages, 369, 377, 379, 381, 383, 385, 389, 391, 393, Unit 12, pages 407, 415, 419, 421, 423, 425, 431, Unit 13, pages 445, 447, 449, 455, 457, 459, 461, 465, 467, 468, Unit 14 pages, 483, 485, 487, 489, 491, 493, 495) Word of the Day (Unit 2, 118Unit 3, pages 136, 138, 144, 150, Unit 4, pages 162, 170, 172, Unit 5, pages 186, Unit 6, pages 204, 210, 213, 222, 224, Unit 7, pages, 237, 239, 247, 251, 257, 260, Unit 8, pages 277, 285, 290, Unit 9, pages, 304, 309, 315, 318, Unit 10, pages 329, 332, 340, 343, 349, 352, Unit 11, pages, 370, 372, 378, 382, 388, 393, Unit 12, pages 405, 408, 416, 418, 426, 428, Unit 13, pages 444, 454, 456, 464, 466, Unit 14 pages 485, 492, 494) Storytime (Unit 3, pages 141, Unit 4, pages 166, Unit 5 pages 192, Unit 6, pages 209, Unit 7, pages 245, Unit 8, pages 283, Unit 9, pages 310, Unit 10, pages 337, Unit 11, pages 375, Unit 12 pages 413, Unit 13, pages 451, Unit 14, pages 489) Make it Fun (Unit 6, pages 225, Unit 8, pages 277, Unit 10, pages 355, Unit 12, pages 409, Unit 13, pages 447) Word Play, (Unit 13, page 448)</p>
Phonological Awareness		
RF 2a.	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <i>Distinguish long from short vowel sounds in spoken single-syllable words.</i></p>	<p>Introduce New Concepts (Unit 11, page 366, 368) Word of the Day (Unit 11, pages 370, 372, 378, 382, 388, 393) Word Talk (Unit 11, 374, 380, 390, 394) Make it Fun (Unit 11, page 371, 381, 391)</p>
RF 2b.	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <i>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</i></p>	<p>Introduce New Concepts (Unit 8, pages 274, 284, Unit 9, pages 305, 312, Unit 10, pages 328, 348) Word of the Day (Unit 8, pages 277, 285, 290, Unit 9, pages 304, 309, 315, 318, Unit 10, pages 329, 332, 340, 343, 349, 352, Unit 14 pages, 485) Word Play (Unit 8, pages 286, Unit 10, pages 338, 344, Unit 14, pages 480) Word Talk (Unit 8, 280, 291, Unit 9, Unit 10, pages 336, 351, 354, Unit 11, Unit 14, pages 486, 496, 498) Make it Fun (Unit 8, pages 287, Unit 9, Unit 10, pages 333, 342, Unit 14, page 492)</p>

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RF 2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <i>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</i>	<p>Introduce New Concepts (Unit 2, pages 106, 108, 111, Unit 3, pages 132, Unit 4, pages 158, 168, Unit 5, pages 184, Unit 6, pages 201, 203, 220, Unit 7, pages 236, 239, 246, 256, Unit 8, pages 274, 276, 284, Unit 9, pages 302, 305, 306, 308, 312, 314, Unit 10, pages 328, 334, 341, 342, 438, 350, Unit 11, pages 368, 387, pages 452, 454, 462) Word of the Day (Unit 2, pages 118, 122, Unit 3, pages 136, 138, 144, 150, Unit 4, pages 162, 170, 172, Unit 5, pages 186, Unit 6, pages 204, 210, 213, 222, 224, Unit 7, pages 237, 239, 247, 250, 257, 260, Unit 8, pages 277, 285, 290, Unit 9, pages 304, 309, 315, 318, Unit 10, pages 329, 332, 340, 343, 349, 353, Unit 11, pages 370, 372, 378, 382, 388, 393, Unit 13, 456, pages 453, 466, Unit 14 pages 485) Word Talk (Unit 2, pages 124, Unit 3, pages 140, 148, Unit 4, pages 164, 174, Unit 5, pages 188, Unit 6, pages 206, 208, 217, 226, Unit 7, pages 242, 244, 252, 262, 264, Unit 8, pages 280, 291, Unit 10, pages 330, 336, 351, 354, Unit 11, pages 374, 380, 390, 394, Unit 13, pages 458, 468, Unit 14 pages 486, 496, 498) Word Play (Unit 2, pages 112, 114, 116, Unit 3, pages 134, Unit 4, pages 160, Unit 5, pages 190, Unit 6, pages 200, 216, Unit 7, pages 248, Unit 8 pages 286, Unit 9 pages 316, Unit 10 pages 338, 344, Unit 11, pages 386, 392, Unit 14, pages 480, 482, 484) Make it Fun (Unit 2, pages 123, Unit 3, pages 136, Unit 5, pages 188, Unit 6, pages 202, Unit 7, pages 238, Unit 8, pages 287, Unit 10, pages 333, 343, Unit 11, pages 371, 380, 391, Unit 14, pages 493) Storytime (Unit 3, pages 141, Unit 4, pages 166, Unit 5 pages 193, Unit 6, pages 209, Unit 7 page 245, Unit 8 pages 282, Unit 9 pages 310, Unit 10, pages 337, Unit 11, page 375, Unit 14 pages 488)</p>
RF 2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <i>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</i>	<p>Introduce New Concepts (Unit 2, pages 106, 108, 111, Unit 3, pages 132, Unit 4, pages 158, 168, Unit 5, pages 184, Unit 6, pages 201, 203, 220, Unit 7, pages 236, 239, 246, 256, Unit 8, pages 274, 276, 284, Unit 9, pages 302, 305, 306, 308, 312, 314, Unit 10, pages 328, 334, 341, 342, 438, 350, Unit 11, pages 368, 387, pages 452, 454, 462, Unit 14) Word of the Day (Unit 2, pages 118, 122, Unit 3, pages 136, 138, 144, 150, Unit 4, pages 162, 170, 172, Unit 5, pages 186, Unit 6, pages 204, 210, 213, 222, 224, Unit 7, pages 237, 239, 247, 250, 257, 260, Unit 8, pages 277, 285, 290, Unit 9, pages 304, 309, 315, 318, Unit 10, pages 329, 332, 340, 343, 349, 353, Unit 11, pages 370, 372, 378, 382, 388, 393, Unit 13, 456, pages 453, 466, Unit 14 pages 485) Word Talk (Unit 2, pages 124, Unit 3, pages 140, 148, Unit 4, pages 164, 174, Unit 5, pages 188, Unit 6, pages 206, 208, 217, 226, Unit 7, pages 242, 244, 252, 262, 264, Unit 8, pages 280, 291, Unit 10, pages 330, 336, 351, 354, Unit 11, pages 374, 380, 390, 394, Unit 13, pages 458, 468, Unit 14 pages 486, 496, 498) Word Play (Unit 2, pages 112, 114, 116, Unit 3, pages 134, Unit 4, pages 160, Unit 5, pages 190, Unit 6, pages 200, 216, Unit 7, pages 248, Unit 8 pages 286, Unit 9 pages 316, Unit 10 pages 338, 344, Unit 11, pages 386, 392, Unit 14, pages 480, 482, 484) Make it Fun (Unit 2, pages 123, Unit 3, pages 136, Unit 5, pages 188, Unit 6, pages 202, Unit 7, pages 238, Unit 8, pages 287, Unit 10, pages 333, 343, Unit 11, pages 371, 380, 391, Unit 14, pages 493) Storytime (Unit 3, pages 141, Unit 4, pages 166, Unit 5 pages 193, Unit 6, pages 209, Unit 7 page 245, Unit 8 pages 282, Unit 9 pages 310, Unit 10, pages 337, Unit 11, page 375, Unit 14 pages 488)</p>
Phonics and Word Recognition		

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RF 3a.	Know and apply grade-level phonics and word analysis skills in decoding words. <i>Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</i>	Drill Sounds/Warm Up (Unit 3, pages 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, Unit 4, pages 158, 160, 162, 164, 166, 168, 170, 172, 176, Unit 5, pages 184, 186, 188, 190, 192, Unit 6, pages 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, Unit 7, 237, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 266, Unit 8, pages 274, 276, 278, 280, 282, 284, 286, 288, 290, 292, Unit 9, pages 302, 304, 306, 308, 310, 312, 314, 316, 318, 320, Unit 10, pages 328, 330, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 354, 356, Unit 11, pages 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, 394, Unit 12 pages 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, 432, Unit 13, pages 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 468, 470, Unit 14 pages 480, 482, 484, 486, 488, 490, 492, 494, 496, 498) Introduce New Concepts (Unit 3, pages 132, 135, 145, Unit 8 pages 274, 284) Echo/Find 498) Letters (Unit 3, pages 139, 145, Unit 4, pages 159, 173, 175, Unit 5, Unit 6, pages 207, 211, 221, 227, Unit 7, pages 243, 247, 253, 257, Unit 8, pages 281, 285, 291, Unit 9, pages 303, 319, Unit 10 pages 333, 341, 345, 349, Unit 11, pages 369, 371, 379, Unit 12, 387, 425, 429, Unit 13, 469, Unit 14 pages 491) Dictation/Sounds (Unit 3, pages 135, 139, 147, Unit 4, pages 163, 167, 169, Unit 5 pages 185, 189, Unit 6 pages 203, 207, 211, 213, 215, 217, 219, 221, 225, 227, Unit 7 pages 241, 251, 253, 255, Unit 8 pages 261, 281, 287, 291, Unit 9 pages 305, 309, 311, 313, 315, 317, 319, Unit 10 pages 331, 335, 343, 345, 347, 351, 355, Unit 11 pages 369, 376, 379, 381, 383, 385, 389, 391, 393, Unit 12 pages 407, 409, 415, 419, 421, 423, 425, 431, Unit 13 pages 445, 447, 449, 457, 458, 460, 461, 465, 467, 469, Unit 14 pages, 487, 489, 491, 493, 495 Word Play (Unit 3, pages 134) Make it Fun (Unit 8 pages 187)
RF 3b.	Know and apply grade-level phonics and word analysis skills in decoding words. <i>Decode regularly spelled one-syllable words.</i>	Introduce New Concepts (Unit 2, pages 106, 108, 111, Unit 3, pages 132, Unit 4, pages 158, 168, Unit 5, pages 184, Unit 6, pages 201, 203, 220, Unit 7, pages 236, 239, 246, 256, Unit 8, pages 274, 276, 284, Unit 9, pages 302, 305, 306, 308, 312, 314, Unit 10, pages 328, 334, 341, 342, 438, 350, Unit 11, pages 368, 387, pages 452, 454, 462, Unit 14) Word of the Day (Unit 2, pages 118, 122, Unit 3, pages 136, 138, 144, 150, Unit 4, pages 162, 170, 172, Unit 5, pages 186, Unit 6, pages 204, 210, 213, 222, 224, Unit 7, pages 237, 239, 247, 250, 257, 260, Unit 8, pages 277, 285, 290, Unit 9, pages 304, 309, 315, 318, Unit 10, pages 329, 332, 340, 343, 349, 353, Unit 11, pages 370, 372, 378, 382, 388, 393, Unit 13, 456, pages 453, 466, Unit 14 pages 485) Word Talk (Unit 2, pages 124, Unit 3, pages 140, 148, Unit 4, pages 164, 174, Unit 5, pages 188, Unit 6, pages 206, 208, 217, 226, Unit 7, pages 242, 244, 252, 262, 264, Unit 8, pages 280, 291, Unit 10, pages 330, 336, 351, 354, Unit 11, pages 374, 380, 390, 394, Unit 13, pages 458, 468, Unit 14 pages 486, 496, 498) Word Play (Unit 2, pages 112, 114, 116, Unit 3, pages 134, Unit 4, pages 160, Unit 5, pages 190, Unit 6, pages 200, 216, Unit 7, pages 248, Unit 8 pages 286, Unit 9 pages 316, Unit 10 pages 338, 344, Unit 11, pages 386, 392, Unit 14, pages 480, 482, 484) Make it Fun (Unit 2, pages 123, Unit 3, pages 136, Unit 5, pages 188, Unit 6, pages 202, Unit 7, pages 238, Unit 8, pages 287, Unit 10, pages 333, 343, Unit 11, pages 371, 380, 391, Unit 14, pages 493) Storytime (Unit 3, pages 141, Unit 4, pages 166, Unit 5 pages 193, Unit 6, pages 209, Unit 7 page 245, Unit 8 pages 282, Unit 9 pages 310, Unit 10, pages 337, Unit 11, page 375, Unit 14 pages 488)

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RF 3c.	Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.	Drill Sounds/Warm Up (Unit 9, pages 306, 310, 312, 314, 316, 318, Unit 10, pages 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, 354, Unit 11, pages 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, Unit 12, pages 406, 408, 410, 412, 414, 416, 418, 420, 424, 426, 428, 430, Unit 13, pages 442, 452, 456, 458, 462, 464, 466, Unit 14 pages 492, 496, 498) Letter-Keyword-Sound (Unit 9, pages 306) Introduce New Concepts (Unit 9, pages 308 Unit 10, pages 328, 334, 342, 350, Unit 11, pages 366, 368, 387, Unit 12, pages 414, 417, Unit 13, Unit 14) Word of the Day (Unit 11, pages 369, 372, 378, 382, 388, 393, Unit 12, pages 416, 418, Unit 13, pages 444, Unit 14, pages 494) Make It Fun (Unit 11, pages 371, 381, 391, Unit 14, pages 493) Word Talk (Unit 11, pages 374, 380, 390, 394, Unit 13, pages 468, Unit 14, pages 498) Word Play (Unit 13, pages 448, Unit 14, 482, 490)
RF 3d.	Know and apply grade-level phonics and word analysis skills in decoding words. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Introduce New Concepts (Unit 9, pages 302, 312, Unit 10, page 341, Unit 11, page 366, Unit 12, pages 404, 406, 414, 417) Word Talk (Unit 12, pages 410, 412, 420, 422, 430, 432, Unit 13, pages 446, 449, 450, 458, Unit 14 pages 486, 492, 496, 498) Word of the Day (Unit 9, pages 304, 309, 315, 318, Unit 10, pages 329, 332, 340, 342, 349, 352, Unit 11, pages Unit 12, pages 405, 408, 416, 418, 426, 428, Unit 13, pages 444, 454, 456, 464, 466, 468, Unit 14, pages 485, 494) Make It Fun (Unit 9, pages 309, 315, Unit 10, pages 333, 343, Unit 11, pages 381, 391, Unit 12, pages 419, 429, Unit 14 pages 493) Word Play (Unit 13 page 448, Unit 14, pages 480, 482, 490) Storytime (Unit 12, page 413, Unit 13, page 451, Unit 14 page 488)
RF 3e.	Know and apply grade-level phonics and word analysis skills in decoding words. Decode two-syllable words following basic patterns by breaking the words into syllables.	Introduce New Concepts (Unit 12, pages 404, 406, 414, 416, 424, Unit 13, pages 442, 445, Unit 14) Word Talk (Unit 12, pages 410, 412, 420, 422, 430, 432, Unit 13, pages 446, 449, 450, 458, 468, Unit 14 page 496, 498) Word of the Day (Unit 12, pages 405, 408, 416, 418, 426, 428, Unit 13, pages 444, 454, 456, 464, Unit 14 pages 492, 494) Storytime (Unit 12, pages 413, Unit 13, page 451, Unit 14) Make It Fun (Unit 12, pages 419, 429, Unit 13, page 488, Unit 14 page 493) Word Play (Unit 13 page 448, Unit 14 page 490)
RF 3f.	Know and apply grade-level phonics and word analysis skills in decoding words. Read words with inflectional endings.	Introduce New Concepts (Unit 6, pages 201, 203, 221, Unit 7, pages 256, Unit 9, page 312, Unit 10, page 341, 348, Unit 11, pages 387, Unit 13, pages 442, 445, 455, 462) Word of the Day (Unit 6, pages 204, 210, 213, 222, 224, Unit 7, pages 257, 260, Unit 8, pages 290, Unit 9, pages 315, 318, Unit 10, pages 343, 349, 352, Unit 11, page 388, 393, Unit 13, pages 444, 452, 454, 456, 464, 466, Unit 14 pages 482, 485, 494) Word Talk (Unit 6, pages 206, 208, 217, 226, Unit 7 pages 244, 260, 264, Unit 8, pages 280, 290, Unit 10, page 336, 351, 354, Unit 11, pages 374, 380, 390, 394, Unit 12, pages 412, Unit 13, pages 449, 450, 458, 468, Unit 14 pages 486, 496, 498) Make It Fun (Unit 6, pages 202, 212, Unit 8, page 287, Unit 10, page 333, pages 409, Unit 13, pages 446, 457, 467, Unit 14 pages 487, 493, 495) Storytime (Unit 10, page 337, Unit 13, page 451, Unit 14 page 488) Word Play (Unit 6, page 216, Unit 8 page 286, Unit 13 page 448, Unit 14 pages 484, 490)

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RF 3g.	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.	Drill Sounds/Warm Up (Unit 3 pages 134, 138, 140, 150, Unit 4 pages 158, 162, 172, 176, Unit 5 pages 184, 188, Unit 6, pages 200, 202, 204, 206, 208, 212, 216, 218, 220, 224, 226, 228, Unit 7 pages 238, 242, 250, 254, 260, 264, Unit 8, pages 276, 280, 282, 284, 286, 290, Unit 9 pages 304, 308, 310, 316, 320, Unit 10 pages 330, 336, 340, 346, 350, 352, 356, Unit 11, pages 356, 376, 378, 382, 386, 388, 390, 392, 394, Unit 12 pages 404, 406, 408, 410, 412, 414, 416, 418, 420, 424, 426, 428, 430, 432, Unit 13 pages 442, 444, 446, 448, 450, 454, 460, 462, 464, 466, 468, 470, Unit 14 pages 480, 484, 486, 490, 492, 494, 496, 498) Teach Trick Words—Reading (Unit 2, pages 117, 121, Unit 3, pages 133, 137, 142, 149, Unit 4, pages 161, 165, 171, 175, Unit 5, pages 187, 191, Unit 6, pages 206, 214, 223, Unit 7, pages 240, 249, 258, 263, Unit 8, pages 278, 288, Unit 9, pages 307, 317, Unit 10, pages 335, 339, 353, Unit 11, pages 373, 376, Unit 12, pages 411, 417, 421, 427, Unit 13, pages 443, 453, 459, 463, Unit 14 pages 481, 497) Teach Trick Words—Spelling (Unit 2, pages 117, 121, Unit 3, pages 133, 137, 143, 149, Unit 4, pages 161, 165, 171, 175, Unit 5, pages 187, 191, Unit 6, pages 206, 215, 223, Unit 7, pages 241, 249, 259, 263, Unit 8, pages 279, 289, Unit 9, pages 307, 317, Unit 10, pages 335, 339, 353, Unit 11, pages 373, 377, Unit 12, pages 411, 417, 421, 427, Unit 13, pages 443, 453, 459, 463, Unit 14 pages 481, 497) Introduce New Concepts (Unit 2 page 119)
Fluency		
RF 4a.	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.	Storytime (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
RF 4b.	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text orally with accuracy, appropriate rate, and expression.	Storytime (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
RF 4c.	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Storytime (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)

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Reading Standards for Literature

Std. #.	Standard Language	Primary Citations
	Key Ideas and Details	
RL 1.	Ask and answer questions about key details in a text.	Storytime (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
RL 2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Storytime (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
RL 3.	Describe characters, settings, and major events in a story, using key details.	Storytime (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
	Craft and Structure	
RL 4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Storytime (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
RL 5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Storytime (Unit 7, page, 265, Unit 10, page 356, Unit 11, page 395, Unit 12, page 433, Unit 13 page 470, Unit 14 page 499)
RL 6.	Identify who is telling the story at various points in a text.	Storytime (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
	Integration of Knowledge and Ideas	
RL 7.	Use illustrations and details in a story to describe its characters, setting, or events.	Storytime (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
RL 8.	(Not applicable to literature)	
RL 9.	Compare and contrast the adventures and experiences of characters in stories.	Storytime (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337,

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Std. #	Standard Language	Primary Citations
		346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
	Range of Reading and Level of Text Complexity	
RI.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	n/a

Reading Standards for Informational Text

Std. #	Standard Language	Primary Citations
	Key Ideas and Details	
RI.1.	Ask and answer questions about key details in a text.	Storytime (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
RI.2.	Identify the main topic and retell key details of a text.	Storytime (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, Unit 13 pages 451, 460, Unit 14 page 489)
RI.3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Storytime (Unit 7, page, 265, Unit 10, page 356, Unit 11, page 395, Unit 12, page 433, Unit 13 page 470, Unit 14 page 499)
	Craft and Structure	
RI.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Storytime (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
RI.5.	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	n/a
RI.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	n/a
	Integration of Knowledge and Ideas	
RI.7.	Use the illustrations and details in a text to describe its key ideas.	n/a
RI.8.	Identify the reasons an author gives to support points in a text.	Storytime (Unit 7, page, 265, Unit 10, page 356, Unit 11, page 395, Unit 12, page 433, Unit 13 page 470, Unit 14 page 499)

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RI 9.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Storytime (Unit 7, page, 265, Unit 10, page 356, Unit 11, page 395, Unit 12, page 433, Unit 13 page 470, Unit 14 page 499)
Range of Reading and Level of Text Complexity		
RI 10.	With prompting and support, read informational texts appropriately complex for grade 1.	Storytime (Unit 7, page, 265, Unit 10, page 356, Unit 11, page 395, Unit 12, page 433, Unit 13 page 470, Unit 14 page 499)

Writing Standards

Std. #.	Standard Language Text Types and Purposes	Primary Citations
W 1.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	n/a
W 2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	n/a
W 3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Storytime (Unit 3, Tip, page 151, Unit 9, Tip, page 311)
Production and Distribution of Writing		
W 4.	(Begins in grade 3)	
W 5.	With guidance and support from adults, <i>focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</i>	n/a
W 6.	With guidance and support from adults, <i>use a variety of digital tools to produce and publish writing, including in collaboration with peers.</i>	n/a
Research to Build and Present Knowledge		

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W 7.	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	n/a
W 8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Storytime (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
W 9.	(Begins in grade 4)	
	Range of Writing	
W 10.	(Begins in grade 3)	

Speaking and Listening Standards

Std. #.	Standard Language	Primary Citations
	Comprehension and Collaboration	
SL 1a.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <i>Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</i>	Storytime (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489.)
SL 1b.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <i>Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</i>	Storytime (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
SL 1c.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <i>Ask questions to clear up any confusion about the topics and texts under discussion.</i>	Storytime (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
SL 2.	Ask and answer questions about <i>key details in a text read aloud or information presented orally or through other media.</i>	Storytime (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)

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		489)
SL 3.	Ask and answer questions about <i>what a speaker says in order to gather additional information or clarify something that is not understood.</i>	n/a
Presentation of Knowledge and Ideas		
SL 4.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Storytime (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489.)
SL 5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Storytime (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, Unit 13 pages 451, 460, 470, Unit 14 page 489.)
SL 6.	Produce complete sentences when appropriate to task and situation.	Word of the Day (Unit 2, pages 118, 122, Unit 3, pages 136, 138, 144, 150, Unit 4, pages 162, 170, 172, Unit 5, pages 186, Unit 6, pages 204, 210, 213, 222, 224, Unit 7, pages 237, 239, 247, 250, 257, 260, Unit 8, pages 277, 285, 290, Unit 9, pages 304, 309, 315, 318, Unit 10, pages 329, 332, 340, 343, 349, 353, Unit 11, pages 370, 372, 378, 382, 388, 393, Unit 13, 456, pages 453, 466, Unit 14 pages 485) Word Talk (Unit 2, pages 124, Unit 3, pages 140, 148, Unit 4, pages 164, 174, Unit 5, pages 188, Unit 6, pages 206, 208, 217, 226, Unit 7, pages 242, 244, 252, 262, 264, Unit 8, pages 280, 291, Unit 10, pages 330, 336, 351, 354, Unit 11, pages 374, 380, 390, 394, Unit 13, pages 458, 468, Unit 14 pages 486, 496, 498) Storytime (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)

Language Standards

Std. #.	Standard Language	Primary Citations
	Conventions of Standard English	
L 1a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Print all upper- and lowercase letters.</i>	Dictation/Sounds (Unit 3, pages 135, 139, 147, Unit 4, pages 163, 167, 169, Unit 5 pages 185, 189, Unit 6 pages 203, 207, 211, 213, 215, 217, 219, 221, 225, 227, Unit 7 pages 241, 251, 253, 255, Unit 8 pages 261, 281, 287, 291, Unit 9 pages 305, 309, 311, 313, 315, 317, 319, Unit 10 pages 331, 335, 343, 345, 347, 351, 355, Unit 11 pages 369, 376, 379, 381, 383, 385, 389, 391, 393, Unit 12 pages 407, 409, 415, 419, 421, 423, 425, 431, Unit 13 pages 445, 447, 449, 457, 458, 460, 461, 465, 467, 469, Unit 14 pages, 487, 489, 491, 493, 495) Dictations/Words (Unit 3, pages 135, 139, 147, Unit 4, pages 163, 167, 169, Unit 5 pages 185, 189, Unit 6 pages 203, 207, 211, 213, 215, 217, 219, 221, 225, 227, Unit 7 pages 241, 251, 253, 255, Unit 8 pages 261, 281, 287, 291, Unit 9 pages 305, 309, 311, 313, 315, 317, 319, Unit 10 pages 331, 335, 343, 345, 347, 351, 355, Unit 11 pages 369, 376,

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		379,381,383,385, 389, 391, 393, Unit 12 pages 407, 409, 415, 419,421, 423, 425, 431, Unit 13 pages 445, 447, 449, 457, 458, 460, 461, 465, 467, 469, Unit 14 pages, 487, 489, 491, 493,495) Dictation/Sentences (Unit 2, pages 111, 121, 123, Unit 3, pages 135, 139, 143, 147, 149, Unit 4, pages 161, 163, 167, 169, 171, 175, Unit 5, pages 185, 187, 189, 191, Unit 6, pages 203, 207, 211, 213, 215, 217, 219, 221, 225, 227, Unit 7, pages 241, 243, 249, 251, 253, 255, 259, 261, 263, Unit 8, pages 279, 281, 283, 287, 289, 291, Unit 9, pages, 305, 307, 309, 311, 313, 317, 319, Unit 10, pages, 331, 335, 339, 343, 345, 347, 351, 355, Unit 11, pages, 369, 377, 379, 381, 383, 385, 389, 391, 393, Unit 12, pages 407, 415, 419, 421, 423, 425, 431, Unit 13, pages 445, 447, 449, 455, 457, 459, 461, 465, 467, 468, Unit 14 pages, 483, 485, 487, 489, 491, 493, 495)
L 1b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Use common, proper, and possessive nouns.</i>	n/a
L 1c.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</i>	n/a
L 1d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</i>	n/a
L 1e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</i>	Introduce New Concepts: (Unit 10 pages 348, Unit 11 page 387, Unit 13 pages 442, 445) Word of the Day: (Unit 10 pages 349, 354)
L 1f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Use frequently occurring adjectives.</i>	n/a
L 1g.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Use frequently occurring conjunctions (e.g., and, but, or, so, because).</i>	n/a
L 1h.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Use determiners (e.g., articles, demonstratives).</i>	n/a
L 1i.	Demonstrate command of the conventions of standard	n/a

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	English grammar and usage when writing or speaking. <i>Use frequently occurring prepositions (e.g., during, beyond, toward).</i>	
L 1j.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</i>	n/a
L 2a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Capitalize dates and names of people.</i>	Capitalize Names Only Included: Dictation/Sentences (Unit 2, pages 111, 121, 123, Unit 3, pages 135, 139, 143, 147, 149, Unit 4, pages 161, 163, 167, 169, 171, 175, Unit 5, pages 185, 187, 189, 191, Unit 6, pages 203, 207, 211, 213, 215, 217, 219, 221, 225, 227, Unit 7, pages 241, 243, 249, 251, 253, 255, 259, 261, 263, Unit 8, pages 279, 281, 283, 287, 289, 291, Unit 9, pages 305, 307, 309, 311, 313, 317, 319, Unit 10, pages 331, 335, 339, 343, 345, 347, 351, 355, Unit 11, pages 369, 377, 379, 381, 383, 385, 389, 391, 393, Unit 12, pages 407, 415, 419, 421, 423, 425, 431, Unit 13, pages 445, 447, 449, 455, 457, 459, 461, 465, 467, 468, Unit 14 pages, 483, 485, 487, 489, 491, 493, 495)
L 2b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Use end punctuation for sentences.</i>	Dictation/Sentences (Unit 2, pages 111, 121, 123, Unit 3, pages 135, 139, 143, 147, 149, Unit 4, pages 161, 163, 167, 169, 171, 175, Unit 5, pages 185, 187, 189, 191, Unit 6, pages 203, 207, 211, 213, 215, 217, 219, 221, 225, 227, Unit 7, pages 241, 243, 249, 251, 253, 255, 259, 261, 263, Unit 8, pages 279, 281, 283, 287, 289, 291, Unit 9, pages 305, 307, 309, 311, 313, 317, 319, Unit 10, pages 331, 335, 339, 343, 345, 347, 351, 355, Unit 11, pages 369, 377, 379, 381, 383, 385, 389, 391, 393, Unit 12, pages 407, 415, 419, 421, 423, 425, 431, Unit 13, pages 445, 447, 449, 455, 457, 459, 461, 465, 467, 468, Unit 14 pages, 483, 485, 487, 489, 491, 493, 495)
L 2c.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Use commas in dates and to separate single words in a series.</i>	n/a
L 2d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</i>	Teach Trick Words—Spelling (Unit 2, pages 117, 121, Unit 3, pages 133, 137, 143, 149, Unit 4, pages 161, 165, 171, 175, Unit 5, pages 187, 191, Unit 6, pages 206, 215, 223, Unit 7, pages 241, 249, 259, 263, Unit 8, pages 279, 289, Unit 9, pages 307, 317, Unit 10, pages 335, 339, 353, Unit 11, pages 373, 377, Unit 12, pages 411, 417, 421, 427, Unit 13, pages 443, 453, 459, 463, Unit 14 pages 481, 497) Dictation/Sentences (Unit 2, pages 111, 121, 123, Unit 3, pages 135, 139, 143, 147, 149, Unit 4, pages 161, 163, 167, 169, 171, 175, Unit 5, pages 185, 187, 189, 191, Unit 6, pages 203, 207, 211, 213, 215, 217, 219, 221, 225, 227, Unit 7, pages 241, 243, 249, 251, 253, 255, 259, 261, 263, Unit 8, pages 279, 281, 283, 287, 289, 291, Unit 9, pages 305, 307, 309, 311, 313, 317, 319, Unit 10, pages 331, 335, 339, 343, 345, 347, 351, 355, Unit 11, pages 369, 377, 379, 381, 383, 385, 389, 391, 393, Unit 12, pages 407, 415, 419, 421, 423, 425, 431, Unit 13, pages 445, 447, 449, 455, 457, 459, 461, 465, 467, 468, Unit 14 pages, 483, 485, 487, 489, 491, 493, 495)

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L 2e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Spell untought words phonetically, drawing on phonemic awareness and spelling conventions.</i>	389, 391, 393, Unit 12, pages 407, 415, 419, 421, 423, 425, 431, Unit 13, pages 445, 447, 449, 455, 457, 459, 461, 465, 467, 468, Unit 14 pages, 483, 485, 487, 489, 491, 493, 495)
	Knowledge of Language	
L 3.	(Begins in grade 2) Vocabulary Acquisition and Use	
L 4a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. <i>Use sentence-level context as a clue to the meaning of a word or phrase.</i>	n/a
L 4b.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. <i>Use frequently occurring affixes as a clue to the meaning of a word.</i>	Introduce New Concepts: (Unit 10, page 341, 348, Unit 11 page 387, Unit 13 pages 442, 445, 452, 455, 462, 465) Word of the Day: (Unit 10 page 343, 349, 352, Unit 11 page 389, 393, Unit 13 pages 444, 454, 456, 464, 466, Unit 14 pages 485, 494) Word Talk (Unit 13 pages 446, 449, 450, 458, Unit 14 pages 486, 496, 498) Word Play (Unit 13 page 448, Unit 14 pages 482, 484, 490) Make it Fun! (Unit 13 pages 457, 467, Unit 14 pages 487, 493, 495)
L 4c.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. <i>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</i>	n/a
L 5a.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. <i>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</i>	n/a
L 5b.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. <i>Define words by category</i>	Word of the Day (Unit 2, pages 118, 122, Unit 3, pages 136, 138, 144, 150, Unit 4, pages 162, 170, 172, Unit 5, pages 186, Unit 6, pages 204, 210, 213, 222, 224, Unit 7, pages 237, 239, 247, 250, 257, 260, Unit 8, pages 277, 285, 290, Unit 9, pages 304, 309, 315, 318, Unit 10, pages 329, 332,

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	<i>and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</i>	340, 343, 349, 353, Unit 11, pages 370, 372, 378, 382, 388, 393, Unit 13, 456, pages 453, 466, Unit 14 pages 485) Word Talk (Unit 2, pages 124, Unit 3, pages 140, 148, Unit 4, pages 164, 174, Unit 5, pages 188, Unit 6, pages 206, 208, 217, 226, Unit 7, pages 242, 244, 252, 262, 264, Unit 8, pages 280, 291, Unit 10, pages 330,336,351,354, Unit 11, pages 374, 380, 390, 394, Unit 13, pages 458, 468, Unit 14 pages 486, 496, 498)
L 5c.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. <i>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</i>	Word of the Day (Unit 2, pages 118, 122, Unit 3, pages 136, 138, 144, 150, Unit 4, pages 162, 170, 172, Unit 5, pages 186, Unit 6, pages 204, 210, 213, 222, 224, Unit 7, pages 237, 239, 247, 250, 257, 260, Unit 8, pages 277, 285, 290, Unit 9, pages 304, 309, 315, 318, Unit 10, pages 329, 332, 340, 343, 349, 353, Unit 11, pages 370, 372, 378, 382, 388, 393, Unit 13, 456, pages 453, 466, Unit 14 pages 485,) Word Talk (Unit 2, pages 124, Unit 3, pages 140, 148, Unit 4, pages 164, 174, Unit 5, pages 188, Unit 6, pages 206, 208, 217, 226, Unit 7, pages 242, 244, 252, 262, 264, Unit 8, pages 280, 291, Unit 10, pages 330,336,351,354, Unit 11, pages 374, 380, 390, 394, Unit 13, pages 458, 468, Unit 14 pages 486, 496, 498)
L 5d.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. <i>Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</i>	n/a
L 6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Storytime (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)

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Reading Standards: Foundational Skills

Std. #	Standard Language Phonics and Word Recognition	Primary Citations
RF 3a.	Know and apply grade-level phonics and word analysis skills in decoding words. <i>Distinguish long and short vowels when reading regularly spelled one-syllable words.</i>	<p>Introduce New Concepts (Unit 6: p. 206; p. 207; p. 209; p. 210; p. 212; p. 213), (Unit 7: p. 234; p. 235), (Unit 10: p. 318; p. 319; p. 322), (Unit 11: p. 346; p. 350; p. 358), (Unit 13: p. 392; p. 397), (Unit 14: p. 420; p. 421), (Unit 15: p. 448-449), (Unit 17: p. 494), Word Talk (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262; p. 264), (Unit 8: p. 280), (Unit 9: p. 298; p. 309), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 401; p. 410), (Unit 14: p. 428; p. 437), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512) Word of the Day: (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 10: p. 320; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 360), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 15: p. 450; p. 454; p. 459; p. 462) Storytime: (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509), Make It Fun: (Unit 9: 305), (Unit 10: p. 323; p. 332), (Unit 11: p. 362), (Unit 12: p. 379), (Unit 13: p. 401; p. 407)</p> <p>Introduce New Concepts: (Unit 3: p. 132; p. 133; p. 134; p. 136), (Unit 4: p. 156; p. 162), (Unit 5: p. 176), (Unit 10: p. 318), (Unit 11: p. 346), (Unit 12: p. 374), (Unit 13: p. 392), (Unit 14: p. 420; p. 423), (Unit 15: p. 448; p. 449), (Unit 16: p. 476), Drill Sounds: (Unit 3: p. 132; p. 136; p. 138), (Unit 4: p. 146; p. 150; p. 152; p. 154; p. 158; p. 160; p. 164; p. 166), (Unit 5: p. 176; p. 180; p. 184; p. 186; p. 188; p. 192; p. 194; p. 196), (Unit 6: p. 210; p. 214; p. 216; p. 222; p. 224), (Unit 7: p. 234; p. 236; p. 238; p. 240; p. 242; p. 244; p. 252; p. 256; p. 260; p. 262), (Unit 8: p. 272; p. 276; p. 278; p. 280), (Unit 9: p. 290; p. 292; p. 296; p. 298; p. 300; p. 302; p. 304; p. 306; p. 308), (Unit 10: p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336), (Unit 11: p. 346; p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364), (Unit 12: p. 374; p. 376; p. 378; p. 380; p. 382), (Unit 13: p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406; p. 408; p. 410), (Unit 14: p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432; p. 434; p. 436; p. 438), (Unit 15: p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464; p. 466), (Unit 16: p. 476; p. 478; p. 480; p. 482; p. 484), (Unit 17: p. 494; p. 496; p. 498; p. 500; p. 502; p. 504; p. 506; p. 508; p. 510; p. 512)</p>
RF 3b.	Know and apply grade-level phonics and word analysis skills in decoding words. <i>Know spelling-sound correspondences for additional common vowel teams.</i>	

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RF 3c.	Know and apply grade-level phonics and word analysis skills in decoding words. <i>Decode regularly spelled two-syllable words with long vowels.</i>	<p>Introduce New Concepts (Unit 6: p. 216; p. 217; p. 219), (Unit 7: p. 240; p. 241; p. 245; p. 255), (Unit 10: p. 329), (Unit 11: p. 356; p. 357), (Unit 17: p. 495), Word Talk: (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 252; p. 364), (Unit 12: p. 382), (Unit 13: p. 400), (Unit 14: p. 429; p. 436; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 502; p. 512), Word of the Day: (Unit 6: p. 218; p. 220), (Unit 7: p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 10: p. 330; p. 334), (Unit 11: p. 359; p. 360), (Unit 12: p. 402; p. 406; p. 410), (Unit 15: p. 459; p. 462), (Unit 17: p. 496; p. 488; p. 506; p. 510), Storytime (Unit 6: p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 447; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509), Make it Fun (Unit 6: p. 221), (Unit 7: p. 249), (Unit 11: p. 361), (Unit 15: p. 463), (Unit 17: p. 499; p. 508)</p>
RF 3d.	Know and apply grade-level phonics and word analysis skills in decoding words. <i>Decode words with common prefixes and suffixes.</i>	<p>Introduce New Concepts (Unit 4: p. 146; p. 147; p. 148; p. 158; p. 159), (Unit 5: p. 188; p. 189), (Unit 6: p. 210; p. 219), (Unit 7: p. 255), Word Talk: (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: 224), (Unit 7: p. 250; p. 252; p. 160; p. 262), (Unit 8: p. 280), (Unit 9: p. 298), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 453; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512), Word of the Day: (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 215; p. 218; p. 220), (Unit 7: p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; p. 504; p. 506; p. 510), Storytime: (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509), Make it Fun: (Unit 4: p. 163), (Unit 5: p. 193), (Unit 7: p. 249)</p>

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RF 3e.	<p>Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>Introduce New Concepts : (Unit 3: p. 130; p. 131), (Unit 4: p. 146; p. 158; p. 159), (Unit 6: p. 212; p. 219), (Unit 7: p. 235; p. 240; p. 244), (Unit 14: p. 423), (Unit 15: p. 448; p. 449), Word Talk: (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: 224), (Unit 7: p. 250; p. 252; p. 160; p. 262), (Unit 8: p. 280), (Unit 9: p. 298), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 453; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512), Word of the Day: (Unit 3: p. 135; p. 138), (Unit 4: p. 152; p. 159; p. 160), (Unit 6: p. 215; p. 218; p. 220), (Unit 7: p. 235; p. 242; p. 246; p. 248; p. 256; p. 258), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), Storytime: (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509)</p>
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Fundations® Alignment to Common Core State Standards for English Language Arts Grade 2

RF 3f.	<p>Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Storytime: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509), Review Trick Words: (Unit 1: p. 86; p. 88), Teach Trick Words: (Unit 2: p. 103; p. 113), (Unit 3: p. 133), (Unit 4: p. 151; p. 159), (Unit 5: p. 178; p. 191), (Unit 6: p. 207; p. 217), (Unit 7: p. 235; p. 244; p. 254), (Unit 8: p. 273), (Unit 9: p. 290; p. 301; p. 319; p. 329), (Unit 11: p. 347; p. 357), (Unit 12: p. 375), (Unit 13: p. 393; p. 403), (Unit 14: p. 421; p. 431), (Unit 15: p. 449; p. 457), (Unit 16: p. 477), (Unit 17: p. 495), Trick Word Practice: (Unit 1: p. 90), (Unit 2: p. 111; p. 116), (Unit 3: p. 136), (Unit 4: p. 154; p. 164), (Unit 5: p. 182; p. 185; p. 192), (Unit 6: p. 215; p. 222), (Unit 7: p. 237; p. 238; p. 243; p. 247; p. 253; p. 256; p. 259; p. 260), (Unit 8: p. 277; p. 279), (Unit 9: p. 293; p. 299; p. 304; p. 307), (Unit 10: p. 324; p. 331; p. 335), (Unit 11: p. 347; p. 353; p. 355; p. 359; p. 362), (Unit 12: p. 377; p. 381), (Unit 13: p. 394; p. 404; p. 408), (Unit 14: p. 422; p. 428; p. 433; p. 436), (Unit 15: p. 455; p. 460; p. 465), (Unit 16: p. 479; p. 482), (Unit 17: p. 497; p. 502; p. 510), Drill Sounds: (Unit 2: p. 106; p. 108; p. 118; p. 120), (Unit 3: p. 138), (Unit 4: p. 156; p. 166), (Unit 5: p. 180; p. 186; p. 194; p. 196), (Unit 6: p. 210; p. 214; p. 215; p. 218; p. 224), (Unit 7: p. 240; p. 250; p. 262), (Unit 8: p. 276; p. 280), (Unit 9: p. 292; p. 294; p. 296; p. 302; p. 306; p. 308), (Unit 10: p. 320; p. 322; p. 326; p. 332; p. 334), (Unit 11: p. 350; p. 354; p. 360; p. 364), (Unit 12: p. 378; p. 382), (Unit 13: p. 396; p. 400; p. 406; p. 410), (Unit 14: p. 434; p. 438), (Unit 15: p. 450; p. 452; p. 456; p. 462; p. 466), (Unit 16: p. 480; p. 484), (Unit 17: p. 500; p. 502; p. 504; p. 506; p. 508; p. 512), Dictation: (Unit 1: p. 87; p. 89; p. 91), (Unit 2: p. 107; p. 108; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 260), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378; p. 381), (Unit 13: p. 397; p. 399; p. 404; p. 401; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511), Unit Tests: (Unit 1: p. 93), (Unit 2: p. 121), (Unit 3: p. 139), (Unit 4: p. 167), (Unit 5: p. 197), (Unit 6: p. 225), (Unit 7: p. 263), (Unit 8: p. 281), (Unit 9: p. 3069), (Unit 10: p. 337), (Unit 11: p. 365), (Unit 12: p. 383), (Unit 13: p. 411), (Unit 14: p. 439), (Unit 15: p. 467), (Unit 16: p. 485), (Unit 17: p. 513)</p>
	Fluency	

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RF 4a.	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.	Storytime: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509)
RF 4b.	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text orally with accuracy, appropriate rate, and expression.	Storytime: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509), Fluency Kit Units 2-17 Phrases and Stories
RF 4c.	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Storytime: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509), Fluency Kit Units 2-17 Phrases and Stories

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Reading Standards for Literature

Std. #	Standard Language	Primary Citations
	Key Ideas and Details	
RL 1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Storytime: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509),
RL 2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	n/a
RL 3.	Describe how characters in a story respond to major events and challenges.	Storytime: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509),
	Craft and Structure	
RL 4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	n/a
RL 5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Storytime: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509),
RL 6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	n/a
	Integration of Knowledge and Ideas	
RL 7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	n/a
RL 8.	(Not applicable to literature)	
RL 9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from	n/a

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Reading Standards for Informational Text

Std. #	Standard Language Key Ideas and Details	Primary Citations
RI 1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Storytime: (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 9: p. 295; p. 196; p. 300; p. 303)
RI 2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Storytime: (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 9: p. 295; p. 196; p. 300; p. 303)
RI 3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	n/a
Craft and Structure		
RI 4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Storytime: (Unit 5: p. 183),
RI 5.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	n/a
RI 6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	n/a
Integration of Knowledge and Ideas		
RI 7.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	n/a
RI 8.	Describe how reasons support specific points the author makes in a text.	n/a
RI 9.	Compare and contrast the most important points presented by two texts on the same topic.	n/a
Range of Reading and Level of Text Complexity		
RI 10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	n/a

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Writing Standards

Std. #	Standard/Language Text Types and Purposes	Primary Citations
W 1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Storytime: (Unit 4: p. 165), (Unit 9: p. 202), (Unit 11: p. 357), (Unit 14: p. 435)
W 2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	n/a
W 3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Storytime: (Unit 2: p. 117), (Unit 10: p. 333), (Unit 13: p. 409), (Unit 15: p. 461), (Unit 17: p. 509)
Production and Distribution of Writing		
W 4.	Begins in grade 3	
W 5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	n/a
W 6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	n/a
Research to Build and Present Knowledge		
W 7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	n/a
W 8.	Recall information from experiences or gather information from provided sources to answer a question.	Storytime: (Unit 2: p. 117), (Unit 6: p. 223), (Unit 9: p. 303), (Unit 13: p. 409), (Unit 17: p. 509)
W 9.	(Begins in grade 4)	
Range of Writing		
W 10.	Begins in grade 3	

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Speaking and Listening Standards

Std. #	Standard Language	Primary Citations
	Comprehension and Collaboration	
SL 1a.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Storytime: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509
SL 1b.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.	Storytime: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509
SL 1c.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Storytime: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509
SL 2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Storytime: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509
SL 3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Storytime: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509
	Presentation of Knowledge and Ideas	
SL 4.a	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in	Storytime: (Unit 2: p. 108), (Unit 4: p. 155), (Unit 5: p. 183), (Unit 6: p. 211), (Unit 9: p. 296), (Unit 10: p. 327), (Unit 11: p. 351), (Unit 13: p. 398), (Unit 14: p. 427), (Unit 15: p. 457), (Unit 17: p. 500; p. 505)

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	coherent sentences.	
SL 5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Storytime: (Unit 2: p. 108), (Unit 4: p. 155), (Unit 5: p. 183), (Unit 6: p. 211), (Unit 9: p. 296), (Unit 10: p. 327), (Unit 11: p. 351), (Unit 13: p. 398), (Unit 14: p. 427), (Unit 15: p. 457), (Unit 17: p. 500, p. 505)
SL 6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Storytime: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509)

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Language Standards

Std. #	Standard Language Conventions of Standard English	Primary Citations
L 1a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group)	n/a
L 1b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	n/a
L 1c.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use reflexive pronouns (e.g., myself, ourselves).	n/a
L 1d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	n/a
L 1e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified.	Storytime: (Unit 7: p. 251)
L 1f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	n/a
L 2a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names.	n/a
L 2b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas in greetings and closings of letters.	n/a
L 2c.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when	n/a

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Std. #	Standard Language	Primary Citations
	writing. <i>Use an apostrophe to form contractions and frequently occurring possessives.</i>	
L 2d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</i>	<p>Unit Tests: (Unit 1: p. 93), (Unit 2: p. 121), (Unit 3: p. 139), (Unit 4: p. 167), (Unit 5: p. 197), (Unit 6: p. 225), (Unit 7: p. 263), (Unit 8: p. 281), (Unit 9: p. 3069), (Unit 10: p. 337), (Unit 11: p. 365), (Unit 12: p. 383), (Unit 13: p. 411), (Unit 14: p. 439), (Unit 15: p. 467), (Unit 16: p. 485), (Unit 17: p. 513),</p> <p>Dictation: (Unit 1: p. 87; p. 89; p. 91), (Unit 2: p. 107; p. 108; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 260), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378; p. 381), (Unit 13: p. 397; p. 399; p. 404; p. 401; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)</p>
L 2e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</i>	<p>Unit Tests: (Unit 1: p. 93), (Unit 2: p. 121), (Unit 3: p. 139), (Unit 4: p. 167), (Unit 5: p. 197), (Unit 6: p. 225), (Unit 7: p. 263), (Unit 8: p. 281), (Unit 9: p. 3069), (Unit 10: p. 337), (Unit 11: p. 365), (Unit 12: p. 383), (Unit 13: p. 411), (Unit 14: p. 439), (Unit 15: p. 467), (Unit 16: p. 485), (Unit 17: p. 513),</p> <p>Dictation: (Unit 1: p. 87; p. 89; p. 91), (Unit 2: p. 107; p. 108; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 260), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378; p. 381), (Unit 13: p. 397; p. 399; p. 404; p. 401; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)</p>
	Knowledge of Language	
L 3a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.	<p>Unit Tests: (Unit 1: p. 93), (Unit 2: p. 121), (Unit 3: p. 139), (Unit 4: p. 167), (Unit 5: p. 197), (Unit 6: p. 225), (Unit 7: p. 263), (Unit 8: p. 281), (Unit 9: p. 3069), (Unit 10: p. 337), (Unit 11: p. 365), (Unit 12: p. 383), (Unit 13: p. 411), (Unit 14: p. 439), (Unit 15: p. 467), (Unit 16: p. 485), (Unit 17: p. 513),</p> <p>Storytime: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509), Dictation: (Unit 1: p. 87; p. 89; p. 91), (Unit 2: p. 107; p. 108; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 221; p. 223), (Unit 7: p. 243;</p>

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Std. #	Standard Language	Primary Citations
	Vocabulary Acquisition and Use	
L 4a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. <i>Use sentence-level context as a clue to the meaning of a word or phrase.</i>	p. 249; p. 251; p. 253; p. 257; p. 260; (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378; p. 381), (Unit 13: p. 397; p. 399; p. 404; p. 401; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)
L 4b.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. <i>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</i>	Storytime: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509), Make It Fun: (Unit 5: p. 193), (Unit 7: p. 249), Word Talk: (Unit 5: p. 186; p. 196), (Unit 6: 224), (Unit 7: p. 250; p. 252; p. 160; p. 262), (Unit 8: p. 280), (Unit 9: p. 298), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 453; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512)
L 4c.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. <i>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</i>	Word Talk: (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: 224), (Unit 7: p. 250; p. 252; p. 160; p. 262), (Unit 8: p. 280), (Unit 9: p. 298), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 453; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512), Make It Fun: (Unit 5: p. 193), (Unit 7: p. 249), Word of the Day: (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 190; p. 193), Introduce New Concepts: (Unit 4: p. 146; p. 147; p. 148; p. 157), (Unit 5: p. 188; p. 189)
L 4d.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. <i>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</i>	Introduce New Concepts: (Unit 5: p. 176-177)
L 4e.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. <i>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of</i>	n/a

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Std. #	Standard language	Primary Citations
	words and phrases.	
L 5a.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</i>	Storytime: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509),
L 5b.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <i>Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</i>	Storytime: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509),
L 6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	Storytime: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509),

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Grade 3**

Reading Standards: Foundational Skills

Std. #	Standard Language Phonics and Word Recognition	Primary Citations
RF 3a.	Know and apply grade-level phonics and word analysis skills in decoding words. <i>Identify and know the meaning of the most common prefixes and derivational suffixes.</i>	<p>Word Talk (Unit 2 p.128, p.136, p.138, p.146) (Unit 4 p.182, p.192) (Unit 5 p.210, p.220) (Unit 6 p.238, p.248, p.258) (Unit 7 p.304, p.314) (Unit 8 p.342, p.352) (Unit 9 p.372, p.382) (Unit 10 p.422, p.432) (Unit 11 p.452, p.462) (Unit 12 p.480, p.490) (Unit 13 p.510, p.514, p.520) (Unit 14 p.540, p.550)</p> <p>Sound Alike (Unit 4 p.186) (Unit 13 p.513) (Unit 14 p.542)</p> <p>Word of the Day (Unit 2 p.122, p.124, p.132, p.135, p.140, p.142) (Unit 4 p.176, p.180, p.186, p.190) (Unit 7 p.300, p.302, p.310, p.312) (Unit 8 p.332) (Unit 9 p.380, p.390) (Unit 12 p.488) (Unit 14 p.538, p.546)</p> <p>Introduce New Concepts (Unit 2 p.118, p.120, p.122, p.124, p.126, p.131, p.133, p.139, p.141) (Unit 4 p.174, p.178, p.184, p.188) (Bonus Unit p.269, p.271, p.273, p.280, p.283, p.284) (Unit 7 p.296, p.298, p.306, p.308) (Unit 8 p.328) (Unit 9 p.376, p.384, p.386, p.389) (Unit 10 p.426) (Unit 12 p.486) (Unit 14 p.542, p.544)</p> <p>Make it Fun (Bonus Unit p.274, p.276, p.283, p.285)</p>
RF 3b.	Know and apply grade-level phonics and word analysis skills in decoding words. <i>Decode words with common Latin suffixes.</i>	<p>Word Talk (Unit 2 p.128, p.136, p.138, p.146) (Unit 4 p.182, p.192) (Unit 5 p.210, p.220) (Unit 6 p.238, p.248, p.258) (Unit 7 p.304, p.314) (Unit 8 p.342, p.352) (Unit 9 p.372, p.382) (Unit 10 p.422, p.432) (Unit 11 p.452, p.462) (Unit 12 p.480, p.490) (Unit 13 p.510, p.514, p.520) (Unit 14 p.540, p.550)</p> <p>Sound Alike (Unit 4 p.186) (Unit 13 p.513) (Unit 14 p.542)</p> <p>Word of the Day (Unit 2 p.122, p.124, p.132, p.135, p.140, p.142) (Unit 4 p.176, p.180, p.186, p.190) (Unit 7 p.300, p.302, p.310, p.312) (Unit 8 p.332) (Unit 9 p.380, p.390) (Unit 12 p.488) (Unit 14 p.538, p.546)</p> <p>Introduce New Concepts (Unit 2 p.118, p.120, p.122, p.124, p.126, p.131, p.133, p.139, p.141) (Unit 4 p.174, p.178, p.184, p.188) (Bonus Unit p.269, p.271, p.273, p.280, p.283, p.284) (Unit 7 p.296, p.298, p.306, p.308) (Unit 8 p.328) (Unit 9 p.376, p.384, p.386, p.389) (Unit 10 p.426) (Unit 12 p.486) (Unit 14 p.542, p.544)</p>
RF 3c.	Know and apply grade-level phonics and word analysis skills in decoding words. <i>Decode multisyllable words.</i>	<p>Word Talk (Unit 4 p.182, p.192) (Unit 5 p.210, p.220) (Unit 6 p.238, p.248, p.258) (Unit 7 p.304, p.314) (Unit 8 p.342, p.352) (Unit 9 p.372, p.382) (Unit 10 p.422, p.432) (Unit 11 p.452, p.462) (Unit 12 p.480, p.490) (Unit 13 p.510, p.514, p.520) (Unit 14 p.540, p.550)</p> <p>Sound Alike (Unit 5 p.205, p.213) (Unit 8 p.327) (Unit 9 p.377) (Unit 14 p.533)</p> <p>Word of the Day (Unit 3 p.162) (Unit 4 p.176, p.180, p.186, p.190) (Unit 5 p.206, p.216) (Unit 6 p.234, p.236, p.244, p.246, p.254, p.257) (Unit 7 p.300, p.302, p.310, p.312) (Unit 8 p.328, p.330, p.332, p.338, p.340, p.348, p.350) (Unit 9 p.368, p.370, p.380, p.390) (Unit 10 p.410, p.418, p.420, p.428, p.430) (Unit 12 p.476, p.478, p.488) (Unit 13 p.506, p.508, p.518) (Unit 14 p.536, p.538, p.546, p.548)</p> <p>Introduce New Concepts (Unit 4 p.179) (Unit 5 p.202, p.204, p.212, p.217) (Unit 6 p.230, p.232, p.235, p.237, p.240, p.242, p.250, p.252, p.255) (Unit 7 p.296, p.298, p.299, p.306) (Unit 8 p.325, p.326, p.328,</p>

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Std. #	Standard Language	Primary Citations
RF 3d.	Know and apply grade-level phonics and word analysis skills in decoding words. <i>Read grade-appropriate irregularly spelled words.</i>	p.335, p.336, p.344, p.346) (Unit 9 p.364, p.366, p.368 p.374, p.376) (Unit 10 p.404, p.414, p.426, p.428) (Unit 12 p.472, p.474, p.486) (Unit 13 p.502, p.507, p.514) (Unit 14 p.532, p.534, p.542, p.544)
	Fluency	
RF 4a.	Read with sufficient accuracy and fluency to support comprehension. <i>Read grade-level text with purpose and understanding.</i>	n/a
RF 4b.	Read with sufficient accuracy and fluency to support comprehension. <i>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</i>	n/a
RF 4c.	Read with sufficient accuracy and fluency to support comprehension. <i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i>	n/a

Reading Standards for Literature

Std. #	Standard Language	Primary Citations
	Key Ideas and Details	
RL 1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	n/a
RL 2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	n/a
RL 3.	Describe characters in a story (e.g., their traits,	n/a

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Std. #	Standard language	Primary Citations
	motivations, or feelings) and explain how their actions contribute to the sequence of events.	
	Craft and Structure	
RL 4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	n/a
RL 5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	n/a
RL 6	Distinguish their own point of view from that of the narrator or those of the characters.	n/a
	Integration of Knowledge and Ideas	
RL 7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	n/a
RL 8.	(Not applicable to literature)	
RL 9.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	n/a
	Range of Reading and Level of Text Complexity	
RL 10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	n/a

Reading Standards for Informational Text

Std. #	Standard Language	Primary Citations
	Key Ideas and Details	
RI. 1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	n/a

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RI 2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	n/a
RI 3.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	n/a
Craft and Structure		
RI 4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	n/a
RI 5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	n/a
RI 6.	Distinguish their own point of view from that of the author of a text. ³	n/a
Integration of Knowledge and Ideas		
RI 7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	n/a
RI 8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	n/a
RI 9.	Compare and contrast the most important points and key details presented in two texts on the same topic.	n/a
Range of Reading and Level of Text Complexity		
RI 10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	n/a

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Writing Standards

Std. #	Standard Language	Primary Citations
	Text Types and Purposes	
W 1a.	Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	n/a
W 1b.	Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide reasons that support the opinion.	n/a
W 1c.	Write opinion pieces on topics or texts, supporting a point of view with reasons. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	n/a
W 1d.	Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide a concluding statement or section.	n/a
W 2a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	n/a
W 2b.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.	n/a
W 2c.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	n/a
W 2d.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section	n/a
W 3a.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	n/a

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W 3b.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <i>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</i>	n/a
W 3c.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <i>Use temporal words and phrases to signal event order.</i>	n/a
W 3d.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <i>Provide a sense of closure.</i>	n/a
Production and Distribution of Writing		
W 4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	n/a
W 5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	n/a
W 6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	n/a
Research to Build and Present Knowledge		
W 7.	Conduct short research projects that build knowledge about a topic.	n/a
W 8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	n/a
W 9.	(Begins in grade 4)	
Range of Writing		
W 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-	n/a

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specific tasks, purposes, and audiences.	
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Speaking and Listening Standards

Std. #	Standard Language	Primary Citations
Comprehension and Collaboration		
SL 1a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <i>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i>	n/a
SL 1b.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <i>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</i>	n/a
SL 1c.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <i>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</i>	n/a
SL 1d.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <i>Explain their own ideas and understanding in light of the discussion.</i>	n/a
SL 2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	n/a
SL 3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	n/a
Presentation of Knowledge and Ideas		
SL 4.a	Report on a topic or text, tell a story, or recount an	n/a

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	experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	
SL 5.	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	n/a
SL 6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	n/a

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Language Standards

Std. #	Standard Language Conventions of Standard English	Primary Citations
L 1a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</i>	n/a
L 1b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Form and use regular and irregular plural nouns.</i>	Introduce New Concepts (Unit 2 p.118)
L 1c.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Use abstract nouns (e.g., childhood).</i>	n/a
L 1d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Form and use regular and irregular verbs.</i>	n/a
L 1e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Form and use the simple (e.g., I walked; I will walk) verb tenses.</i>	n/a
L 1f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Ensure subject-verb and pronoun-antecedent agreement.*</i>	n/a
L 1g.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</i>	Introduce New Concepts (Unit 2 p.122, p.125, p.127, p.131) (Unit 4 p.178 p.184) (Unit 7 p.308) (Unit 10 p.426) (Unit 14 p.542) Word of the Day (Unit 4 p.176, p.180 p.186 p.190) (Unit 7 p.300, p.302, p.310, p.312) (Unit 9 p.368, p.370, p.378, p.380, p.390) (Unit 10 p.407, p.410, p.418, p.420, p.428, p.430) (Unit 14 p.536, p.538, p.546, p.548) Word Talk (Unit 4 p.182, p.192) (Unit 5 p.210, p.220) (Unit 6 p.238, p.248, p.258) (Unit 7 p.304, p.314) (Unit 8 p.242, p.252) (Unit 9 p.373, p.382) (Unit 10 p.422, p.432) (Unit 11 p.452, p.462) (Unit 12 p.480, p.490) (Unit 13 p.510, p.520) (Unit 14 p.540, p.550)
L 1h.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Use coordinating and subordinating conjunctions.</i>	n/a
L 1i.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	n/a

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Std. #	Standard Language	Primary Citations
	<i>Produce simple, compound, and complex sentences.</i>	
L 2a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Capitalize appropriate words in titles.</i>	n/a
L 2b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Use commas in addresses.</i>	n/a
L 2c.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Use commas and quotation marks in dialogue.</i>	n/a
L 2d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Form and use possessives.</i>	n/a
L 2e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</i>	Introduce New Concepts (Unit 2 p.131, p.133, p.139, p.141) (Unit 4 p.175, p.184) (Unit 7 p.298, p.306, p.308) (Unit 8 p.328) (Unit 9 p.376, p.384, p.386, p.388) (Unit 10 p.426) (Unit 12 p.486) (Unit 14 p.542, p.544) Echo Find Words (Unit 4 p.185) (Unit 5 p.215) (Unit 9 p.379) (Unit 10 p.419) (Unit 11 p.449, p.459) (Unit 12 p.475) (Unit 13 p.505) Word Talk Words (Unit 2 p.128, p.136, p.146) (Unit 4 p.182, p.192) (Unit 5 p.210, p.220) (Unit 6 p.238, p.248, p.258) (Unit 7 p.304, p.314) (Unit 8 p.242, p.252) (Unit 9 p.373, p.382) (Unit 10 p.422, p.432) (Unit 11 p.452, p.462) (Unit 12 p.480, p.490) (Unit 13 p.510, p.520) (Unit 14 p.540, p.550) Word of the Day (Unit 2 p.122, p.124, p.132, p.134, p.140, p.142) (Unit 4 p.176, p.180 p.186 p.190) (Unit 7 p.300, p.302, p.310, p.312) (Unit 8 p.332) (Unit 9 p.368, p.370, p.378, p.380, p.390) (Unit 10 p.407, p.410, p.418, p.420, p.428, p.430) (Unit 12 p.488) (Unit 14 p.536, p.538, p.546, p.548) Dictation Words (Unit 2 p.125, p.127, p.133, p.135, p.137, p.143, p.145) (Unit 3 p.163) (Unit 4 p.179, p.181, p.183, p.187, p.189, p.191) (Unit 5 p.205, p.207, p.209, p.211, p.219) (Unit 6 p.237, p.239, p.243, p.245, p.247, p.249, p.253, p.257) (Bonus Unit p.275, p.277, p.281, p.285) (Unit 7 p.301, p.303, p.305, p.311, p.313) (Unit 8 p.327, p.329, p.331, p.333, p.337, p.339, p.341, p.343, p.347, p.349, p.351) (Unit 9 p.369, p.371, p.373, p.377, p.381, p.383, p.387, p.389, p.391) (Unit 10 p.409, p.411, p.413, p.419, p.421, p.423, p.427, p.429, p.431) (Unit 11 p.449, p.451, p.453, p.459, p.461) (Unit 12 p.477, p.479, p.481, p.489) (Unit 13 p.507, p.509, p.511, p.517, p.519) (Unit 14 p.535, p.537, p.539, p.541, p.545, p.547, p.549)
L 2f.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns,</i>	Dictation (Unit 2 p.125, p.127, p.133, p.135, p.137, p.143, p.145) (Unit 3 p.163) (Unit 4 p.179, p.181, p.183, p.187, p.189, p.191) (Unit 5 p.205, p.207, p.209, p.211, p.219) (Unit 6 p.237, p.239, p.243, p.245, p.247, p.249, p.253, p.257) (Bonus Unit p.275, p.277, p.281, p.285) (Unit 7 p.301, p.303, p.305, p.311, p.313) (Unit 8 p.327, p.329, p.331, p.333, p.337, p.339, p.341, p.343, p.347, p.349,

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Std. #	Standard Language	Primary Citations
	ending rules, meaningful word parts) in writing words.	p.351) (Unit 9 p.369, p.371, p.373, p.377, p.381, p.383, p.387, p.389, p.391) (Unit 10 p.409, p.411, p.413, p.419, p.421, p.423, p.427, p.429, p.431) (Unit 11 p.449, p.451, p.453, p.459, p.461) (Unit 12 p.477, p.479, p.481, p.489) (Unit 13 p.507, p.509, p.511, p.517, p.519) (Unit 14 p.535, p.537, p.539, p.541, p.545, p.547, p.549)
L 2g.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</i>	Dictation (Unit 2 p.125, p.127, p.133, p.135, p.137, p.143, p.145) (Unit 3 p.163) (Unit 4 p.179, p.181, p.183, p.187, p.189, p.191) (Unit 5 p.205, p.207, p.209, p.211, p.219) (Unit 6 p.237, p.239, p.243, p.245, p.247, p.249, p.253, p.257) (Bonus Unit p.275, p.277, p.281, p.285) (Unit 7 p.301, p.303, p.305, p.311, p.313) (Unit 8 p.327, p.329, p.331, p.333, p.337, p.339, p.341, p.343, p.347, p.349, p.351) (Unit 9 p.369, p.371, p.373, p.377, p.381, p.383, p.387, p.389, p.391) (Unit 10 p.409, p.411, p.413, p.419, p.421, p.423, p.427, p.429, p.431) (Unit 11 p.449, p.451, p.453, p.459, p.461) (Unit 12 p.477, p.479, p.481, p.489) (Unit 13 p.507, p.509, p.511, p.517, p.519) (Unit 14 p.535, p.537, p.539, p.541, p.545, p.547, p.549)
Knowledge of Language		
L 3a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <i>Choose words and phrases for effect.</i>	n/a
L 3b.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize and observe differences between the conventions of spoken and written standard English.	n/a
Vocabulary Acquisition and Use		
L 4a.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <i>Use sentence-level context as a clue to the meaning of a word or phrase.</i>	n/a
L 4b.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <i>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</i>	n/a
L 4c.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <i>Use a</i>	n/a

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Std. #	Standard language	Primary Citations
	<i>known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</i>	
L 4d.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <i>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.</i>	n/a
L 5a.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <i>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</i>	n/a
L 5b.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <i>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</i>	n/a
L 5c.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <i>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</i>	n/a
L 6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	n/a

Attachment E

Pupil Progression Plan

PCA fully intends to use Manatee County Public School's Pupil Progression Plan which has been developed based on the Florida statutes.

Section 5: Student Performance

Parrish Charter Academy Proposed Assessment Schedule (Attachment F)

Testing Window	Test	Subjects	Grade Levels Tested
August - September	Florida Kindergarten Readiness Screener (FLKRS)	Overall Kindergarten Readiness	K
September	Diagnostic Testing	ELA/Reading	K-5
September	Diagnostic Testing	Math	K-5
September	Baseline Assessment	Writing	3-8
September	Baseline Assessment	Science	5, 8
September	Baseline Assessment	Social Studies World History, U.S. History, & Civics	K-5 6-8
September	Baseline Assessment	Reading & Math Algebra 1, Geometry	K-8 7,8
October	Quarter 1 Interim Assessment	Writing	3-8
October	Quarter 1 Interim Assessment	Science Biology 1	5,8 7,8
October November	Quarter 1 Interim Assessment	Reading & Math Algebra 1, Geometry	3-8 7,8
January	Quarter 2 Interim Assessment	Writing	3-8
January	Quarter 2 Interim Assessment	Science Biology 1	5,8 8
January	Quarter 2 Interim Assessment	Social Studies World History, U.S. History & Civics	K-5 6-8
January February	Quarter 2 Interim Assessment	Reading & Math Algebra 1, Geometry	K-8 7,8
January-February	Progress Monitoring	ELA/Reading & Math	K-5
February-March	Access for ELLs 2.0	English Proficiency	K-8 for eligible students
February-March	FSA ELA Writing Component	ELA	4-8
February-April	Florida Standards Alternate Assessment	ELA, Math	3-8 for eligible students

March	FSA ELA	ELA	3
April	FSA Math	Math	3-4
April-May	FSA Math	Math	5-8
April-May	FSA ELA	ELA	4-8
April	FCAT Science 2.0	Science	5, 8
April-May	EOC Exams	Algebra 1, Geometry *Biology 1, Civics	7,8 for eligible students
May	Progress Monitoring	Reading & Math	K-5

Attachment G
Parent/Student Handbook
2018 – 2019

Parrish Charter Academy

A Manatee County Charter School

Board Approved: Date

This document is a **draft/sample** handbook.
The PCA Board of Directors will review and
approve the final version of the handbook prior
to the opening of the school.

PLEASE NOTE: Throughout the *Parent/Student Handbook* the term, “parent(s)” includes legal guardian(s) or other persons standing in loco parentis, such as a grandparent(s) or stepparent(s) with whom the child lives, or the person(s) who is/are legally responsible for the welfare of the child.

INTRODUCTION

Schools accomplish their educational purposes in a learning climate in which the rights and responsibilities of each individual are known and respected. Implicit in these rights is the responsibility of respecting the rights of others. The primary function of PCA is to provide an equal educational opportunity for all students. Education cannot take place unless there is an atmosphere of good order and discipline described as the absence of distractions and disturbances, which interfere with the optimum functioning of the student, the class, and/or the school.

This handbook is designed to be a guide for students and parents. This document outlines all the policies and procedures at PCA. The administration has the authority to change or modify any policies or procedures listed in this document.

TO THE PARENTS

We believe that well-informed parents promote a positive learning environment. Consistent with this philosophy, we are requiring that your child bring home a copy of the Parent/Student Handbook so that you may become acquainted with the various phases of school life. In this handbook, you will note that we have included regulations, activities, clubs, and general information, which shall aid a student in becoming a productive member of the school community.

TO THE STUDENTS

This handbook has been developed for the purpose of informing you and your parents of the policies, procedures, and organizations of your school. We hope that it will assist you in making your school days pleasant and productive. It is the responsibility of each student and parent to read, understand, and abide by this handbook.

ALL POLICIES LISTED IN THIS HANDBOOK ARE SUBJECT TO CHANGE BY THE PCA BOARD OR SCHOOL ADMINISTRATION. PARENTS AND STUDENTS WILL BE NOTIFIED WHEN SUCH CHANGES OCCUR AND AN UPDATED HANDBOOK WILL BE POSTED ON OUR WEB PAGE.

Every effort has been made to include within the PCA Student Handbook, all policies and procedures pertaining to the 2018-2019 school year. However, any changes that the administration may make during the school year shall be considered a part of this document.

BOARD OF DIRECTORS:

David Sellars
Deborah Metheny
Lane Pigsley
Frank Gaudens

ACADEMIC DISHONESTY

Any student who uses or copies another person's work and presents it as his/her own without proper documentation will receive a suspension. Any student who participates in using, copying, or providing another student with any test answers, answer keys or another person's work representing it to be his/her own work is considered to be guilty of unacceptable academic conduct.

Furthermore, students who knowingly share or offer their work to those who cheat must understand that they are equally guilty in perpetrating a dishonesty that tarnishes the academic integrity of the school. Therefore, these students who knowingly share their work will have the same punishment equal to that of the plagiarist.

Cheating and Plagiarism constitutes academic dishonesty and students can be suspended 1-5 days. Students may justly be denied awards, privileges, and honors that the school bestows on those students that uphold the integrity of PCA. Furthermore, any student suspended for academic dishonesty is barred from participating in any field trips and after school activities on the days they are punished, including sports, practices, and games.

ACTIVITY CALENDAR

The main office will maintain a master calendar of all school related events. An updated copy will also be posted on our web page: An updated month-to-month calendar will be sent home each month.

ATTENDANCE POLICY

To fully benefit from the instructional program, students are expected to attend school regularly, be on time for classes and satisfy all course requirements. Students are required to attend 180 days of school. Poor attendance or excessive tardiness may result in failing grades. The school will contact parents per Florida Statute 1003.26. Upon each unexcused absence or absence for which the reason is unknown, the Administration or designee shall contact the student's parent/guardian to determine the reason for the absence.

1. When a student accumulates five (5) days of absences, other than out-of-school suspensions, whether excused or unexcused, the Administration or designee shall make a good faith effort to contact the parent or guardian by telephone to discuss the reasons for the absences and shall document such contact.
2. When a student accumulates seven (7) days of absences, other than out-of-school suspensions, whether excused or unexcused, a record of absences will promptly be mailed to the parent/guardian of the student. The letter/records of absences will include information about Truancy Court.

3. When a student is absent ten (10) or more days, whether excused or unexcused, a record of absences will promptly be mailed to the parent/guardian of the student. If appropriate, a parent conference will be required and at the discretion of the Administration or designees, the parent or guardian may be required to verify absences with appropriate documentation (e.g., doctor's visits, etc.). A student found to be habitually truant, will be referred to Truancy Court.

4. For the safety of all students, we urge that children arrive at school no earlier than 7:00 AM unless they are enrolled in Before School Care. Children must be in their rooms and seated by **8:05 AM** for Homeroom. If the student arrives after **8:05 AM**, said student will be considered tardy.

5. Students may **NOT** be signed out and back in during the day without a doctor's note.

6. Students must be in school for a reasonable amount of classroom instruction, which is **three hours or more, for their attendance to be considered a full day.**

7. Students arriving after **8:05 AM** must be signed into school by the parent.

TO REPORT AN ABSENCE

It is the responsibility of the student's parent or guardian to explain a student's absence to the main office in person or by telephone. Parents are expected to notify the school the day of the absence. A note from a parent or guardian must be submitted to the main office upon a student's return.

Parents have the responsibility to:

1. Notify the school of any change of address, phone numbers and emergency contact numbers.
2. Notify school personnel if the family is relocating or if there is a family emergency.
3. Be aware of the school calendar and coordinate trips, vacations, and personal business to support attendance on school days.

EXCUSED ABSENCES

Examples of excused absences:

1. An illness of the student or a medical or dental appointment; a doctor's note must be submitted to the main office when the student returns if the absence is more than two consecutive days.
2. An accident resulting in injury to the student.
3. A death in the student's immediate family.
4. An observance of an established religious holiday; documentation of the religious affiliation of the student may be required by school officials.
5. If the religious holiday observance cannot be identified as a traditionally well-known day, a required note from the parent and a letter from the leader of the faith organization stating that the day will be required for religious observance. If the letters are submitted, the absence will be excused and also recognized as an established religious holiday that does not impact any attendance incentives including exam exemptions.
6. A subpoena by a law enforcement agency or a required court appearance.
7. An emergency deemed acceptable by the administration.
8. Severe weather conditions.

9. A major personal or family problem.
10. Fire, flood, or other major damage to the home.
11. An accident on the way to school.

UNEXCUSED ABSENCES

1. Are not accepted as excused.
2. Are caused by truancy of the student.
3. Are caused by an out-of-school suspension. A student suspended out of school is responsible for all work missed. The teacher will decide if the work missed will count as a "0," or will be made up for credit or partial credit.
4. When a student accumulates ten unexcused absences (not including suspensions) within a ninety calendar day period, a letter will be sent to the parent.
5. **The administration will notify the district for excessive unexcused absences. The district will contact the home education program to refer the student who is exhibiting a pattern of non-attendance. If an initial meeting does not resolve the problem, a Child Study Team shall implement the following:**
 - A. Frequent attempts at communication between PCA and the family.
 - B. Evaluation for alternative education programs.
 - C. Attendance contracts.
6. Students who display a pattern of nonattendance may be required to present medical evidence. The teacher will report to the main office any student who is absent from class but not listed on the absentee bulletin.

TARDINESS

A student is tardy when the student arrives after the beginning of the school day or when the student is not in their assigned seat or station when the school day begins. **Students who are tardy to school must be signed in at the Main Office.** For safety reasons students must not be dropped off late. Students must be in their homerooms and seated by **8:05 AM**. It is preferred that students are in their homerooms between **7:50 AM** and **7:55 AM**.

A student must make every effort to be in class on time. A student failing to make an effort to attend class shall be considered truant and subject to disciplinary action. A student's excessive unexcused tardiness shall be considered willful disobedience, and the student shall be subject to disciplinary action and will be reported to the District of Manatee County.

Excused Tardiness:

A student will be considered as excused only if a parent/guardian personally escorts their child to the front desk and has a viable reason. The reasons for excused tardiness are as follows:

1. Doctor's appointments with notes from the doctor/orthodontist or
2. Extreme emergencies approved by administration.

Excused tardiness will not count toward the student's tardy record.

Unexcused Tardiness:

A student will be considered as unexcused because of alarm clock failures, car trouble, and inclement weather conditions. Unexcused tardiness will count toward the student's record. Your children must be in school and ON TIME by state law.

STUDENT ACCIDENTS

Any student injured at school should be sent, or, brought to the office as soon as possible and the parents should be contacted by office personnel. If the student is incapacitated, unconscious, etc., call 911 and then contact the office. A student incident/accident report **must** be completed by the teacher at the time of the accident and submitted to the office **immediately**. Incident/Accident reports are located next to the teacher mailboxes. Please carefully monitor all student activities to ensure student safety. We have a "NO RUNNING POLICY" at PCA that should be reinforced daily in the classroom as one of the school-wide procedures of "WALKING QUIETLY" through the hallways.

BEFORE AND AFTER-SCHOOL CARE

Before school care is offered to all PCA students from 7:00 AM - 7:40 AM and After-School care is offered from 3:30 PM - 6 PM. The cost for before care is \$2.00 per day. After-School care is \$10.00 per day. Students will have a scheduled study hall session, organized physical activity, and snack provided daily.

Payments should be made to the main office a week before the scheduled care. Payments can also be directly mailed to the school. **There will be a late fee of \$25.00 if the payment is not received the week after the scheduled care. Students will not be able to use the after care service if parents or guardians have an outstanding balance of more than \$100.00.** The funds collected are used to pay the employees responsible for before and after care. Funds are also used for supplies for teachers. Please make payments on time.

BICYCLE RIDERS

All bicycle riders should park their bicycles in the racks or location provided. After bicycles are parked in the morning, they will not be moved until dismissal. All bicycle riders are required to use a lock on their bicycles while being parked at school. ***Florida law now requires all bicycle riders to wear safety helmets when riding to and from school.*** No motorized bicycles or scooters are permitted. Moreover, no skateboards or roller blades are permitted. Parents must complete the walker /bicycle rider form for any child that is requesting to ride their bike.

BOARD MEETINGS

Board meetings are held by the Board of Directors as scheduled. The meeting days and times are posted on the bulletin board outside the main office and are also posted on the web page.

SCHOOL TRANSPORTATION - BUS

Parents will complete and submit a bus application to the Administration by a certain due date. Students not picked up at Bus Stops will be returned to PCA. If students are not picked up in a timely manner, they will be placed in After Care and the parent will be charged for said service.

BUS RIDERS

A student who misses their assigned bus at dismissal shall promptly go the office and report to the secretary. The student's parents will be contacted immediately to arrange transportation. It is important that students realize that the same high standards of conduct are expected on the bus as in all other aspects of school life. Students are asked to sit facing the front of the bus, and talk quietly. Students receiving bus referrals will be disciplined. Repeated referrals will result in suspensions from the bus.

SCHOOL BUS DISCIPLINE

1st offense - Verbal warning and parents will be contacted.

2nd offense - Not permitted to ride the bus for 3 days.

3rd offense - Not permitted to ride the bus for 5 days.

4th offense - Suspended from riding the school bus for the remainder of the year.

NOTE: Late bus notices are posted, as needed, on our website. The "Late Bus Notice" link will be on the right side of the page. It appears any afternoon that a school bus is running more than a half-hour behind schedule. Just click to learn if your child's bus will be late.

CAFETERIA PROCEDURES

The PCA 2018-2019 meal prices will be determined.

Teachers must check the lunch schedule for the exact times that their students should arrive to the cafeteria and when the students need to be picked up. Moreover, lunch times may be adjusted for special events. However, on regular days, the scheduled lunchtime must be strictly adhered to. Upon entering the cafeteria, the students should be in one line. Those students with a packed lunch must be in the front of the line so they may be seated first. Those students buying lunch must have their lunch ID card with them as they go through the line. For the first month of school, the teacher is required to wait with the students who are receiving hot lunch and monitor them while they are being served. The cafeteria attendant/cashier on duty will scan each student's card as they exit the line.

It may be necessary to teach the students correct cafeteria procedures and rules. The teacher is invaluable in helping PCA maintain a well-run cafeteria. By praising and rewarding the students for a job well done and letting them know when they need to work on their behavior can enhance the overall lunch experience. The cafeteria is a learning environment. Good manners and appropriate behavior need to be taught in the classroom and practiced in the cafeteria. The lunch

duty calendar will specify when each teacher is expected to be in the cafeteria for their turn for lunch duty.

CAFETERIA RULES INCLUDE:

The cafeteria rules are posted and all students are expected to follow them at all times.

The students must:

1. Enter and exit the cafeteria in a line that is quiet and orderly.
2. Students are to stand in a single file line while waiting for food.
3. Students are to sit in assigned area and eat only their food.
4. Not exchange food items.
5. Students are expected to sit and eat quietly for the first 15 minutes of lunch. After said 15 minutes, use quiet, indoor voices.
6. Each student is required to show good manners, courtesy and consideration of other students and adults in the cafeteria.
7. **Students are to follow instructions of the cafeteria monitors or other adults at all times.**
8. No student is allowed to leave the cafeteria during the lunch period without a written pass to some other area of the school.
9. No food or beverages will be taken out of the designated eating areas.
10. **Students are not allowed to leave the school grounds during the lunch period.**
11. Food or objects are not allowed to be thrown at any time while in the cafeteria as this poses a safety concern; such acts will result in a disciplinary action from school.
12. **LEAVE TABLE AND FLOOR CLEAN! Each student is required to dispose of trash from his/her table in the containers provided for trash when instructed to do so by monitors. Excuses such as, "It is not mine," or "I did not put that there," and so forth, are not permitted.**

PCA participates in the Federal Lunch Program and the school must follow its guidelines. Students are not permitted to exchange food! No child should ever be forced to eat, but each student is required to take everything being offered. Encourage children to sample new food. Food should never be withheld as a punishment. Carbonated drinks, candy and glass containers should not be part of a student's lunch. Teachers are not to spend their lunch period with students or parents in their classroom, unless it has been pre-approved by the administration. Parents can bring a lunch from outside the school, but must sign their child out and eat on the outside porch. Fast food is not permitted under National School Lunch Policy.

CHILD ABUSE/NEGLECT

Under the law, teachers are obligated to report any case of suspected child abuse. Teachers are protected under the law against a lawsuit from parents for reporting a case.

CLINIC, HEALTH ISSUES AND MEDICATION

Medication Whenever possible, medications should be given at home. However, if it is necessary for your child to receive a medication at school, the parent must bring the medication

to school in the original container and complete and sign a Medication Authorization Form. If a prescription medication is required at school, the prescribing doctor must also complete and sign the Authorization. **Medication is never to come or go home with a child.** Medications are kept in the school clinic. Students may not carry medications at school except in very specific situations, which require the written approval of the physician, parent and clinic aide.

Only prescription medication shall be administered at school. Over-the-counter or sample medications must be accompanied by orders from a physician. Only medication approved by the Food and Drug Administration will be accepted for administering at school. All medications must be brought to school by the parent or guardian.

Medication must be delivered to school in the container in which it was purchased (dispensed).

A separate supply of medication must be kept at school. Medication shall not be transported between home and school on a daily or weekly basis.

The medication label must indicate the student's name, name of medication, physician's name, dosage (amount) and time (frequency).

If the medication requires equipment for administration (cup, spoon or dropper), the parent is responsible for supplying the articles labeled with the student's name.

Inhaler use - If parent and physician provide their approval to the administration, students with asthma may carry a metered dose inhaler on their person while in school.

The administration shall be provided a copy of the parent's and physician's approval.

Epinephrine use - a student who has experienced or is at risk for life-threatening allergic reactions may carry an epinephrine auto-injector and self-administer epinephrine by auto-injector while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities if the school has been provided with parental and physician authorization. The State Board of Education, in cooperation with the Department of Health, shall adopt rules for such use of epinephrine auto-injectors. A school district, county health department, public-private partner, and their employees and volunteers shall be indemnified by the parent of a student authorized to carry an epinephrine auto-injector for any and all liability with respect to the student's use of an epinephrine auto-injector pursuant to this paragraph.

When medication is discontinued or the end of the school year arrives, medication not taken home by the parent shall be destroyed.

Special arrangements must be made if a student is self-medicating.

Illness: The health and physical well-being of all students is a matter of great concern to us. For the sake of classmates, children should not be permitted to attend school if they are suffering from fever (**100 degrees or higher**), diarrhea or vomiting. Health conditions such as pink eye are

highly contagious and must be properly treated before your child may return to school. The student must be without a fever for 24 hours before returning to school.

PCA has a “No Nit” policy. If a child is identified as having head lice, he or she shall be excluded from school and shall not be permitted to return to school until his or her head is free from lice and nits. Nits are the white eggs that lice lay which adhere to strands of hair. Parents are responsible to provide the appropriate treatment to eliminate head lice and nits before the child returns to school. A child should miss no more than one or two days of school because of head lice. Excessive absences due to head lice shall be addressed according to the provisions of the compulsory school attendance law.

“NO NIT” POLICY PROCEDURES:

1. If a student has signs or symptoms of head lice, the clinic aide or trained staff will check the student’s hair and scalp to determine if live lice or nits are present.
2. If live lice or nits are present, the parent will be asked to pick up the child and will be given instructions for treatment and removal of the nits and/or lice. Siblings will also be checked.
3. The parent must accompany the child to school after treatment. Students who continue to have live lice upon recheck may not return to class.
4. Please check your young child frequently and notify the clinic aide if lice and/or nits are found.

STUDENT ILLNESS

When a child becomes too ill to remain in class, the parents will be contacted. For this reason, *it is most important that we are notified immediately if a telephone number is changed and that emergency contact information be kept up to date.*

Clinic facilities for emergency care in school are very limited. Arrangements for taking your child home should be made promptly.

CHARACTER EDUCATION

Character Education is one way to enhance every child’s self-concept, improve overall behavior, enhance learning gains, moreover, reduce tardiness, absences, and conduct that results in student suspensions. In addition, Character Education will increase a sense of purpose, citizenship, responsibility, and community.

CLUBS AND ACTIVITIES

Clubs and organizations can provide learning experiences that broaden the cultural horizon of students, supplement the formal curriculum by increasing knowledge and skills, introduce participation in vocational and technical education programs, afford constructive use of leisure time, provide services to the school and community, and promote and recognize students' academic achievements and accomplishments. Clubs and organizations will be shared with all parents once schedules have been established. Students have the opportunity to join any club that is offered. Research clearly suggests that involvement in clubs and activities is beneficial for most students. Additional clubs can be added contingent upon student interest coupled with

securing a faculty sponsor and parent support. Permission forms must be completed and signed by a parent or guardian prior to a child participating in any club or activity.

PCA SCHOOL STORE

The PCA School Store is a place where students can purchase supplies for their classes at reasonable prices within a safe and orderly school setting. This venture is a small store selling items such as binders, notebooks, pens, pencils, calculators, rulers, paper, etc. The store will also be stocked with many fun and trendy novelty items chosen by the Administration or their Designee.

CONFERENCES

Parents are required to contact their child's teacher when they wish to arrange a conference. Please send a note or call the teacher and indicate two or three dates and times, which are convenient for you. At least one-day notice should be given to the school, unless it is an emergency situation. There will be at least **three scheduled Conference Nights** this school year. Parents will visit the school to meet with one or more teachers and said conferences will be scheduled in advance. All conferences will have a strict time limit.

The design of the Student Handbook and Code of Student Conduct enables the school to enforce its provisions consistently and uniformly. The administration is responsible for day to day discipline and determines the level of the offense and its appropriate consequence. The administration is responsible for enforcement of the handbook and Code of Student Conduct and has the authority to direct students and staff and can impose any reasonable requirements that are not inconsistent with the Code of Conduct or PCA Board Policy.

Discipline can be enforced for any violation occurring on school property and at school-sponsored events, and at PCA bus stops.

Students may be disciplined for engaging in other objectionable conduct even if the conduct is not specifically described **DISCIPLINE** below.

Students are required to follow all teacher classroom and school rules and regulations. The teacher will send students to the main office after multiple verbal warnings. Students are only sent to the office after the teacher in the classroom has exhausted every strategy.

DISCIPLINE FOR STUDENTS WITH DISABILITIES (SECTION 504 AND IDEA)

Any IDEA or Section 504 eligible student that has an Individualized Education Plan (IEP) or Section 504 Plan, are expected to comply with the Handbook and Code of Student Conduct. Violation of the Code of Student Conduct or school rules, will be subject to the same consequences of any other student. PCA will follow the Manatee County Public Schools Code of Student Conduct as it relates to the rights of students with disabilities in disciplinary actions and proceedings. There are rules that vary when dealing with suspensions, assignments to alternative programs, and expulsions.

BULLYING

Bullying is a repeated form of aggression and occurs when a person(s) who perceives a power imbalance, willfully subjects another person (victim), whoever he/she may be, to intentional, unwanted and unprovoked hurtful verbal and/or physical action(s) which result(s) in the victim feeling oppressed (stress, injury, discomfort) at any school site, PCA bus stop, or school sponsored activity or event.

Bullying may also occur as various repeated forms of hazing, including initiation rites perpetrated against a new student or a new member of a team. Students who engage in such conduct shall be subject to a range of punishments to include verbal or written reprimand, out-of-school suspension, or change of placement and/or expulsion.

Examples of Bullying

1. **Physical Bullying** - punching, shoving, poking, strangling, hair-pulling, beating, biting and excessive tickling.
2. **Verbal Bullying** - hurtful name-calling, teasing and gossip.
3. **Emotional (psychological) Bullying** - rejecting, terrorizing, extorting, defaming, humiliating, blackmailing, rating/ranking of personal characteristics such as race, disability, ethnicity, or perceived sexual orientation, manipulating friendships, isolating, ostracizing and peer pressure.
4. **Sexual Bullying** - many of the actions listed above as well as exhibitionism, voyeurism, sexual propositioning, sexual harassment and abuse involving actual physical contact and sexual assault. In many cases, gender and cross-gender sexual harassment may also qualify as **bullying**.
5. **Cyber-bullying** - the use of information and communication technologies such as email, cell phone, and pager text messages, instant messaging (IM), FACEBOOK, defamatory personal web sites, and defamatory online personal pooling web sites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to threaten or harm others, or which substantially disrupts or interferes with the operation of a school or an individual student's ability to receive an education. It is quite possible for bullying to occur in many different types of interpersonal relationships in a school setting such as manipulating friendships, obstructing classmates and spreading malicious rumors.

Bullying may be limited to a single incident. However, in most cases, the **bullying** is characterized by repeated harmful actions on the part of the bully.

Personnel at all levels are responsible for taking corrective action to prevent **bullying**.

Retaliation is defined in the dictionary as meaning "to pay back (an injury) in kind." [When a person is accused of having engaged in an inappropriate fashion, especially **bullying**, the common reaction of that person is to be angry and want to pay the "victim" back (retaliate).] Retaliation must **not occur and will not be tolerated**. **Bullying will not be tolerated and will lead to possible suspension, expulsion and or transfer from PCA.**

HARASSMENT

State and federal law specifically prohibit harassment. Instances of harassment may result in both civil and criminal liability on the part of the individual harasser as well as the school board. Harassing activities by students or employees will not be tolerated.

Harassment occurs when a person subjects another person to any unwelcome conduct on account of sex, race, origin, religion, etc., on school property or at a school-sponsored event. Persons who engage in such conduct shall be subject to a range of punishment.

1. The range of punishment for a party found guilty of harassment could include verbal and written reprimand, out-of-school suspension, change of placement, and/or expulsion.
2. If the party deemed guilty is a school employee, the range of punishment could include written reprimand, suspension without pay, and/or termination.
3. If the party deemed guilty is neither a student nor a school employee, appropriate steps shall be taken, which could include limiting the access of this party to school board property and any other action deemed necessary.

Sexual harassment includes but is not limited to the following: verbal harassment or abuse of a sexual nature; subtle pressure for sexual activity; repeated remarks to a person with sexual or demeaning implication (for example, a person's body, clothes or sexual involvement, display of sexually suggestive objects, pictures or written materials) and discrimination against students or employees because of real or perceived sexual orientation/gender identity or expression thereof. Harassment does not refer to occasional compliments or welcomed interactions of a socially acceptable nature.

PCA policy forbids harassment. The school will not tolerate harassment at any of its sites or activities. Personnel, at all levels, are responsible for taking corrective action to prevent harassment. Allegations of harassment will be promptly investigated, giving due regard to the need for confidentiality.

Information relative to the prevention and correction of harassment shall be provided in writing to personnel and students. Proven allegations of harassment can have serious consequences for the party deemed guilty, including but not limited to the following:

1. The range of punishment for a party found guilty of harassment could include verbal and written reprimand, out-of-school suspension, change of placement, and/or expulsion.
2. If the party deemed guilty is a school employee, the range of punishment could include written reprimand, suspension without pay, and/or termination.
3. If the party deemed guilty is neither a student nor a school employee, appropriate steps shall be taken, which could include limiting the access of this party to school property and any other action deemed necessary.

Harassment is when a person continually teases, annoys, threatens or insults another person in either a verbal, physical or written manner.

Sexual harassment is when a person bothers another person using sexual words, pictures, gestures, or conduct that the other person would find offensive. Sexual harassment can also occur when a person is forced by his or her location or situation to see or overhear sexual comments, gestures, or conduct that he or she finds offensive.

While more cases of males harassing females have been reported thus far in the United States than any other type, it is quite possible for males to harass other males or for females to harass males or other females.

Unwanted and Unwelcome Harassment:

Sexual comments, jokes or gestures; suggestive comments; being “sexually rated” by an individual, for example, on a scale from 1 to 10; being pressured to go out with someone; being the recipient of whistles, jeers, or catcalls; being touched, grabbed, or pinched in a sexual way; being intentionally brushed up against in a sexual way; spreading sexual rumors about a person; having clothing pulled in a sexual way; being shown, given, or left sexual pictures, photographs, illustrations, messages or notes; being forced (because of their location) to view centerfolds, photographs, posters, or drawings of a sexual nature; having one’s way blocked in a sexual way.; others placing messages or graffiti written about that person on a computer screen, bathroom walls, in locker rooms, or any other public site; being forced to kiss someone; being forced to do something sexual other than kissing; being called gay, lesbian, or any other term that denigrates sexual identity; having clothing pulled off or down; being spied on while dressing; requesting sexual favors; continually teases, annoys, threatens or insults another person in either a verbal, physical or written manner; teasing annoying, threatening and insulting.

Confidentiality must be maintained as much as possible during any harassment investigation. Confidentiality is maintained when the identity of the people involved or the circumstances surrounding the incident are kept private. For example, you do not maintain confidentiality if you tell your friends that John Doe or Jane Doe harassed you.

VANDALISM AND DEFACING SCHOOL PROPERTY

Vandalism in our school can cost thousands of dollars and jeopardize our lease agreement. For the students’ own protection, they should stay away from the school buildings when school is not in session.

Vandalism and the defacing of school property is a serious offense. Students guilty of these infractions to their own school or to other schools in any county shall face severe disciplinary action, which could include restitution, suspension and/or expulsion and the student shall be reported to the appropriate law enforcement agency and shall be subject to arrest and prosecution. This includes spray-painting buildings and similar types of vandalism. Any damage to the school or school property by a student is the sole responsibility of the family of the student.

WEAPONS AND DANGEROUS INSTRUMENTS

A student shall not possess, handle or transport weapons of any type or any object that resembles a weapon. **Students violating this policy are subject to suspension, expulsion, transfer and/or arrest.**

Examples of Weapons:

Guns, knives, dirks (daggers), razor blades, ice picks, explosives, chains, pipes, brass knuckles, Billy clubs, Chinese stars, mace, tear gas or any mixture of chemicals used as a weapon, dangerous instruments, toy guns, or anything that resembles or could be considered a weapon on school grounds and up to 500 yards from school grounds, or at related activities are prohibited. Any student that brings a weapon to school, any school function, or on any school-sponsored

transportation may be expelled, with or without continuing educational services and referred for criminal prosecution following an administrative hearing.

ZERO TOLERANCE OFFENSES

Parrish Charter Academy has adopted a zero-tolerance policy for serious crimes involving violence, weapons, drugs and behaviors that threaten the safety of students or personnel; illegal activities are intolerable. The 2001 Florida Legislature enacted CS/CS/HB 267, which requires school districts to adopt a policy of zero tolerance for victimization and prohibits any student who is adjudicated of certain specified felony violations against another student from attending the same school or riding on the same school bus as the victim or the victim's sibling(s).

Exceptional education students are not exempt from the provisions of this bill. However, the implementation in the case of ESE students must be effected within the Individuals with Disabilities Education Act (IDEA), 20 U.S.C., and Chapter 33 as amended by Public Law 105-17.

Examples of Zero-Tolerance Offenses:

Alcohol; arson; aggravated battery; battery on, threat or intimidation of a PCA employee, agent, or student; bomb threats or general threats to school population; breaking/entering of school board property; false fire alarms; homicide; kidnapping; major disruption to a school function; misrepresentation of facts resulting in public slander toward a PCA employee; motor vehicle theft; passing counterfeit money; possession, use, or sale of a firearm, bombs, explosives or a weapon; possession, use, sale, distribution, purchase, or being under the influence of a controlled substance; possession, or purchase, either knowingly or unknowingly, of any drug paraphernalia; possession, or purchase, either knowingly or unknowingly, of any illegal contraband; sale or distribution, or purchase of any substance represented by a student as being a controlled substance; sexual battery; use of a non-weapon as a weapon; willfully and knowingly attempting to do bodily harm to a PCA employee, agent or student, gang related activities i.e., robbery or possession of any weapon or firearm that resembles a true weapon or firearm.

Consequences of Zero-Tolerance Offenses:

1. The student will be suspended immediately.
2. A parent or guardian will be notified.
3. The student may be suspended, expelled, or recommended for change of placement.
4. Referral to law enforcement agency as appropriate.

Consequences of Felony Drug-Related Incidents:

1. The student will be suspended immediately and parents will be contacted.
2. The authorities must be contacted immediately.
3. Any student reprimanded with drugs or drug related incidents might be expelled or arrested.
4. The PCA and local school board will decide if the student is permitted to return to school.

Tobacco or tobacco products consequences:

1. Mandatory parent conference.
2. Referral to law enforcement.
3. Mandatory anti-tobacco education as stated in F.S. Section 386.212 and Section 569.11.
4. Out-of-school suspension as determined by the administration.

Fighting Consequences:

1. 1 to 10 days out of school suspension and a mandatory meeting will be scheduled with a parent.
 2. Successful completion of peer mediation, conflict resolution or anger management training.
 3. Referral to law enforcement as appropriate.
 4. Student may be expelled or transferred to another school depending on the incident.
- Actions that were taken clearly in self-defense without prior physical or verbal involvement shall not be considered an intentional act under this rule but a student will still be suspended for fighting or striking a student back.

Sexual harassment Consequence:

1. Verbal and written reprimand. (Mandatory parent meeting)
2. Out-of-school suspension; 1 to 10 days.
3. Change of placement and/or expulsion.

Drug Possession Consequences:

1. Out-of-school suspension 1-10 days and mandatory parent meeting.
 2. Referral to law enforcement.
 3. Referral to the Juvenile Drug Court Program.
 4. Permission to attend a regular school program if the student participates in a Drug Court program and/or treatment center.
 5. Failure to successfully complete Drug Court program and/or treatment center may result in a recommendation for a change of placement and/or other sanctions.
 6. The PCA and local school board will decide if the student returns to school.
- There will be a school-wide discipline plan, however, all teachers will have their own classroom rules and regulations that all students must adhere to. Each teacher will be sending this information home on the first day of school. After all behavior strategies have been exhausted in the classroom, teachers can send a student to the main office.

BEHAVIOR CONSEQUENCES**This is always a last resort for teachers.****1st Administrative Referral**

The teacher will complete a referral form, which includes a rationale for sending students to the main office. The administration will contact the parent or guardian to make them aware of the observed behaviors. The administration will meet with the student, give him/her a verbal warning and send them back to class, unless a serious offense has occurred.

2nd Administrative Referral

The teacher will write a referral and send the student to the main office. The administration will contact the parents regarding the behavior. The

student will have loss of privileges and be sent back to class, unless a serious offense has occurred.

3rd Administrative Referral

The teacher will write a referral and administration may authorize a suspension, contact the parents to pick up the child, and schedule a mandatory meeting to discuss the child's future at PCA.

The Charter School learning environment is not for every child. After the 3rd consequence, another placement may be discussed with Administration Team.

SEVERE CLAUSE Fighting, Profanity, Disrespect or Disruptive behavior may result in immediate suspension from school (OSS). A parent will be contacted and may be called to pick up the student.

***Please see your child's teacher to find out his/her management system.**

***Suspensions may be given to any student that is sent to the main office for violating the rules and regulations listed in this handbook.**

OTHER OFFENSES

A pattern of continuous disruptive behavior may result in out-of-school suspension and/or change of placement. Other acts of misconduct that interfere with orderly classroom procedures, school functions, extracurricular programs, approved transportation, or a student's own learning process shall be subject to a range of consequences determined by the administration.

EXPULSION AND REASSIGNMENT

PCA will follow the Manatee County Public Schools Expulsion policy and appeals process listed in the Student Code of Conduct. Students found guilty of a severe breach of conduct or are guilty of continuing misconduct, the administration may recommend to the PCA School Board that the student be expelled or reassigned to another school or program. Students can be referred for expulsion from school by the administration. During the time a student is expelled, he/she may or may not receive educational services. Any violent acts committed, which involve the use of a firearm as defined in The Student Code of Conduct, will be expelled, with or without educational services.

Dismissal Procedures

There are four afternoon dismissal options:

1. **Bus Service**-Transportation for those eligible.
2. **After-Care School Program**-Students will have an hour of educational activities, an hour of physical activity, and a snack.
3. **Car Rider Line** is the general method of student pickup.
4. **Walkers** will be classified as anyone not going through car rider line, riding a bus, or going to

an After-School program. A “walker release form” must be completed and submitted to the front office. **Parents are not permitted to block any local businesses during dismissal. Failure to do so may result in ticketing by law enforcement.**

Parents are to send a note to the classroom teacher notifying them how their child will go home on a regular basis. If your child follows a regular or irregular pattern, please make it clear in writing. Please try to keep a regular routine of dismissal procedure for your child. If, in the case of an emergency, you need to change their normal routine, please send a note to the teacher in the morning. If it is a last minute emergency change, please contact the main office.

Please be patient for the first few weeks of school during dismissal. It typically takes a few weeks for teachers and parents to get accustomed to the new dismissal procedures. We believe in safety first and want to assure that students are being dismissed into the correct cars.

Parents must be courteous to faculty and staff and also vigilant of students as they're walking to their cars.

STAGGERED DISMISSAL AND SLOW SPEED-THANK YOU!

Staggered Dismissal Times:

Parents must comply with these times and are not to come too early, or too late. If a parent has a child in both dismissals, they should arrive for the second dismissal only!

**3:20 PM - 3:35 PM
K, 1, 2, 3**

**3:35 PM - 3:55 PM
4, 5, 6, 7**

- * Children who remain in After-School care will report to grade level holding locations.
- * Walkers, bike riders, and bus riders will be dismissed at 3:15 PM.
- * Parents are **NOT** permitted to enter the building before or during dismissal, unless it is before 2:30 PM. Walkers will be led off campus by a PCA staff member.
- * Parents are **NOT** allowed to enter the building during dismissal.
- * Parent meetings will not be scheduled during dismissal.
- * Parents are **NOT** permitted to use their cell phones when students are present in the car rider line. The safety of all PCA students and staff is paramount!
- * The first cars to arrive in the afternoon must be there for K-3 grades only. If said cars arrive early, they must pull all the way forward to the designated space.
- * Be sure to place your child's information placard with your child's name (first and last) and grade level in the front window. **PCA will provide two signs per family at the beginning of the school year. You may request additional signs as needed.**
- * Parents must be vigilant of other cars and students in the parking lot.
- * If you need to wait for your child/children, please move up in the right lane as far as possible. This will allow others to easily move into the pickup area.
- * IN an effort to ensure safety, parents must keep their speed to a minimum throughout the pickup area!
- * NO CARS are permitted in the Bus Loading/Unloading Zone.
- * All drivers must be courteous and patient. The reward will be safety and efficiency.

Walkers (and parents walking with students)

Students classified as "walkers" will be dismissed at 3:15 PM. A staff member will be assigned to supervise these students during that time period. Students will be placed in the car rider line at 3:25 if the student(s) have not been picked up.

Any student leaving school early must be signed out by a parent or guardian. The sign-out book is located at the reception desk. Students are not permitted to be dismissed early after 2:00 PM. Parents are **NOT** permitted to visit the classroom without permission from the administration and teacher. **Early dismissal will not be authorized by the Administration in order to simply avoid the car line process.**

EARLY DISMISSAL PROCEDURE (PRE-APPROVED AND EMERGENCY)

We strongly discourage parents from picking their child up early during the school day. In the event a student must leave early, the parent must make the request in person in the main office. A picture ID must be presented for Screening. **Please be aware that students are not permitted to leave school after 2:00 PM unless it is an emergency.** Only extreme and documented medical and family emergencies will be considered excused if students are signed out after 2:00 PM.

Excused Early Dismissal may include the following:

1. Deaths or funerals.
2. Emergency situations acceptable to the administration.
3. Court appearance (subpoena required).
4. Personal reasons acceptable to the administration or designee.

Unexcused Early Dismissal include the following:

1. Forgotten items (for instance: books, lunch, money, homework, projects, admits).
2. Violation of dress code (to obtain appropriate dress).

RELEASE OF STUDENTS

During school hours the main office will permit a child to leave school only in custody of one of the following adults:

1. Parents of the student with photo ID.
2. Person listed on emergency contact card, with photo ID.
3. A law enforcement officer.
4. An authorized worker from the Department of Children and Families.

Absences

IT IS THE PARENT'S RESPONSIBILITY to contact the school office between 7:30 AM and 9:00 AM, if a child is not able to attend school for the day. A parent note should accompany the student when returning to school.

Make-Up Work: Students are expected to make up any work missed and will receive grades earned on said make-up work. Students will have the same number of days to complete assignments as they were absent. Make-up work will only be given in advance but during a

lengthy illness (no sooner than three days), special arrangements may be made with the teachers and/or Administration.

The Board of Directors and School's Administration have jointly developed these policies. Together with the cooperation of the parents, we can help to ensure that our children remain safe.

CLOTHING DECORUM, GROOMING and HYGEINE POLICY

Clothing exposing the torso or the midriff, either front, back or sides, shall not be worn. Underwear shall not be visible. Clothing shall not expose the mid-chest area. The general appearance of a student should reflect neatness and good personal hygiene. Any student that violates the grooming and hygiene policy will be sent home. Students may return to school when their appearance is appropriate.

Head coverings shall not be worn in the building unless required for religious observance or health-related reasons. Mini-skirts, mini-dresses and short shorts are not permitted. Hemlines shall be no shorter than fingertip length. All pants and shorts shall be secured at the waist. Garments and/or jewelry which display or suggest sexual, vulgar, drug, gang, weapons, or alcohol-related wording or graphics, or which provoke violence or disruption in the school, shall not be worn. Wallet chains shall not be worn. Large dangling earrings are not permitted for boys or girls. Nose rings and other facial piercing are not permitted.

DRESS CODE FOR STUDENTS

The PCA Uniforms can be ordered online:

- 1. Click on Parent Center**
- 2. Click on the Dress Code Tab**
- 3. And finally, click on the TAB that says: "Order Uniforms."**

Uniform

A higher standard of dress encourages greater respect for one another and results in a higher standard of behavior. Our dress code guidelines indicate appropriate school dress for normal school days. The PCA Administration reserves the right to interpret these guidelines and/or make changes to them during the school year. Students are expected to follow these guidelines and every student **MUST** wear a school uniform. PCA polo shirts, polo dresses, and spirit shirts can be purchased via the main office. Dress pants, dress shorts, skirts, and skorts, may be purchased at any retail store. Shirts must also be tucked in at all times.

Students are expected to be in full dress code Monday through Thursday. Students may wear the school spirit shirt on Fridays. Students may dress down on designated, "dress down," days.

Makeup:

K-5

Makeup: Students in grades K-5 **may not wear any makeup**, not even lip-gloss. Students are permitted to have lip balm (chap-stick). Students caught wearing makeup will be sent to the restroom to remove it. If makeup is still not removed, students will be sent to administration.

6-8

If **makeup** is worn, it may not cause distractions in any way. No heavy/dark makeup is to be worn.

Hair: Hair must be neat and clean with no "unnatural" colors, i.e. fluorescent, bright green. No hats, bandanas or headbands may be worn. Essentially, no headwear except hair bows, hair bands, etc., for girls. If there is a question, please ask.

Perfume & Cologne: Students are not permitted to wear perfume or cologne either, due to students and staff with allergies and asthma.

Shoes: Students must wear closed heel and closed toe shoes at all times. No sandals, heels, flip-flops, heavy military type boots or shoes with metal tips with non-marking soles may be worn.

Socks must be a solid color (white, khaki, navy or black).

Tights: Plain white, red, blue, or black tights may be worn under skirts, shorts, or jumpers.

Shirts: K – 8 students are expected to wear the PCA school polo shirts. **These are the only shirts permitted to be worn in school.**

Belts: Only solid black, blue, or khaki belts are to be worn. If a student has loopholes on their clothing, a belt must be worn.

Slacks / Shorts: Students may wear dress shorts or dress pants in black, khaki, or navy blue. Girls may also wear professional dress skirts, skorts, or school polo dress in the same colors.

PE Attire: All students will participate in physical education. Students are required to wear sneakers daily. Footwear for physical education classes must be suitable for outdoor physical activities and unsafe shoes such as, "skate tennis shoes," are not permitted.

Students are permitted to wear non-PCA sweatshirts, jackets, and fleeces to and from school; however, they are not permitted to wear them during the school day. Students may wear long sleeve PCA shirts, sweatshirts, jackets, and fleeces, or may wear a long sleeve shirt under their polo shirt during the winter months. Students may be granted permission to wear non-PCA sweatshirts, jackets, and fleeces on days where the temperature is significantly below normal and approved by the Administration. An announcement will be made in school and a message will be sent to all parents and guardians granting said permission.

Any non-PCA attire being worn without permission will receive a verbal warning and said attire will be maintained in the main office and returned to the student at the end of the day. The administration will be the final judge concerning the appropriateness of a student's clothing. The administration, faculty, and staff are responsible for enforcing the school dress code.

Dress Code Violation Consequences:

Teachers will be checking for dress code compliance as each student enters the classroom at 8:00 AM. Students must be in the appropriate attire. Any student out of dress code will be required to

change into the appropriate attire. A parent or guardian will be contacted to bring the appropriate clothing to school. Students are not permitted to attend class until they are wearing the appropriate required dress code clothing. Continuous dress code violations will lead to a parent conference, suspension, or other administrative action.

EARLY DISMISSAL/TEACHER PLANNING DAYS

PCA provides employees the opportunities for planning, organization, completing report cards, staff development, and record keeping. Teacher planning days and early release days may differ from Manatee County School District. Please refer to the month-to-month calendar for scheduled early release and teacher planning days.

Students will be dismissed at noon and After-School care will be available for those enrolled. The Staggered Dismissal will be at 11:45 AM and 12:00 Noon.

A bagged lunch will be served on half days. There will be no PE/ART/MUSIC classes on early dismissal days.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) – STUDENT RECORD

The revised Family Rights and Privacy Act became a Federal law in November, 1974. The intent of this law is to protect the accuracy and privacy of student educational records. Without your prior consent, only you and authorized individuals having legitimate educational interests will have access to your child's educational records. In special instances, you may waive this right of access to allow other agencies working with your child to have access to those records.

FERPA is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to a student who is 18 years old or an emancipated minor under Georgia law. These rights are:

- *The right to inspect and review the student's education records* within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school Administration a written request that identifies the record(s) they wish to inspect. The school will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- *The right to request the amendment of the student's education records* that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school Administration, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the

hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- *The right to consent to disclosures of personally identifiable information contained in the student's education records*, except to the extent that FERPA authorizes disclosure without consent. FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions: school officials with legitimate educational interest; other schools to which a student is transferring; specified officials for audit or evaluation purposes; appropriate parties in connection with financial aid to a student; organizations conducting certain studies for or on behalf of the school; accrediting organizations; to comply with a judicial order or lawfully issued subpoena; appropriate officials in cases of health and safety emergencies; and state and local authorities, within a juvenile justice system, pursuant to specific state law. Upon request, our schools disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.
- * *Schools may also disclose*, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. The media permission form sent home at the beginning of each school year gives parents an opportunity to instruct the school not to share any directory information about their child, or allows them to request that certain information not be shared. Please be sure to make your wishes regarding directory information known to your child's school. Schools must notify parents and eligible students annually of their rights under FERPA. At PCA, we notify you of these issues in our student handbooks.

For more information on the federal **Family Education Rights and Privacy Act (FERPA)**, visit the U.S. Department of Education's website at www.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

FIELD TRIPS

The Parrish Charter Academy Board believes that field trips, both in and out of the county, can be an integral part of the learning process in many areas of education. For purposes of this policy, a field trip shall be defined as an approved trip away from a school site.

FIELD TRIP POLICY

Two field trips per year may be approved during Teacher Pre-Planning weeks. Field trips may only be requested for educational purposes and aligned to Florida Standards, and the School's vision and mission.

GENERAL

- * All proposed field trips must be first reviewed and approved by the administration.
- * Lunch orders must be submitted and approved by the dining room manager at least 2 weeks prior to the date of the field trip.
- * Any information intended for parents and students on an approved field trip must be approved before distributing to parents.
- * An Authorization for Trip Form signed by the parent must be on file at the school for each K-8 student in order for him/her to make the trip.
- * Students may be denied the privilege of participating in field trips, social and/or extracurricular activities if said student(s) have been disruptive and have violated the student code of conduct or fail to conform to school rules and regulations. The final decision on whether or not the student may participate shall be made by the administration with documentation and input from pertinent staff. If student(s) remains on campus during an assigned field trip, the teacher is responsible for making arrangements for the student to stay in another classroom. The teacher is also responsible for providing work for the student(s).
- * Parents may be permitted to assist in such supervision. One adult per every five (10) children is recommended.
- * All fines and fees must be paid in full in order for students to participate in field trips.

SAFETY AND SECURITY

Providing a safe and secure environment for students to learn, is a top priority of Parrish Charter Academy (PCA). Measures have been taken to ensure that staff and students are prepared in the event a crisis situation occurs in the school. A comprehensive Crisis Management Plan has been adopted below to guide staff through a wide variety of situations. Fire drills, tornado drills, lockdowns, evacuations are practiced to ensure that routines and safety procedures are well established and familiar to all.

CRISIS MANAGEMENT PLAN - SAFETY CODES

When PCA responds with emergency measures, its sole priority is to keep all students, faculty and staff safe. Teachers and Substitute teachers must be cognizant of and prepared to follow and expedite all emergency procedures. Oftentimes, in cases of potentially serious school safety threats, students, faculty and staff remain in the building under a lockdown even after the school day has ended. These measures are often frustrating for parents who want to remove their children from the school during a threat. The parents of PCA will need to appreciate that the school has to protect itself from all potential incoming individuals-even if the incoming individuals are parents.

PCA will meet compliance with State Law that stipulates that fire drills are conducted at least once each month. Students and staff **must** exit the building upon an Orange Evacuation Drill or fire alarm signal, with the exception of the Administrative staff.

EMERGENCY DRILLS WILL BE CONDUCTED FOR ALL SAFETY CODES

- 1. Emergency drills are held to insure the safety of all persons when an emergency might occur.**
- 2. Emergency drills are to prepare all students and personnel to respond automatically if danger should occur.**
- 3. The program of emergency drills must provide for all probable emergencies.**
- 4. No human life shall be jeopardized except to save the life of another person.**

PCA Safety Code Drills are an important part of the PCA' Crisis Management Plan and will be routinely practiced. Not only do they ensure that all faculty, staff, and students are cognizant of what they need to do if an emergency situation arises, said drills also facilitate the PCA Board, and the Administration to know how effective the Crisis Management Plan is and promotes fine tuning in any areas of the Safety Code Drills that need to be improved.

GRADING POLICY/GRADES

Students shall be informed by the school of their academic progress and shall have periodic reviews of their instructional achievement by the school staff. Students' academic marks in each class will be presented fairly and impartially regarding their academic progress in that class. They should have the opportunity to periodically review their marks with their teacher. Students shall be graded on their progress and class work. Conduct, while not a part of a student's grade, may bear a direct relationship to said academic grade, especially when a student is absent from a class and unable to make up work due to misbehavior.

A student must accept the responsibility for regular class attendance. He or she must also perform all tasks required for the successful completion of the course. He or she must be responsible for making up all work missed during excused absences. A student shall complete all classroom assignments to the best of his or her ability to earn the best possible grade. A student shall cooperate with the teacher to provide a good learning environment in class. A student has the responsibility to refrain from cheating or plagiarizing on all tests and work assignments. Students will receive interim progress reports and quarterly report cards.

Grading Policies and Grading Scale:

PROGRESS REPORTS

Progress reports will be sent home in accordance with the Manatee County School schedule. Said reports will indicate the child's progress in class, coupled with comments concerning said progress. These will indicate the child's progress in class and any comments about the child. Once sent home, they are to be signed by the parent and returned to the teacher.

PCA' goal for every student is that they become proficient in all standards by the end of each school year, for their grade level, in order to be successful in their future school experience.

This information will provide parents with a clear, concise, and well-defined report regarding their student's current level of performance and continuous improvement over the school year. This will be viewed as one part of a larger accountability system for students and parents, based on performance and master of the standards in each academic area.

ACCOUNTABILITY AND TRACKING

PCA' Accountability Plan must provide information needed to measure and track the school's progress toward its goals, make program adjustments when needed, and report to parents, the community, and the Charter Authorizer on performance and progress.

It is the intent of PCA that all Kindergarten through 8th grade students become proficient in reading, writing, math, science, social science, and the Specials each year at, or above their grade level. Moreover, that the students will make progress towards PCA' achievement standards in preparation to meet or exceed the Florida Standards as tested on the Florida Standards Assessment (FSA) instrument that is administered to all 3rd through 8th grade students. In addition, all grade levels will achieve mastery of the Florida Standards. Pre, Interim, and Post Tests will be used as a quarterly benchmark in monitoring each student's learning gains throughout the school year. The results obtained, utilizing the above evaluative and monitoring tools, will generate the **"evidence of facts"** that will present the annual PCA **"snapshot"** to the school community, Manatee County, and the Florida Department of Education.

REPORT CARDS

Report Cards are issued every nine weeks throughout the school year. Please visit our website for specific dates.

HALLWAY BEHAVIOR

Students should travel through the hallways silently to avoid interrupting ongoing classes. For safety reasons, students should walk on the right side of the hallway and keep their hands, feet, and other objects off the corridor walls.

HOMEROOM

During homeroom, teachers are responsible for taking daily attendance, checking dress code, and for securing an accurate lunch count. It is imperative that students be on time to school so they hear the morning announcements and prepare for their day.

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 students or who have access to or control school funds. "Contractual personnel" has been defined as any vendor, individual or entity under contract with the school board.

LOST AND FOUND

Please be sure your child's name is in his/her wallet, purse, coat, sweater, lunchbox, raincoat, etc. Many such articles are lost and unclaimed. At the end of each grading period, all unclaimed items will be donated to a charitable organization.

Parent Grievance Policy

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 that a decision affecting them is unjust or inequitable, they are encouraged to make use of the following steps. The parent may discontinue the procedure at any step.

- ✓ **Step 1.** Communicate with the classroom teacher via telephone, email, and or send a note discussing the concern. Email addresses are available at the front desk and on the school web page.
- ✓ **Step 2.** Schedule a Parent Teacher Conference with the classroom teacher to discuss the concern further if needed. At this meeting, establish next steps or goals and the process for follow up, as necessary. For unresolved concerns, please follow Step 3.
- ✓ **Step 3.** Schedule an appointment with the Administration/Principal.
- ✓ **Step 4.** Submit your concerns in writing to the PCA board and the concern will be discussed at the next Board Meeting. Please seal your concern in an envelope and deliver it to the office manager. You can also attend the Board Meeting and address the board during the Public Comment opportunity. Note: No individual Board Member can address your concerns per Florida State Law. The issue must be addressed by the full Board.

Parents may also, at any time, request to have an item placed on the Board agenda. The parent must put the request in writing to the Administration or Principal at least twenty-four 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.

PARENT-TEACHER ORGANIZATION (PTO)

PCA Parent-Teacher Organization is an organization for communicating among the parents, teachers, and administration. The PTO is open to all families and parents are encouraged to attend monthly meetings.

We extend an invitation to you to be active in our PTO. Your involvement will make the year a rewarding and meaningful experience for you and your children. Monthly meeting dates and times are indicated in the calendar. PTO membership dues are \$10.00. These funds go toward activities that promote school and community partnership. The PTO is responsible for student recruitment, fundraising, the school bookstore, and planning special events for students.

PLEDGE OF ALLEGIANCE 1003.44 (1)

Each school board may adopt rules to require, in all of the schools of the district, programs of a patriotic nature to encourage greater respect for the government of the United States and its national anthem and flag, subject always to other existing pertinent laws of the United States or of the state. When the national anthem is played, students and all citizens should stand at attention, men removing the headdress, except when such headdress is worn for religious purposes. The pledge of allegiance to the flag, "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all," shall be rendered by students standing with the right hand over the heart.

The pledge of allegiance to the flag shall be recited at the beginning of the day in each public elementary, middle and high school in the state. Each student shall be informed by posting a notice in a conspicuous place that the student has the right not to participate in reciting the pledge. When the pledge is given, citizens should show full respect to the flag by standing at attention, men removing the headdress, except when such headdress is worn for religious purposes. A student has the right not to recite the Pledge of Allegiance. A student may decide to not recite the pledge but the student must stand.

POSITIVE BEHAVIOR SUPPORT (PBS)

PCA stresses positive behavior throughout the school day. Students are expected to:

- Be Open and Honest
- Be Responsible and Respectful
- Be Kind to everyone
- Be Safe

The student expectations regarding positive behavior are followed throughout the school day and are included in every aspect of the school.

Positive Behavior Incentives

- School Bucks (individual rewarding)
- School store items
- Dress down day certificates
- Extended recess time
- Additional technology time
- Leadership roles in the classroom
- Principal for the day
- Pizza or ice cream classroom parties (whole class)
- Trophy for the quarter to display

SAFETY PATROLS

Responsible fifth through eighth grade students are selected to serve on the School Safety Patrol. A staff sponsor is in charge of the training of these children. All students are expected to follow the directions of the patrol members while moving through the corridors, along the ramps, and other areas on or near the campus.

SCHOOL PARTIES

Any classroom parties, or any other parties on campus, **MUST** be approved by administration. Soda may not be served in the school at any time - only juice, water and milk are acceptable drinks. Approved parties must take place ONLY during the last thirty minutes of the school day, as per Federal Lunch Program guidelines. Any food brought to school from home must be purchased at a store. Any snack purchased for a party must come in with a student or left at the front desk.

SCHOOL PICTURES

School pictures are taken twice a year with scheduled make-up days following each session. Information will be sent home for parents to complete and return if they wish to order said pictures. For Fall Picture Day, students are required to wear the normal dress code. During our Spring Picture Day, students may dress out of uniform. School yearbooks, will be sold in the spring with a cost to be announced. Information will be sent home regarding yearbook sales.

SCHOOL SUPPLIES

Each teacher will distribute a list of the necessary school supplies for the class. Said list can also be found on the website. Some items will be used for the entire community and some may be for your particular child. Therefore, it is not necessary to label all supplies. Please make sure that your child is prepared for class each day with several sharpened pencils, crayons, and anything else requested by the teacher. Additional supplies can be donated to the PTO, which will count toward mandatory volunteer service hours.

The school provides everything needed for physical education and recess. **Therefore, students should leave their toys, games, radios, sports equipment, etc., at home. This will prevent items from becoming lost/broken or causing disruption to the school setting.** Parents should see that their children do not bring large amounts of money or valuable possessions to school. We appreciate parental support in preventing possible problems.

SPECIAL SERVICES

PCA offers ESE, ELL, speech, language, and OT/PT services for any student that qualifies. Documentation from your family physician or any other Doctor must be submitted coupled with implementing the MTSS process completed before any special services can begin.

VISITORS

Visitors, INCLUDING PARENTS, are **NOT** permitted to go to their child's classroom unannounced during school hours, as this disrupts the classroom's educational process. For the safety and protection of all students, visitors (including parents) must present a valid Florida Driver's License and be processed through the Security System. Cooperation will enable the school to provide a safe and orderly environment for all students.

STRANGER DANGER PROCEDURES

The single most effective prevention of danger from strangers is parents and concerned citizens monitoring all bus stops and routes that PCA children take to and from school.

STUDENTS SHOULD FOLLOW THESE SAFETY TIPS:

- Rule 1 NEVER TAKE RIDES FROM STRANGERS
- Rule 2 ALWAYS GO STRAIGHT HOME AFTER SCHOOL
- Rule 3 ALWAYS GET HELP IF THERE'S TROUBLE
- Rule 4 IF LOST, FIND AN AREA WITH A LOT OF PEOPLE
- Rule 5 ALWAYS LET YOUR PARENTS KNOW WHERE YOU ARE
- Rule 6 NEVER TAKE GIFTS FROM STRANGERS
- Rule 7 NEVER OPEN THE DOOR TO A STRANGER
- Rule 8 HAVE AN EMERGENCY PLAN

SEARCH AND SEIZURE

All students shall have the right of privacy and shall be free from unreasonable search as well as seizure of personal property. These rights shall prevail unless there is "probable cause," then said rights must be set aside to protect the safety, health and property of the students, staff, and school. One of our foremost goals is to ensure that each child attends a safe school where the students are disciplined and where an environment exists in which teachers can teach and students can learn. Toward that end, the PCA Board enforces a Zero Tolerance Policy for possession of weapons or items that appear to be weapons at school. Students have the right of privacy of their personal possessions unless there is reason on the part of the Administration or designee to believe that the student is concealing a weapon, illegal drugs or other material that is inappropriate and dangerous to themselves, others, or property; to be given prior notification of any searches unless in a case of emergency. Students have the responsibility not to carry, possess, or conceal any material that is prohibited by law, and to accept the consequences for their actions in cases where unlawful materials are found in their possession or in their lockers.

SEARCH & SEIZURE GUIDELINES

Search in School Buildings or on School Property by the Administration

The administration retains control over desk space loaned to students. The administration, therefore, has the right and duty to inspect and search students' desks. If the administration reasonably suspects, upon information received from law enforcement or otherwise, that drugs, weapons, dangerous, illegal, or prohibited matter, or stolen goods are likely to be found on the student's person, search and seizure procedures may be used to enforce school discipline and to

protect the health and safety of the student and/or the student body. The fruits of such search may be turned over to law enforcement for inspection or examination and may be the subject of criminal or juvenile court prosecution or of school disciplinary proceedings. A parent or guardian can also request that their child's book bag be searched for any items that may not be his or hers. This request must be in writing.

If the administration has received reliable information, that evidence of a crime or stolen goods not involving school property of members of the school staff or student body is located in a certain student's locker, desk, or student's or nonstudent's automobile, and search is unrelated to school discipline or health and safety of a student or student body, the administration shall request law enforcement assistance, and procedures to obtain and execute a search warrant shall thereafter be followed.

The administration has the right and duty to interview students in investigating crimes, or reports thereof, committed during school hours or on school property without prior notification or presence of parents.

The administration may exercise his or her discretion in determining whether to request assistance of law enforcement in investigating a crime, or allegation of a crime, committed in the school building or on school grounds during school hours. If assistance is so requested, it shall be directed to the law enforcement agency of the municipality in which the school building is located.

If the administration requests assistance, a law enforcement officer may conduct a general investigation within the school building and interview students as possible witnesses in school during the school day. The administration or his or her designee shall be present during the interview. If the investigation focuses on a particular student as a prime suspect of crime, the administration and the law enforcement officer shall follow the general guidelines herein set forth with respect to interview, search and arrest.

If a student is a suspect or is accused of a crime committed in the school during school hours or on school property at any time, an administrator may interview the student without the presence of parents and without giving the student constitutional warning regardless of the source of information, if breach of school discipline, health and safety of the student or student body, or presence in the school building or grounds of illegal matter is involved.

If a student is a suspect or is accused of a crime not involving the foregoing, or if an interview of a particular student is law enforcement instigated, the interview of such student by an administrator may be deemed "state action," the student may be deemed "in custody," a parent shall be notified, and constitutional warnings shall first be given to the student before a statement is taken. In any event, the voluntariness of any admission or confession of the student shall later have to be established in any criminal prosecution, juvenile court proceeding or school expulsion proceeding.

Arrest by Law Enforcement Officers

Ordinarily it should not be necessary for law enforcement officers to arrest or take custody of students during school hours at school for crimes committed outside of school hours.

No law enforcement officer shall arrest or take custody of any student in school during school hours unless upon lawful request by administration or unless the officer has “probable cause” to arrest for a violent felony or has an arrest warrant for a violent felony or juvenile commitment order, from a judge for an immediate appearance.

In cases where the student is to be taken into custody, the law enforcement officer shall first contact the administration and advise him/her of such fact. The student shall first be summoned to the office by the administration. The services of a school law enforcement officer in making an arrest, if available, should be requested by the arresting officer.

In emergency situations, where the commission of a crime or offense involving felony or breach of the peace in school has been witnessed by a law enforcement officer, or if the law enforcement officer is in “hot pursuit” of the student for such crime, the officer has the legal right to take direct and unhindered action in schools. The administration must be notified of the action as soon as possible.

TEAM SPORTS

PCA will be offering a “team sports” program for students in grades 4-8. Our students will have the opportunity to participate in several sports throughout the year. Practices will be held after school from 4:00 PM until 5:00 PM. If your child is not enrolled in the After-School program, he/she must be picked up promptly at 5:00 PM, to avoid After-School care charges. Those students enrolled in the After-School program will be supervised until 6 PM. All students must be in good academic and behavioral standing before they can participate in any team sports activity or club. Students are expected to exhibit good sportsmanship and teamwork in order to take part in PCA’ team sports program.

TECHNOLOGY/TELECOMMUNICATIONS

Public school student use of telecommunications services, through school equipment or authorization, will be supervised. District procedures that comply with CIPA guidelines include technology protection measures that block or filter visual depictions that are obscene, include child pornography, or are harmful to minors.

A parent or guardian wishing to deny access to the Internet must notify the school in writing through the Internet Exclusion Request Form. Unauthorized users of the Internet will be subject to disciplinary action.

Email use by students is not allowed without specific instructional purposes and must be monitored at all times for appropriate content. This use requires prior approval by the PCA to assure compliance with the Children’s Internet Protection Act (CIPA) and the Neighborhood Children’s Internet Protection Act (NCIPA).

Unauthorized access, including so-called hacking or other unlawful activities, will result in disciplinary action including, but not limited to, cancellation of privileges.

Written parental permission is required prior to a student's participation in online programs that transmit personally identifiable information. The district will make all reasonable efforts in selecting online programs that ensure the privacy and confidentiality of the student and comply with Family Educational Rights and Privacy Act (FERPA). FERPA requirements will be communicated annually to parents, students, faculty and staff.

TELEPHONES/CELL PHONES/ELECTRONIC DEVICES

Only emergency messages shall be taken for students. Students shall not be called from class to use the telephone or receive telephone calls.

Cell phones are not permitted to be used during school hours. This includes having such devices in any silent, vibrate, or visual-only mode. Students may keep a cell phone in their bags for emergencies but it must be turned off. Any student that is found using a cell phone during the day will have the phone confiscated and their parent or guardian contacted. A second offense will result in an automatic referral and the student will not be permitted to bring the phone to school for the remainder of the year.

Personal electronic devices, i.e., beepers, CD players, radios, and electronic games or any unnecessary devices deemed potentially disruptive shall not be permitted at school. The same consequences as having a cell phone will be adhered to.

Students bringing any electronic devices for a class project must make arrangements with the teacher or administration for safekeeping.

Cellular devices shall be defined as any electronic device that reproduces, transmits, or records (voice, pictures, text, or any other type of media.)

The school shall not accept responsibility for personal electronic devices or personal property of any kind including money.

Failure to comply with these procedures after an initial warning may result in, confiscation of electronic devices or personal property and students may be subject to disciplinary action.

TEXTBOOKS

Students are expected to take good care of textbooks. All students must assume full responsibility for the care of books issued to them.

Books are issued by the subject area teacher and must be returned to the same teacher upon completion of the school year or upon withdrawal from school.

Responsibility for textbooks rests with the student to whom the textbook is issued. Lost books are no excuse for not doing class assignments.

The full purchase price shall be collected for lost, destroyed, or unnecessarily-damaged textbooks unless the book has been in use more than one year. Collection should never be less than 50% of the purchase price.

Failure on the part of any pupil to make good such damage shall deprive the student of further issuance of free textbooks. Loss of books due to theft or other circumstances shall not be accepted as an excuse for non-payment. If the book is found and returned, the bookkeeper shall make a refund to the student. An invoice will be sent to the parents for payment. Any non-payment on a lost textbook will be entered into the PCA main computer system and will prevent the student from graduating or attending other special events.

TUTORING PROGRAM

PCA will offer a FREE After-School tutoring program for students beginning in September and ending prior to the State assessments. The classroom teacher will refer students for the tutoring program. The program will be from 4:00 PM to 5:00 PM on Monday, Tuesday, Thursday, or Friday.

VOLUNTEER PROGRAM

Parents or guardians are required to volunteer at the school a minimum of **20 hours per year**. Single-Parent households are required to volunteer a minimum **10 hours per year**. Parents can earn hours by recruiting new students to enroll at PCA. The main office will be tracking parent volunteer hours. Please sign in at the main office to receive credit for your hours.

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 or contact the main office for recruiting materials.

You may also contact the administration to discuss creative options for volunteering. Please let us know if you have a particular talent or skill that you would like to utilize. Be sure to check your child's backpack 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 main office to volunteer for an event. **Please do not show up to volunteer for an event if you have not previously registered and have been called to confirm.** We are always willing to work with you to make your volunteer hours as enjoyable and beneficial as possible.

The entire faculty and staff look forward to working with each and of you as we continue the journey through your child'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
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.

Possible Volunteer Opportunities

- * Working at a Festival or school approved event
- * Making phone calls for teachers
- * Helping out with before and/or After-School care
- * Chaperoning field trips
- * Attending PTO or SAC meetings
- * Assisting in classrooms
- * Assisting in the front office
- * Cafeteria duty (Always needed!)
- * Recording TV shows from Public Television that can be shown in School
- * 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)
- * Assisting with the Academic Enrichment Program/Tutoring Program
- * Copying materials for teacher

PCA HANDBOOK AGREEMENT

Please sign and return this page of the handbook the first week of school.

I have read, understand and reviewed the above policies with my child. I agree to abide by the policies. I understand that failure to comply with school policy may result in the dismissal of my child from PCA.

Student Handbook Agreement

Student Signature

Date

Student Grade

Teacher's Name

Parent /Guardian Signature

Date

Attachment H

ARTICLES OF INCORPORATION
OF
Parrish Charter Academy, Inc.
(A Not-For-Profit Florida Corporation)

THE UNDERSIGNED, as Incorporator and on behalf of a not-for-profit, non-stock corporation under the laws of the State of Florida, hereby adopts the following Articles of Incorporation:

ARTICLE I
NAME

Section 1.1. The name of the corporation is Parrish Charter Academy, Inc., (the "Corporation").

ARTICLE II
DURATION

Section 2.1. The Corporation shall have perpetual existence unless dissolved pursuant to law.

ARTICLE III
NON-STOCK CORPORATION

Section 3.1. The Corporation shall be organized on a non-stock basis under the Florida Not for Profit Corporation Act and may issue Certificates of Membership.

ARTICLE IV
PURPOSE

Section 4.1. The purposes for which the Corporation is organized is for transacting any and all lawful business for which corporations may be incorporated under the Florida Not for Profit Corporation Act, and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for charitable, religious, scientific, literary or educational purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and Regulations issued pursuant thereto, as they now exist or as they may hereafter be amended.

Section 4.2. The Corporation shall have the power, either directly or indirectly, either alone or in conjunction or cooperation with others, to do any and all lawful acts and things and to engage in any and all lawful activities which may be necessary, useful, suitable, desirable or proper for the furtherance, accomplishment, fostering or attainment of any or all of the purposes for which a Corporation is organized, and to aid or assist other organizations whose activities are such as to further accomplish, foster or attain any of such purposes.

Articles of Incorporation
Parrish Charter Academy, Inc.

Notwithstanding anything herein to the contrary, the Corporation shall exercise only such powers as are in furtherance of the exempt purposes of organizations set forth in Section 501(c)(3) of the Internal Revenue Code of 1986 and the regulations thereunder as the same now exist or as they may be hereinafter amended from time to time.

Section 4.3. No part of the net earnings of the Corporation shall inure to the benefit, or be distributable to, any Director or Officer of the Corporation or any other private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes); and no Director or Officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation.

Section 4.4 No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office.

Section 4.5. The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to tax on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.

Section 4.6. The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.

Section 4.7. The Corporation shall not retain any excess business holdings as defined in Section 4043(a) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.

Section 4.8. The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.

Section 4.9. The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.

Section 4.10. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code and Regulations issued pursuant thereto as they now exist or as they may hereafter be amended, or by an organization contributions to which are deductible under

Section 17D(e)(2) of the Internal Revenue Code and said Regulations as they now exist or as they may hereafter be amended.

Section 4.11. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes. Pursuant to Section 1002.33(8)(c), Florida Statutes, upon dissolution, all unencumbered public funds and property purchased with public funds, will revert to the ownership of the School District sponsor.

ARTICLE V

MEMBERS

Section 5.1. This Corporation shall have a membership consisting of the Board of Directors of the Corporation serving from time to time.

ARTICLE VI

DIRECTORS

Section 6.1. The affairs of the Corporation shall be governed by a Board of Directors (hereinafter referred to as the "Board"), subject to the restriction that, except as specifically set forth to the contrary in the Bylaws, the exercise of any powers or actions of the Board shall require the approval thereof by a majority vote of the Board present at a meeting at which a quorum or no less than two (2) Directors are present. The affirmative vote of any two (2) Directors shall be necessary for all corporate action requiring a vote of the Board, including, but not limited to the following:

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

6.1.2. Adoption of an amendment to the Articles of Incorporation or the Bylaws.

6.1.3. Organization of a subsidiary or affiliate by the Corporation.

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

Section 6.2. The initial Board of Directors shall consist of the following members elected in accordance with this Section 6.2 and the Bylaws:

David Sellars, President

3711 Rhine Street
Sarasota, FL 34234

Deborah Metheny-Huys, Vice President

3250 N. Seclusion Drive
Sarasota, FL 34239

Lane Pigsley, Secretary

9006 6th Avenue E.
Palmetto, FL 34221

Frank Gaudens, Director

118 W. Lutz Lake Fern Road
Lutz, FL 33548

Section 6.3. The term of office of an elected Director shall be one (1) year and shall expire, regardless of whether or not a successor shall have been duly elected and qualified. The terms of elected Directors shall be staggered so that no elected Director's term expires less than four (4) months before the expiration of the next elected Director.

ARTICLE VII

ADDRESS

Section 7.1. The street address of the principal office of this corporation in the State of Florida is:

3711 Rhine Street
Sarasota, Florida 34234

The Board may, from time to time, move its principal office in the State of Florida to another place in this state.

ARTICLE VIII

REGISTERED AGENT AND REGISTERED OFFICE

Section 8.1. The registered agent and registered office of the Corporation shall be:

Articles of Incorporation
Parrish Charter Academy, Inc.

Name
David Sellars

Address
3711 Rhine Street
Sarasota, FL 34234

ARTICLE IX
AMENDMENT

Section 9.1. These Articles of Incorporation may be amended in the manner and with the vote provided by law.

ARTICLE X
BYLAWS

Section 10.1. The Board of Directors of this Corporation shall adopt Bylaws for the governance of this Corporation which shall be subordinate only to the Articles of Incorporation and the laws of the United States and the State of Florida. The Bylaws may be amended from time to time by the Board of Directors.

ARTICLE XI
INCORPORATOR

Section 11.1. The name and address of the Incorporator of this Corporation is as follows:

<u>Name</u>	<u>Address</u>
David Sellars	3711 Rhine Street Sarasota, FL 34234

IN WITNESS WHEREOF, the undersigned incorporator has executed these Articles of Incorporation this 25th day of April 2016.

INCORPORATOR:


David Sellars

Articles of Incorporation
Parrish Charter Academy, Inc.

**CERTIFICATE DESIGNATING PLACE OF BUSINESS OR DOMICILE
FOR THE SERVICE OF PROCESS WITHIN THIS STATE,
NAMING AGENT UPON WHOM PROCESS MAY BE SERVED**

In pursuance of Section 48.097 and Section 007.0501(3), Florida Statutes,
the following is submitted in compliance with said Sections:

Parish Charter Academy, Inc. desiring to organize under the laws of the
State of Florida with its principal office as indicated in the Certificate of
Incorporation, at the City of Sarasota, County of Sarasota, State of Florida, has
named David Sellars, located at 3711 Rhine Street in the City of Sarasota, County
of Sarasota, State of Florida, as its agent to accept service of process within this
State.

ACKNOWLEDGMENT:

Having been named to accept service of process for the above-named
corporation, at the place designated in this Certificate, I hereby accept to act in this
capacity, and agree to comply with the provisions of said Sections relative to keeping
open said office.

REGISTERED AGENT:



David Sellars

Date: April 25, 2016

**Electronic Articles of Incorporation
For**

PARRISH CHARTER ACADEMY, INC.

N16000004514
FILED
May 03, 2016
Sec. Of State
tscott

The undersigned incorporator, for the purpose of forming a Florida not-for-profit corporation, hereby adopts the following Articles of Incorporation:

Article I

The name of the corporation is:

PARRISH CHARTER ACADEMY, INC.

Article II

The principal place of business address:

**3711 RHINE STREET
SARASOTA, FL. 34234**

The mailing address of the corporation is:

**3711 RHINE STREET
SARASOTA, FL. 34234**

Article III

The specific purpose for which this corporation is organized is:

**THE PURPOSES FOR WHICH THE CORPORATION IS ORGANIZED UNDER
THE FLORIDA NOT FOR PROFIT ACT IS TO DISTRIBUTE THE WHOLE
OR ANY PART OF THE INCOME THEREFROM EXCLUSIVELY FOR
CHARITABLE, LITERARY, EDUCATIONAL, AND SCIENTIFIC**

Article IV

The manner in which directors are elected or appointed is:

AS PROVIDED FOR IN THE BYLAWS.

Article V

The name and Florida street address of the registered agent is:

**DAVID SELLARS
3711 RHINE STREET
SARASOTA, FL. 34234**

I certify that I am familiar with and accept the responsibilities of registered agent.

Registered Agent Signature: **DAVID SELLARS**

N16000004514
FILED
May 03, 2016
Sec. Of State
tscott

Article VI

The name and address of the incorporator is:

DAVID SELLARS
3711 RHINE STREET

SARASOTA, FL 34234

Electronic Signature of Incorporator: DAVID SELLARS

I am the incorporator submitting these Articles of Incorporation and affirm that the facts stated herein are true. I am aware that false information submitted in a document to the Department of State constitutes a third degree felony as provided for in s.817.155, F.S. I understand the requirement to file an annual report between January 1st and May 1st in the calendar year following formation of this corporation and every year thereafter to maintain "active" status.

Article VII

The initial officer(s) and/or director(s) of the corporation is/are:

Title: P
DAVID SELLARS
3711 RHINE STREET
SARASOTA, FL. 34234

Title: VP
DEBORRAH METHENY-HAYS
3250 N. SECLUSION DRIVE
SARASOTA, FL. 34239

Title: S
LANE PIGSLEY
9006 6TH AVENUE E.
PALMETTO, FL. 34221

Title: D
FRANK GAUDENS
118 W. LUTZ LAKE FERN ROAD
LUTZ, FL. 33548

FLORIDA DEPARTMENT OF STATE DIVISION OF CORPORATIONS	
Detail by Entity Name	
<u>Florida Not For Profit Corporation</u>	
PARRISH CHARTER ACADEMY, INC.	
<u>Filing Information</u>	
Document Number	N16000004514
FE/EIN Number	NONE
Date Filed	05/03/2016
State	FL
Status	ACTIVE
<u>Principal Address</u>	
3711 RHINE STREET SARASOTA, FL 34234	
<u>Mailing Address</u>	
3711 RHINE STREET SARASOTA, FL 34234	
<u>Registered Agent Name & Address</u>	
SELLARS, DAVID 3711 RHINE STREET SARASOTA, FL 34234	
<u>Officer/Director Detail</u>	
Name & Address	
Title P	
SELLARS, DAVID 3711 RHINE STREET SARASOTA, FL 34234	
Title VP	
METHENY-HAYS, DEBORRAH 3250 N. SECLUSION DRIVE SARASOTA, FL 34239	
Title S	
PIGSLEY, LANE 9006 6TH AVENUE E. PALMETTO, FL 34221	

<http://search.sunbiz.org/Inquiry/CorporationSearch/SearchResultDetail?inquirytype=Entity...> 5/4/2016

Title D

GAUDENS, FRANK
118 W. LUTZ LAKE FERN ROAD
LUTZ, FL 33548

Annual Reports

No Annual Reports Filed

Document Images

05/03/2016 -- Domestic Non-Profit

[View image in PDF format](#)

Copyright © and Privacy Policies
State of Florida, Department of State

Attachment I

FORZA Education Management and the PCA Board of Directors will prepare and file a 501(c)3 application after the charter application is approved. The application is 250 – 300 pages and the cost to file is \$2,500 or more.

Attachment J

Parrish Charter Academy, INC

BY-LAWS

State of Incorporation: Florida

Fiscal Year End: June 30

Date: April 1, 2018

INTRODUCTION

- 1.1 References to Articles. Any reference herein made to the Articles will be deemed to refer to its Articles of Incorporation and all amendments thereto as at any given time on file with the Florida Secretary of State, together with any and all certificates theretofore filed by the corporation with the Florida Secretary of State pursuant to Florida law.
- 1.2 Seniority of Laws, Articles, by-laws, Policies and Resolutions. The governing law relevant to the conduct of this corporation shall be the laws of the United States, laws of the State of Florida, the Articles of Incorporation of this corporation, the by-laws of this corporation, and the corporate policies and resolutions that are passed from time to time by the directors. If there is any inconsistency between these controlling bodies of law, then any inconsistency is to be resolved in favor of the senior body of law and the junior bodies of law are deemed automatically amended. The officers and directors of the corporation shall make every effort to generally amend the junior bodies of law whenever necessary so that inconsistencies will be corrected. However, whether or not these inconsistencies are corrected, the senior body of law will still prevail until such correction is made. The priority of the governing bodies of law are as follows: (a) laws of the United States; (b) laws of the State of Florida; (c) Articles of incorporation of this corporation; (d) by-laws of this corporation; (e) policies of this corporation; and (f) resolutions passed by this corporation.
- 1.3 An up-to-date copy of all policies which have been adopted by the board of directors shall be kept by the president and no policy shall be deemed in effect until it has been approved by the board and filed electronically with the signature of the president on the policy and the initials of the president on each page of the policy. The purpose of this signing and initialing requirement is to eliminate any doubt as to which policies are in effect and which policies are not. The effective date of each policy shall be designated at the end of the text of each policy when it has been adopted and should a page of the policy be amended from time to time, the corporation shall place the effective date of the change on that replacement page, indicating the date of the amended page, that it is an amendment, and the signature of the president. The policies and procedures will be posted on the school web site should any person of the corporation desire to ascertain copies.

Part Two

NONPROFIT CORPORATION

- 2.1 The Corporation shall be operated exclusively for educational and charitable purposes. No Trustee or the Corporation shall have any title to or interest in the corporate property or earnings in his or her individual or private capacity and no part of the net earnings of the Corporation shall inure to the benefit of any trustee, director, or officer or any member or individual. No substantial part of the activities of the Corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation, nor shall the Corporation participate in or intervene in any political campaign on behalf of (or in opposition to) any candidate for public office.
- 2.2 Purposes. The purpose of the Corporation is as stated in the Articles of Incorporation.
- 2.3 Non-Discrimination Policy: The school prohibits any employee who has authority to take certain actions from discriminating for or against employees or applicants for employment on the bases of race, color, national origin, religion, sex, age or disability. It also provides that certain personnel actions can not be based on attributes or conduct that do not adversely affect employee performance, such as marital status and political affiliation. This includes the prohibition of discrimination based on conduct to include discrimination based on sexual orientation.

Part Three

PUBLIC PARTICIPATION

- 3.1 The Corporation shall comply with Chapter 119 and Chapter 286 Florida Statutes as applicable. Other than Special Meetings, all meetings of the board of directors shall be with two (2) weeks advanced notice and open to the public. To the extent possible, four to five meetings of the board of directors shall be held at the same time and place throughout the year. All meetings shall be posted to the school's website and on a community bulletin board at the school. All minutes of the meetings of the board of directors shall be available to the public in accordance with Section 119.07 Florida Statutes.

Part Four

BOARD OF DIRECTORS

- 4.1 Number of Board Members.
 - a. The board of directors shall consist of not less than three (3) or more than five persons, all of whom shall be of lawful age.
- 4.2 Terms.
 - a. The directors shall hold office from the time of their election until they resign or are removed from office by a majority vote of the directors at any legally held meeting of the board.
- 4.3 Elections. The directors shall be elected by a majority of the board members not standing for election at the annual meeting. The members of the board in electing additional directors shall give first consideration to members of the community and shall give next consideration as to the qualifications of a particular nominee for the board of directors. Nominations may be made by any board member.

- 4.4 Election of Officers. At the final meeting of the year, the board of directors may elect new officers of the corporation as follows: a president, a vice president, a secretary, a treasurer, and such other officers with such titles and with such powers and duties as may be deemed necessary by the board of directors.
- 4.5 Special Meetings.
- a. Special meetings of the board of directors may be held from time to time upon call issued by the chairman, the president or a majority of the directors of the corporation. Such meetings may be held either within or without the State of Florida, and may be held by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, and participation in a meeting pursuant to this provision shall constitute presence in person at such meetings.
 - b. Notice of special meetings of the board shall be signed by the person or persons calling the same as aforesaid, or by someone designated and so authorized and instructed by the person or persons calling the same, and shall be sent via electronically to each director not less than five calendar days and not more than 20 calendar days prior to the date of the meeting. Such notice shall state the time and place of the meeting and the purposes for which it was called. Notice to the public shall be at the same time in the manner set forth above in Section 3.1.
- 4.6 Quorum and Waiver of Notice. A majority of the members of the board at the time holding office shall constitute a quorum for the transaction of business. Board members may participate by phone for.
- 4.7 Voting. Each director present shall be entitled to one vote at each director's meeting. The act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.
- 4.8 Presumption of Assent. A director of the corporation who is present at a meeting of the board of directors or of any committee, at which action is taken on any corporate matter, will be presumed to have assented to the action taken unless his dissent is entered in the minutes of the meeting, or unless he filed his written dissent of such action with the person acting as secretary of the meeting before the adjournment of the meeting. The right to dissent will not be available to a director who voted in favor of the action.
- 4.9 Filling Vacancies. Any vacancy in the board of directors or in the officers of the corporation caused by the death, resignation, removal or other disqualification of a director or an officer may be filled by a majority vote of the remaining directors by the election of some other person who shall hold such office of director or officer by like tenure for the unexpired term.
- 4.10 Tenure. The directors shall hold office from the time of their election until they resign or are removed from office by a majority vote of the directors at any legally held meeting of the board. Any member of the board of directors who absents himself from three consecutive meetings of the board may have his office declared vacant by a majority of the directors present at any subsequent meeting.
- 4.11 Powers. The business of this corporation shall be conducted by the board of directors, and the board shall have the right to prescribe the duties and powers of all officers.
- 4.12 Action by Resolution. The board of directors shall, except as otherwise herein provided by law, have power to act in the following manner: A resolution in writing, signed by all the members of the board of

directors shall be deemed to be action by such board to the effect therein expressed, with the same force and effect as if the same had been duly passed by the same vote at a duly convened meeting, and it shall be the duty of the secretary of the corporation to record such resolution in the minute book of the corporation under its proper date.

- 4.13 Lack of Quorum. If a sufficient number of directors constituting a quorum is not present, the chairman so presiding may adjourn the meeting to a date and hour fixed by the chairman, provided he gives reasonable notice in writing, by telephone, telegram, personal visit, or other appropriate means of the date and time of the continued meeting. A quorum may be obtained by having board members participate by phone.
- 4.14 Informalities and Irregularities. All informalities or irregularities in any call or notice of a meeting, or in the areas of credentials, quorums, voting and similar matters, will be deemed waived if no objection is made at the meeting.
- 4.15 Arbitration of Deadlocks within Board of Directors.
 - a. If the Board of Directors of this corporation ever is composed of an even number of directors and these directors are deadlocked as to a major issue affecting the corporation, which deadlock prevents a necessary decision of the corporation, then, in that event, the directors shall agree on an arbiter, who will arbitrate the issue; or, if they cannot agree on a disinterested, objective, qualified arbiter, then the existing attorney and CPA for the corporation shall select a disinterested arbiter, and the corporate attorney, who is familiar with the legal problems, and the corporate CPA, who is familiar with the financial problems of the company, and the disinterested third person, whom these two professionals believe is objective and qualified to decide the issue involved, shall arbitrate the issue at a meeting of the Board of Directors held for that purpose, and the directors agree to be bound by their decision with regard to the deadlock.
 - b. Prior to the decision by the arbitrator or board of arbitrators, all directors shall have the opportunity to present facts and arguments with regard to the issue before a decision is rendered by the arbitrators. This provision recognizes that in all human endeavors there will be times when honest and reasonable men cannot agree. It further recognizes that the directors and other persons who have chartered and formed this company are interested in continuity and interested in having the corporate purposes placed above what may be an honest difference of opinion. Therefore, this by-law has been enacted to allow the corporation to move past impasses caused by such deadlocks.

Part Five

OFFICERS

- 5.1 Officers. The officers of this corporation shall consist of a president, a vice president, a secretary, a treasurer, and such other officers with such titles, powers and duties as may be prescribed by the board of directors. Officers are permitted to hold two titles.

- 5.2 Tenure. All officers shall hold office from the time of their election until the resign. However, any officer may be removed from office by a majority vote of the directors at any legally held meeting of the board.
- 5.3 Bonds and Other Requirements. The board of directors may require any officer to give bond to the corporation (with sufficient surety and conditioned for the faithful performance of the duties of his office) and to comply with such other conditions as may from time to time be required of him by the board.
- 5.4 Removal of Officers. If the majority of the board concurs, the board of directors may at any time, with or without cause, remove any officer or agent of the corporation and declare his office or offices vacant or, in the case of the absence or disability of any officer or for any other reason considered sufficient, the board may temporarily delegate his powers and duties to any other officer or to any director. The appointment of an Officer does not itself create contract rights. An Officer's removal does not affect the Officer's contract rights, if any, with the Corporation. An Officer's resignation does not affect the Corporation's contract rights, if any, with the Officer.
- 5.5 President. The President, under the direction of the board of directors, shall have general responsibility for the management and direction of the business, properties and affairs of the Corporation. He shall have general executive powers, including all powers required by law to be exercised by a president of a corporation as such, as well as the specific powers conferred by these By-laws or by the board of directors. In the absence of the president, the vice president shall preside at all meetings of the board of directors. The vice president, along with other authorized officers, shall sign for and on behalf of the corporation, or in its name, deeds, mortgages, contracts and other instruments in writing, except that contracts may be signed with like effect by any other officer or employee of the corporation specified in these by-laws or designated by the board of directors. All board members have the authority to sign documents if the president is absent from any meeting.
- 5.6 President Elect. The board of directors may elect a "president elect," who shall be designated to succeed the President after he/she resigns, or when the board of directors deems it advisable, for purposes of continuity, to name the next succeeding president. When a president elect is elected, his duties will be to familiarize himself with the duties of the president and to prepare a written report of his observations of the previous year and his recommendations as to objectives, standards, amendments, changes, or other action that he proposes to take upon the beginning of his tenure as president.
- 5.7 Vice President. The vice president shall have and may exercise such powers and shall perform such duties as may be delegated to him by the board of directors or the president of the corporation. The vice president shall, in the event of the death, absence, or other disability of the president, perform all the duties and exercise all the authority of the president.
- 5.8 Secretary. It shall be the duty of the secretary to record and keep the minutes of all meetings of the board of directors. At the discretion of the board, he shall give bond made by a duly authorized surety company in such sum as may be required of him by the board, conditioned for the proper accounting of all moneys and property coming into his hands by virtue of this office. The premium on such bond shall be paid by the corporation. At the expiration of his term, from whatever cause, he shall surrender all books, moneys, papers and property of the corporation to his successor.

- 5.9 Treasurer. The treasurer shall be responsible for reviewing all revenues and expenditures of the corporation on a month to month basis. The Treasurer will work closely with the school accountant and or Management Company and will report and disclose the true financial condition of the corporation.
- 5.10 Executive Director (Optional). The Executive Director shall have general and active management of the day-to-day business of and affairs of the Corporation. The School Principal (under the Executive Director) shall have and perform such other duties as may from time to time be prescribed by the Board of Directors.
- 5.11 Delegation of Duties. In the case of the absence of an Officer of the Corporation or for any other reason that the Board of Directors may deem sufficient, the Board may delegate for the time being the powers and duties of such officers to any other officer or officers or to any Board Member or Board Members or to any other individual or individuals.
- 5.12 Compensation.
- a. Expenses: By resolution of the Board of Directors, the Officers and Employees may be paid their properly documented, reasonable expenses incurred in connection with the performance of their duties as Officers or Employees, if any.
 - b. Salaries: The Directors of the Corporation shall not be entitled to any compensation for services rendered in their capacity as officers to the Corporation.
- 5.13 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Part Six

SCHOOL ADVISORY COUNCIL (SAC)

- 6.1 The Board of Directors shall also serve as the School Advisory Council

According to Curtis, charter schools are not required to have a SAC. You can leave it in or take it out.

Part Seven

CONTRACTS, DEPOSITS AND WITHDRAWALS OF CORPORATE FUNDS

- 7.1 General. All moneys of every kind belonging to the corporation shall be deposited to its credit in a bank or banks designated by the board of directors, and no moneys shall be withdrawn therefrom unless the checks or other orders evidencing such withdrawals are signed by such officers or employees of the corporation as defined in corporate policies.
- 7.2 Contracts. The board of directors may authorize any officer or officers, agent or agents of the corporation, in addition to the officers so authorized by these by-laws, 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.

In the absence of such determination by the board of directors, contracts must be signed by the president and secretary of the corporation and initialed by an attorney licensed in the state where the contract is executed. No officer may sign a contract unless it has been duly approved by the Board of Directors

Checks, Drafts, Etc. All checks, drafts, orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the corporation shall be signed by such officer or officers, agent or agents of the corporation and in such manner as shall from time to time be determined by resolution of the board of directors unless under contract with a Education Management Company who would take over those responsibilities.

Gifts. The board of directors may accept on behalf of the corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the corporation.

Part Eight

CORPORATE MINUTE BOOKS, RECORDS AND FINANCIAL MATTERS

- 8.1 Corporate Minute Book and Records. The Corporation shall keep as permanent records minutes of all meetings and a record of all actions taken by the Board of Directors or a committee of the Board of Directors in place of the Board of Directors on behalf of the Corporation. The Corporation shall maintain accurate accounting records. The Corporation or its agent shall maintain a record of all of its board of directors in a form that permits preparation of a list of the names and addresses of all members of the board in alphabetical order by class. The Corporation shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time. The Corporation shall keep a copy of the following records:
- a. its Articles or Restated Articles of Incorporation and all amendments to them currently in effect;
 - b. its Bylaws or Restated Bylaws and all amendments to them currently in effect;
 - c. resolutions adopted by its Board of Directors creating one or more classes or series of shares and fixing their relative rights, preferences, and limitations, if shares issued pursuant to those resolutions are outstanding;
 - d. the minutes of all meetings and records of all action taken by board members without a meeting for the past three (3) years;
 - e. a list of the names and business street addresses of its current Board of Directors and Officers; and
 - f. its most recent annual report delivered to the Florida Department of State.
- 8.2 The president shall at all times maintain a file which shall contain originals or copies of all legal documents which do not readily fit in the corporate minute book and which have any effect upon the legal rights and duties of the corporation.

8.3 Financial Matters:

- a. Fiscal Year. The fiscal year of the corporation is set forth on the caption page of by-laws.
- b. Annual Reports. On or after January 1, and on or before July 1 of each year, the Corporation shall deliver to the Florida Department of State for filing a sworn annual report, on such forms as the Department of State may prescribe and containing such information as is prescribed by law. Similar reports shall be filed as required by law in those jurisdictions other than the State of Florida where the corporation may be authorized to transact business.

Part Nine

AMENDMENTS AND TERMINATION

- 9.1 Amendments. These by-laws may be enlarged, amended or repealed by a two-thirds vote of the board of directors at any non-emergency meeting of the board of directors called for that purpose.
- 9.2 Termination. Should the school charter not be renewed or if it is terminated, the school shall be dissolved under the provisions of law under which the school was organized, and any unencumbered funds from the charter school shall revert to the district school board. In the event a charter school is dissolved or is otherwise terminated, all district school board property and improvements furnishings and equipment purchased with public funds shall automatically revert to full ownership by the district school board.

Part Ten

PROHIBITED ACTIONS AND ACTIVITIES

10.1 Prohibited Activities.

- a. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in (including the publishing or distribution of statements) any political campaign on behalf of (or against) any candidate for public office.
- b. Notwithstanding any other provision of these Bylaws, the Corporation shall not carry on any activities not permitted to be carried on
 - i. by a corporation exempt from Federal income tax under 501(3)(c) of the Code;
 - ii. by a corporation, contributions to which are deductible under Code Section

- 10.2 Loans Prohibited. Loans, other than through the purchase of bonds, debentures, or similar obligations of the type customarily sold in public offerings, or through ordinary deposit of funds in a bank, or prohibited by a corporation exempt from Federal income tax under the Code may not be made by a corporation to its directors, officers, employees, or to any other corporation, firm, association, or other entity in which one or more of its directors, officers, or employees is a director, officer, or employee or holds a substantial financial interest. A loan made in violation of this section is a violation of the duty to

the Corporation of the Directors and Officers authorizing it or participating in it, but the obligation of the borrower with respect to the loan may not be affected hereby.

Part Eleven

MISCELLANEOUS

- 11.1 **Exempt Activities.** Notwithstanding any other provision of these by-laws, no member, trustee, officer, employee, or representative of this corporation shall take any action or carry on any activity by or on behalf of the corporation not permitted to be taken or carried on by an organization exempt under 501(c)(3) of the Internal Revenue Code and its regulations as they now exist or as they may hereafter be amended, or by an organization, contributions to which are deductible under 170(c)(2) of such Code and Regulations as they now exist or as they may hereafter be amended.
- 11.2 **Parliamentary Law.** When not in conflict with these by-laws, Robert's Rules of Order, Revised, 75th Anniversary Edition, or newer, shall establish the rule of procedure at all directors meetings and the provisions of that publication are incorporated by reference herein as the governing rules for all directors meetings of this corporation.
- 11.3 **Singular or Plural Words.** Whenever used, the singular pronoun will include the plural, the plural will include the singular, and the uses of any gender will include all genders as required or necessary for proper grammatical reading or as the sense or context requires.
- 11.4 **Settlement of Disputes.** Any dispute arising out of or in connection with these by-laws, including disputes between or among the corporation, the incorporators, and the directors shall be settled by the negotiation, mediation and arbitration provisions of that certain "Dispute Resolution Procedures" entered into by the parties prior to or concurrently with the adoption of these by-laws.
- 11.5 **Interpretation.** Should there be any question in the interpretation of any provision of the Articles of Incorporation or by-laws of this corporation, then an interpretation given in writing by the school's attorney who will be determined at a later date shall be binding.
- 11.6 **Non-Liability of Officers and Directors.** The officers and directors of this corporation shall not be individually liable for the corporation debts or other liabilities, and private property of such individuals shall be exempt from corporation debts or liabilities.
- 11.7 **Indemnification of Officers.** The corporation shall indemnify every person, his heirs, executors and administrators, against all expenses reasonably incurred by such person in connection with any action, suit or proceeding to which such person may be made a party by reason of that person being or having been a director or officer of this corporation, or by reason of that person being or having been a director or officer of any other corporation of which this corporation is a shareholder or creditor, and from which other corporation such person is not entitled to be indemnified, or by reason of such officer or director or former officer or former director becoming a party to any such action, suit or proceeding at the request of or at the direction of this corporation or any successor hereto; provided, however, there shall be no indemnification in relation to any matter as to which such person shall be finally adjudged in such action, suit or proceeding to be liable for negligence or misconduct. In the event of a settlement of such action, suit or proceeding, indemnification of such person shall be provided only in connection with

such matters covered by such settlements to which the corporation is advised by counsel that such person to be indemnified did not commit such a breach of duty. This right of indemnification shall be exclusive of other rights to which such person may be entitled. As used in this by-law, expenses shall include, but shall not be limited to, amounts of judgments, penalties or fines and interest thereon for reasonable periods of time, rendered, levied or adjudged against such persons, costs of the action, suit or proceeding, attorneys' fees, expert witness fees and amounts paid in settlement by such persons, provided that such settlement shall have been or is thereafter approved by the board of directors of this corporation. This by-law is made a part of these by-laws to comply with and to take full advantage of Florida laws governing such indemnification.

- 11.8 Authority to Sell Corporate Assets. The board of directors will have the powers and authority to lease, sell, assign, transfer, convey or otherwise dispose of the entire property of the corporation, irrespective of the effects thereof upon the continuance of the purposes of the corporation and the exercise of its franchise; but the corporation may not be dissolved except as provided by the laws of the State of Florida.

CERTIFICATION

We, the undersigned, the duly elected and acting Directors of **Parrish Charter Academy**, a not-for-profit Florida corporation, do hereby certify that the within and foregoing by-laws were adopted as the by-laws of that corporation on April 1, 2018, and that the same do now constitute the by-laws of that corporation.

IN WITNESS WHEREOF, we have hereunto subscribed our names this date:

Attachment K.

PCA Code of Ethics and Conflict of Interest Policy

As of July 1, 2009, charter school board members must follow certain sections of Florida's Code of Ethics for Public Officers and Employees. In addition, all PCA Board members are required to complete the mandatory Charter School New Applicant Training provided by the Department of Education. The PCA Board will complete said training after the approval of the application and 30 calendar days before the first day of classes at the charter school.

Statutory requirements in 1002.33(26), F.S:

- | | |
|-----------------|--------------------------------------|
| 1. 112.313 (2) | Solicitation of Gifts |
| 2. 112.313 (3) | Doing Business with Own Agency |
| 3. 112.313 (7) | Conflicting Contractual Relationship |
| 4. 112.212 (12) | Exceptions to Subparts (3) and (7) |
| 5. 112.3143 (3) | Voting Conflicts |
| 6. 112.3144 | Financial Disclosures |

Solicitation or Acceptance of Gifts:

A charter school board member is prohibited from soliciting or accepting anything of value (including payment, gift, loan, reward, promise of future employment , favor) based upon any understanding that their votes, official actions or judgment would be influenced thereby. In short, no bribery.

Doing Business with One's Agency:

A board member may not purchase, rent or lease any realty, goods or services for the school from a business of which of board member (or spouse or children) is an officer, partner, director, proprietor or owner of a "material interest" (more than 5% of the total assets or capital stock of the business).

Conflicting Employment or Contractual Relationship:

No board member may hold any employment or contract (written or unwritten) with an entity doing business with the school OR that would pose a recurring or significant conflict between his or her private interests and public duties.

Exceptions to (3) and (7)

The business is awarded under a system of sealed, competitive bidding to the lowest or best bidder (additional regulations).

The business entity involved is the only source of supply within the political subdivision of the officer and there is full disclosure by the officer or employee of his or her interest in the business entity to the governing body of the political subdivision prior to the purchase, rental, sale, leasing, or other business being transacted. The total amount of the transactions in the aggregate between the business entity and the agency does not exceed \$500 per calendar year. The fact that a school board member is a stockholder, officer, or director of a bank will not bar such bank from qualifying as a depository of funds coming under the jurisdiction of any such public board or body, provided it appears in the records of the agency that the governing body of the agency has determined that such officer or member of a public board or body has not favored such bank over other qualified banks.

Voting Conflicts:

A voting conflict arises when an official is called upon to vote on any measure which would inure to the officer's special private gain or loss (or to the special private gain of a organization by which the officer is retained or a relative).

Voting conflicts must be disclosed in writing, filed prior to the meeting and made a part of the meeting minutes. If a voting conflict arises at the meeting disclosure shall be oral following up by a written memorandum within fifteen days.

Disclosure of Financial Interests:

Governing boards operated by a municipality or other public entity required to file financial disclosures. This must be filed within 30 days of the of his or her appointment. Thereafter, you must file by July 1st following each calendar year for which you hold the position.

Restriction on Employment of Relatives:

A school must disclose in the charter agreement all employees who are relatives of the school owner, president, governing board member, principal, assistant principal or any other person with similar decision making authority. Individuals with decision making authority may not advocate for the appointment, employment, promotion or advancement of relatives. A person may not exercise jurisdiction or control over a relative.

Additional Restrictions (1002.33 (26)(c))

A school employee, spouse of a school employee, employee of the management organization or a spouse of the management organization may not serve on the board.

No member of the School's Governing Board will receive financial benefit from the School's operation, and all member and employees shall comply with the provisions outlined in Part III, Chapter 112, F.S. The School's Board Chair is responsible for ensuring the following:

- A member of the Governing Board of the School cannot act in a private capacity in any self-serving manner for any self-serving financial benefit. This would prohibit a Board Member, in his/her private capacity, from selling services directly or indirectly to the School.
- A prohibited conflict of interest would exist if a member of the School's Governing Board becomes a principal in a profit-making venture or company that has submitted an application to participate in the operation of a charter school.
- A prohibited conflict of interest would exist if the spouse, parent, child, step-child, sibling or employee of a School's Governing Board member were also any member of the School's Governing Board.

An employee of the School or of the management company operating the School shall NOT be a member of the School's Governing Board. Upon request by the Sponsor, the School's Governing Board will comply with the statutory requirements regarding financial benefit and conflict of interest.

Parrish Charter Academy

Conflict of Interest Board Policy

No member of the School's Governing Board will receive financial benefit from the School's operation, and all member and employees shall comply with the provisions outlined in Part III, Chapter 112, F.S. The School's Board Chair is responsible for ensuring the following:

- I. A member of the Governing Board of the School cannot act in a private capacity in any self-serving manner for any self-serving financial benefit. This would prohibit a Board Member, in his/her private capacity, from selling services directly or indirectly to the School.
- II. A prohibited conflict of interest would exist if a member of the School's Governing Board becomes a principal in a profit-making venture or company that has submitted an application to participate in the operation of a charter school.
- III. A prohibited conflict of interest would exist if the spouse, parent, child, step-child, sibling or employee of a School's Governing Board member were also any member of the School's Governing Board.

An employee of the School or of the management company operating the School shall NOT be a member of the School's Governing Board. Upon request by the Sponsor, the School's Governing Board will comply with the statutory requirements regarding financial benefit and conflict of interest.

The School shall provide a statement from all Governing Board members certifying there is no relationship, controlling interest or association with other members of the Board, administrators or officers of the School.

Attachment L

**Parrish Charter Academy
Board of Directors**

David Sellars
President
3711 Rhine Street
Sarasota, FL 34234
941-961-8001
Tnflman5@comcast.net

Deborrah Metheny-Hays
Vice President
3250 N. Seclusion Drive
Sarasota, FL 34239
941-302-0899
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Lane Pigsley
Secretary
9006 6th Ave E
Palmetto, FL 34221
603-748-5261
Lpigsley@gmail.com

Frank Gaudens
Board Member
118 W. Lutz Lake Fern Rd.
Lutz, FL 33548
813-909-9755
fg@ad-dynamics.com

David E. Sellars
3711 Rhine Street, Sarasota, FL 34234
tnflman5@comcast.net
Telephone: 941-961-8001

Career Objective:

To obtain a position which will allow me to continue to do what I both love and do best, teaching young minds mathematics. I possess over thirty years of experience in K-12 education. I am certified as "Highly Qualified", and have a record of achieving excellent outcomes for my students. I continue to learn (with over five hundred Professional Development hours) so that I may continue to innovate and create. I am equally effective with both special needs and gifted students. I am a dedicated and caring teacher towards my students and their parents and have always enjoyed strong, positive, and collegial relationships with faculty, administration, and staff.

Experience:

In addition to the teaching experience which is described below, I have held a variety of other positions which have provided me with additional skill-sets that have added to my classroom effectiveness. Among them are:

- Early in my career I served as a Youth Minister, a Minister of Education, and a College Campus Minister in Kentucky and Tennessee, each of which gave me experience in program development and delivery, budgeting, fund raising and counseling.
- In eight years as a Non-Commissioned Officer in the Tennessee National Guard I was trained as a Medical Aid-Man and Office Clerk, where I learned and employed the skills of personal discipline and leadership.
- As an Actor for the National Council On Aging and the Southern Writers Conference, I gained presentation skills which I successfully utilize in the classroom each and every day.
- I am also a prolific successful Grant Writer. Among those received were "Project Launch" at the Space-Science Institute in Ft. Myers FL, the writing of a Geography curriculum in Prague, Czechoslovakia, an on site-environmental study of the Amazon, and an Assistantship with the ABC network's Children's Theatre in New York.
- In 1997 I served as Coordinator of Sweden's Children's International Summer Village.

PROFESSIONAL RECOGNITION:

- In 1995 and 1996 I was appointed to the Education Committee for Government Relations, in Tallahassee.
- In 2011 I was selected as a member of the State of Florida's Department of Education's "FCAT 2.0 Mathematics Review Committee" to help design future FCAT testing.

CLASSROOM EXPERIENCE: (in all three school sectors; Charter, Private, and Public)

- **Manatee School for the Arts**
6th grade Math Teacher and Team Leader. I was also successful in revamping the 6th grade math department.
- Sarasota School of Arts and Sciences, Sarasota, FL 2005-15
Sixth Grade Math for Advanced, Special-Needs, and Grade-Level students.
- Murdock Middle School, Pt. Charlotte, FL 2003-05
Sixth Grade Math for students with lower State test scores, and both Math and Reading for Seventh Grade students from 1994 to 1996.
- Between 2000/2003 I taught Fourth and Sixth Grade Math and in Tennessee and Texas.
- East Elementary School, Punta Gorda, FL 1996-2000
Fourth Grade Math and Writing
- Bright School, Chattanooga, TN 1986-94
Sixth Grade Math and Social Studies and Director of Faculty and curriculum

EDUCATION:

- Cumberland University, Lebanon, TN 1967-69
Associate of Arts degree in Pre-Pharmacy Science and Chemistry
- University of Tennessee, College of Pharmacy, Memphis TN 1969-70
Pharmacy and Chemistry courses
- Middle Tennessee State University, Murfreesboro, TN 1973-75
Bachelor of Arts degree in Elementary Education
- Southern Baptist Theological Seminary, Louisville, KY 1976-79
Masters degree in Religious Education

Deborrah R. Hays
3250 N. Seclusion Drive
Sarasota, Florida 34239
941-302-0899 (dmetheny@comcast.net)

PROFILE Experienced, successful senior executive with strength in organizational effectiveness, writing, personnel development, and creative resource management and problem-solving.

**CAREER
ACCOMPLISHMENTS**

- Diverse career of more than 40 years in professional nursing, educational administration and direct instruction in a variety of public and private settings.
- Directed the conversion of a diploma school of nursing into a fully accredited baccalaureate program.
- Managed over 50 adult, vocational and technical education programs serving 35,000 students annually.
- Created systems and processes to manage an \$18 million budget and maintain a reserve while dealing with declining revenues.
- Established revenue-producing strategies including online education, business contracts and customized courses for a public education system.
- Authored numerous self-studies for programmatic and regional accreditation.
- Developed systems for strategic planning and performance accountability for the business functions of a 5,000 employee public education system.
- Created and maintained emergency management systems connecting a school district and community emergency service providers.
- Initiated a 24 hour cable channel for a public education system.
- Successfully wrote and managed over \$2.5 million grant resources on an annual basis.
- Coordinated a system-wide review of organizational effectiveness in a public school system.
- Managed the system of charter schools from application through operation for public school system.
- Initiated and administered a totally virtual K-12 school in a public school system.
- Provided planning and oversight of a public school district emergency preparedness program.
- Developed numerous articulation agreements for healthcare student matriculation from technical to professional credentialing.

EDUCATION

- Doctoral studies in Higher Education/Vocational, Technical and Occupational Education, Nova-Southeastern University.

Hays, page 2

- M.S. Nursing, Medical- Surgical, with specialty areas of Critical Care and Administration, University of Illinois.
- B.S.N. Magna Cum Laude, Illinois Wesleyan University.

**LICENSES/
CERTIFICATIONS**

- Registered Professional Nursing License, Florida and Illinois (currently inactive in Illinois)
- Professional Educator Certification, Nursing and Vocational Administration, Florida.

RELEVANT EXPERIENCE

Professional Nursing

- Extensive clinical practice in medical-surgical, maternal-child, home health, infusion therapy and critical care areas.
- Leadership in areas of regulatory compliance and licensure in schools, hospitals, long term care and home health care agencies.
- Multiple staff nurse, supervisory and administrative positions in a variety of settings.
- Developed critical care courses, orientations, compliance measures and patient teaching materials in healthcare facility contexts.

Education

- Teaching experience at the baccalaureate, associate degree and diploma levels in nursing, EMS and multiple allied healthcare fields.
- Developed courses, instructional materials and evaluation products for nursing, allied health, emergency medicine, management and research.
- Created staff development and continuing education offerings in health care, business and educational environments.
- Developed instructional methods to meet needs of various learners— CAI, online, simulation, and clinical practice as well as lecture/discussion modalities.
- Provided instruction to all school district personnel in areas of licensure and regulatory compliance.
- Implemented programs for adult and high school career/technical education in a large school district.
- Provided oversight of adult education programs in a school district.
- Developed, implemented and evaluated numerous articulation agreements among high schools, community colleges and universities.
- Served as the educational leader of the first K-12 virtual school in the public school district.

Administration

- Supervisory, management and administrative experience in hospitals, long-term care facilities, home health, colleges/universities, and school districts.
- Administered all vocational, technical and adult education in a school district (35,000 students annually).
- Successfully managed a budget of over \$18 million.
- Devised policies, procedures and evaluations for instructional and ancillary programs and services within a school district.
- Authored over 20 self-studies for accreditation, audit or program development purposes.
- Successfully wrote and managed grants from private, state and federal sources.
- Initiated processes of strategic planning and performance accountability in various settings.
- Administered staff configurations from 3 to 1,000+ employees.
- Organized and managed disaster mitigation, planning, response and recovery for a 40,000 student public school district.
- Mentored and supervised all aspects of charter school operation for 10 schools in a public school system.
- Managed a district-wide facilities condition assessment for over 7 million square feet of building space.

EMPLOYMENT HISTORY

2011-present	Deborrah Metheny-Hays, Educational Consultant, Charter Schools, Emergency Management, Healthcare
2006-2011	Supervisor Choice and Charter Schools, School Board of Sarasota County, Florida.
2002-2006	Executive Director, Business Analysis and Support, School Board of Sarasota County, Florida.
1997-2002	Executive Director, Workforce Development, Applied Technology and Community Education, School Board of Sarasota County, Florida.
1987-1997	Assistant Director, Sarasota County Technical Institute, School Board of Sarasota County, Florida.
1991-1998	Staff Nurse and Patient Care Supervisor, Sunbelt Home Health, Sarasota, Florida.
1985-1987	Coordinator of Continuing Education for Healthcare Professionals, Manatee Community College, Bradenton and Venice, Florida
1981-1984	Assistant Dean, Assistant Professor, Mennonite College of Nursing, Bloomington, Illinois. (School converted from Diploma School to Baccalaureate program) Taught medical-surgical, maternal child, management and research courses.
1981-1985	Staff Nurse, Brokaw Hospital, Normal, Illinois

Hays, page 4

1977-1981	Critical Care Nurse, Staff Development Coordinator and Administrative Consultant, Mennonite Hospital, Bloomington, Illinois.
1971-1976	Instructor, Maternal-Child, Medical-Surgical and Community Health Nursing, Illinois Wesleyan University.
1971-1973	Staff and supervisory nursing in all areas (250 beds), Mennonite Hospital, Bloomington, Illinois

COMMUNITY INVOLVEMENT HISTORY

- Board member, Southwest Regional Health Planning Council, Florida
- Board member, Orchard Place of Sarasota-handicapped housing
- Site visitor—Postsecondary Accreditation ---Commission on Occupational Education (COE---formerly a division of Southern Association of Colleges and Schools)
- Member, Allied Health Articulation Taskforce for Florida
- Member, Professional Nursing Articulation Taskforce for Florida
- Board member School-to-Work, Sarasota/Manatee Counties
- Board member Youth Council of the Suncoast Workforce Development Board
- Member Suncoast Regional Tech-Prep Consortium
- Emergency service representative from Sarasota School Board to the Emergency Operation Center, Sarasota County, Florida
- Board member, Sarasota Agricultural Fair Association
- Board Chair, Little Pilgrim Preschool--current
- Team Leader and Program Evaluator Accrediting Bureau for Health Education Schools--current

REFERENCES AVAILABLE UPON REQUEST

LANÉ PIGSLEY

2021 2nd Ave E • Bradenton, FL 34208 • (c) 603.715.7905 • lpigsley@gmail.com

Product Management / • Retail Sales Development • Business Development

Experienced retail & small business lender with over 20 years in Branch management. Proven achievements in loan management, business development, and strategic sales planning. A focused leader that drives sales performance with proven results. Demonstrated ability to manage sales production and financial budgetary goals.

- Relationship Manager
- Pipeline Management
- Business Development
- Branch Management

- Strategic Planning
- Consumer Lending
- Residential Mortgages
- Small Business Lending

- Canadian Banking
- Operations Manager
- Training & Dev
- Sales Coaching

Professional Summary

TD Bank

Store Manager II
Apollo Beach, FL

June 2014 to Present

CEO Leadership Winner - Rank 11th

- Lead and motivated team to deliver exemplary customer service to exceed TD Bank LEI service goals
- Developed the new relationships to exceed new deposits and small business lending production goals
- Managed Store budgets for financial growth for new deposit and loan growth to exceed performance goals
- Coach and develop team to meet goals while coaching to maximize increasing cross sale ratios services per household
- Maintained Store operational excellence to comply with bank and federal operational compliance standards

TD Bank

Loan Product Relationship Manager II
Tampa, FL

Aug 2012 to June 2014

- Managed Consumer Loans, Residential Mortgages, and Retail Credit Card products for the Tampa Region to meet production vs performance goals
- Regional manager of lending production for 17 Stores to meet funding goals of consumer and mortgages products
- Support sales through monthly performance meetings to develop and review Stores application production according to financial Store performance
- Develop Stores associates in the region to research and plan business networking opportunities for TD Bank lending products
- Managed escalations to ensure funding and timely service level agreements are met to the client Facilitated compliance training for all consumer and residential mortgage training for Tampa lenders

TD Bank

May 2011 to Aug 2012
Store Manager II
St Petersburg, FL

TD Bank

Sept 2007 – June 2008
Assistant Store Manager
Henniker, NH

TD Bank

June 2008 – May 2011
Store Manager II
Henniker, NH

TD Bank

June 2006 – Sept 2007
Head Teller
Hillsboro, NH

Internal

Frank Gaudens
4216 Aladar Court Land O' Lakes, FL 34639
813-598-4291

Education:

Ashland University Ashland, Ohio **1977-1981**
BS with a Major in Marketing and Hotel-Restaurant Management

Professional Experience:

Ad Maker Corp dba Ad Dynamics **2011-present**
President and owner of Ad Maker Corp dba Ad Dynamics

- Responsible for marketing products to all facets of industry and organizations.

America Match Co. -Ad Dynamics - Tampa,FL **1984-2010**
Sales Representative

- Responsible for sales and selling to all industries in Tampa Bay and Orlando markets.
- Promoted to managing partner and VP of sales.
- Managed several sales teams and responsible for training them.

Columbia Match Co. **1981 - 1984**
Sales Representative

- Responsible for sales in the Cleveland, Ohio area

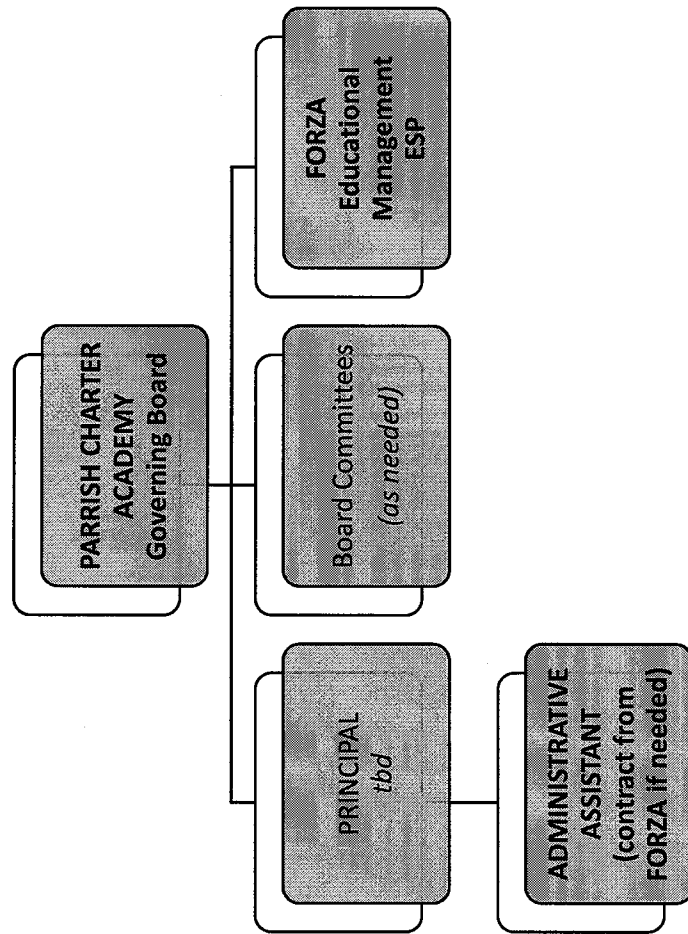
Community Involvement and Organizations:

- Coached Little League for 11 years while my children were of age.
- Member of Kappa Sigma Fraternity and Treasurer while in college.
- Currently a member of Tampa Bay Business Builders Networking Group. (Treasurer and Board Member.)
- Currently a member of a BNI Networking Group Chapter.
- Currently a member of a Keep It Local Networking Group.
- Advisory Board of Help Now Philanthropic Group.

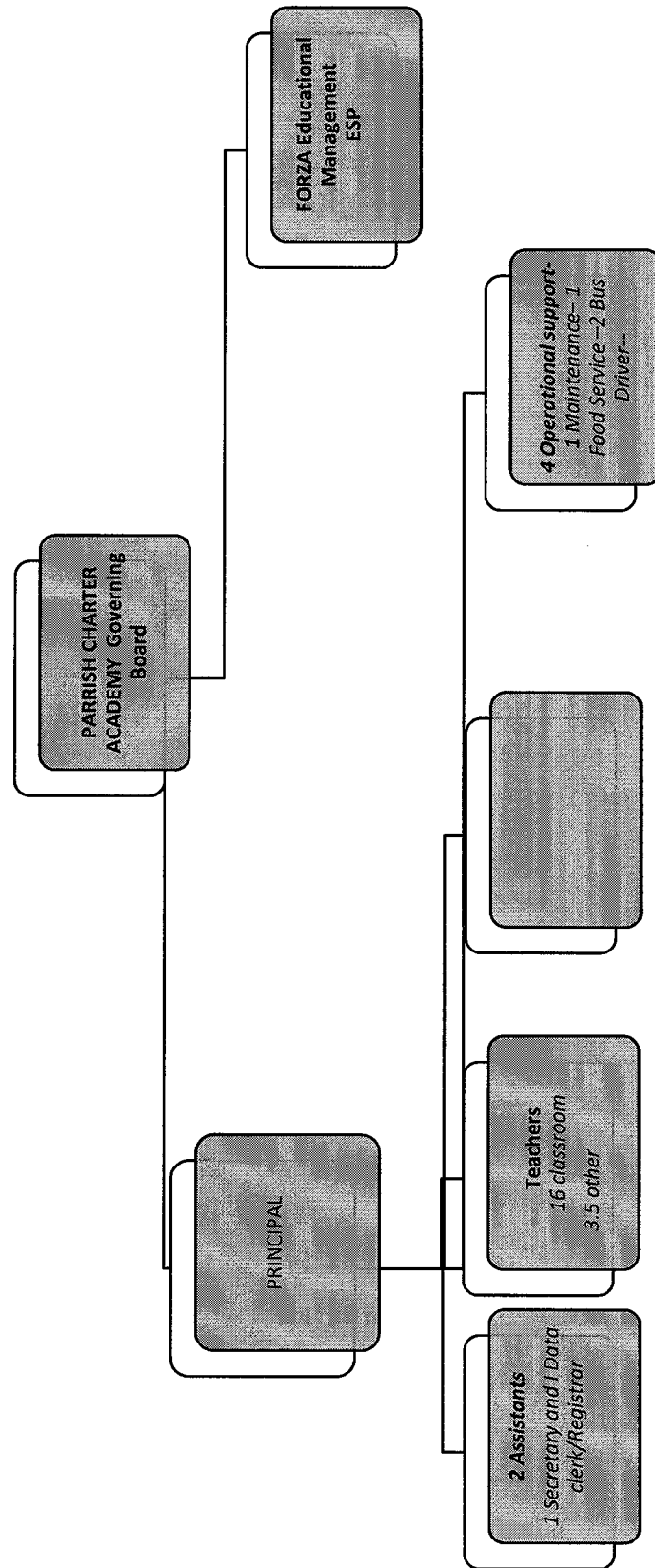
References available upon request

Attachment M

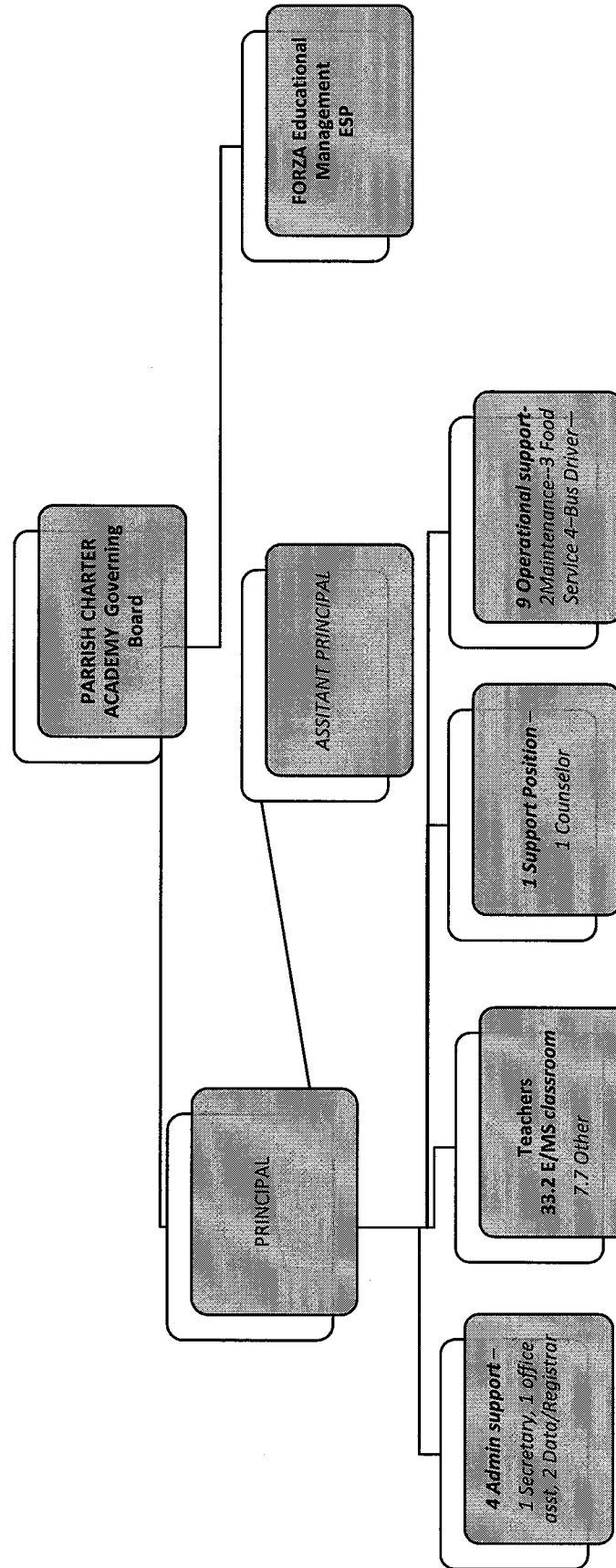
PARRISH CHARTER ACADEMY ORGANIZATION—PRE-OPERATIONAL

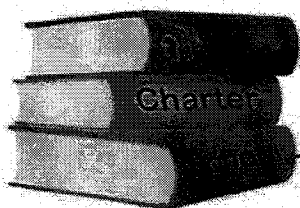


PARRISH CHARTER ACADEMY-YEAR ONE



PARRISH CHARTER ACADEMY-YEAR FIVE





ATTACHMENT N

SAMPLE JOB DESCRIPTION PRINCIPAL

Position	Reports To	Position Type
Principal	Board of Directors	Salary / Exempt
Work Schedule	Salary Schedule	Last Updated
12-Month Position	Set Annually Performance Based Schedule	June 1, 2014

MAJOR FUNCTION:

The Principal performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum and all the daily operations of the school. Works to maintain the integrity of the school as a place for high achieving students that incorporates multiple intelligences and a creative education.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Leadership:

- Implementing, evaluating and reporting to the Superintendent and or Board of Directors the school's goals and objectives reflecting organizational and state goals.
- Maintain a positive school/community climate and a safe and healthy environment

Instructional:

- Planning, implementing, and evaluating the school instructional program based on student needs and within state guidelines.
- Review teacher lesson plans and instruction to ensure they match with the Sunshine State Standards.

Administrative:

- Planning, implementing, supervising, and evaluating all other programs, i.e. Athletics, Extra-Curricular, Co-Curricular.
- Determining staffing needs including selection, supervision, staff development and evaluation of all school personnel.
- Recommends to the Superintendent the appointment or dismissal of all employees of the school.
- Ensuring the school is operating within the set budget.
- Overseeing the proper record keeping processes, and inventory control of all school resources.
- Maintain records such as but not limited to student test scores, attendance records, overseeing IEPs, and all other reports as needed for efficient operation of the school and compliance with federal, state and local requirements.
- Recruit students and faculty for the school as needed.
- Assure that all academic components of the school's charter are being met.

- Enforce the Policies and Procedures of the organization as set by the Board of Directors and Superintendent.
- Develops and implements school rules and regulations in keeping with the Policies and Procedures.
- Attends and participates in meetings of the Board and its committees as requested.
- Ensure that the Superintendent is informed of the operations of the school and any problems which arise.
- Is familiar with Charter School Laws and Florida Statutes and attends other duties as assigned by or in the absence of the Superintendent.

Computer Skills:

- To perform this job successfully an individual must have knowledge of accounting software, order processing software, spreadsheet software and work processing software.

MINIMUM QUALIFICATIONS:

Florida certification as either School Principal or Educational Leadership required within the first year of employment. Five (5) years of related professional experience required. Bachelor's Degree (preferably in education) required, but Master's Degree (or currently enrolled in) is preferred.

SALARY AND BENEFITS:

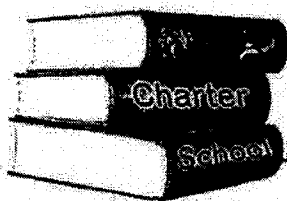
Salary amounts are set annually by the Board of Directors. Consistent with the requirements of Florida statute, this school uses a performance based salary schedule for all new employees whereby pay increases are based on teacher evaluation results from the previous year.

The Principal is allowed ten Personal Time Off days per year.

Attachment O.

Minimum Qualifications of the School Leader:

Florida certification as either School Principal or Educational Leadership required within the first year of employment. Three to five (3-5) years of related professional experience preferred. Bachelor's Degree (preferably in education) required, but Master's Degree (or currently enrolled in) is required.



ATTACHMENT P.

JOB DESCRIPTION

EXECUTIVE DIRECTOR

Position	Reports To	Position Type
Executive Director	Board of Directors	Salary / Exempt
Work Schedule	Salary Schedule	Last Updated
12-Month Position	Set Annually Performance Based Schedule	June 1, 2014

MAJOR FUNCTION:

The Executive Director performs responsible administrative and supervisory work in the area of the organization, from setting instruction goals and providing academic oversight, personnel, curriculum, budget, purchasing, public relations, plant operations, and all other daily operations of the organization. Works to maintain the integrity of the organization as a place for high achieving students which incorporates a creative, hands on education.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Leadership:

- Developing and overseeing the evaluation of the organizational philosophy, goals and objectives reflecting organization and state goals.
- Developing and maintaining a positive school/community climate and a safe and healthy environment.
- Maintain liaison with outside agencies, including, but not limited to, the Florida Board of Education and the sponsor's School Board.

Instructional:

- Establish instructional priorities and goals in conjunction with school Principal.
- Oversee and ensure the successful implementation of educational programs at each of the organization's schools.
- Ensure the proper acquisition of educational materials aligned to the Sunshine State Standards.

Administrative:

- Determining staffing needs including selection, supervision, staff development and evaluation of all organizational personnel.
- Oversee the hiring, evaluation and termination of all agency employees.
- Managing finances including the budget and record keeping processes, and inventory control of all organizational resources and oversight of Principals' use of school resources.
- Maintaining records and necessary reports for efficient operation of organization and compliance with federal, state, and local requirements.
- Planning and managing for efficient utilization and maintenance of the organization's facilities.

- Arrange for the publicity of the organization.
- Assure that all terms of the contracts held by the organization are being met.
- Maintain the organization's website(s) in conjunction with the advisory teams of schools.
- Enforce the Policies and Procedures of the organization as set by the Board of Directors.
- Oversees, develops and implements rules and regulations in keeping with the Policies and Procedures.

Not-For-Profit CEO:

- Arrange for legal and financial assistance whenever necessary.
- Recommend changes in Bylaws and Policies and Procedures to the Board of Directors.
- Schedule meetings of the Board of Directors, prepare agendas for such meetings and provide public notice as required by law.
- Attends and participates in all meetings of the Board and its committees, except when excused by the Board.
- Arrange for all required government documents to be timely filed to maintain the status of the school as a tax-exempt organization, to maintain up-to-date tax returns, and to maintain any other documents required by the Pinellas County School Board, the State of Florida, and the Federal Government.
- Direct fund-raising activities, including grant applications and maintain liaison with parent-teacher fund-raising efforts.
- Ensure that the Board of Directors is informed of the operations of the school and any problems which arise.

Computer Skills:

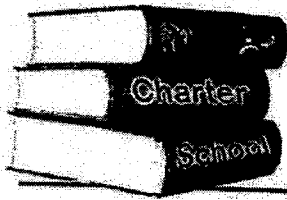
- To perform this job successfully an individual must have knowledge of accounting software, order processing software, spreadsheet software and word processing software.

MINIMUM QUALIFICATIONS:

Master's degree. Florida certification as either School Principal or Educational Leadership. Five (5) years related professional experience.

SALARY AND BENEFITS:

Salary amounts are set annually by the Board of Directors. Consistent with the requirements of Florida statute, this school uses a performance based salary schedule for all new employees whereby pay increases are based on teacher evaluation results from the previous year. The Executive Director is allowed twenty Personal Time Off days per year. The school offers an array of benefits for employees, and will contribute up to approximately \$3,600 per employee towards health insurance benefits per year.



JOB DESCRIPTION

ASSISTANT PRINCIPAL

Position	Reports To	Position Type
Assistant Principal	Principal	Salary / Exempt
Work Schedule	Salary Schedule	Last Updated
12-Month Position	Set Annually Performance Based Schedule	June 1, 2014

MAJOR FUNCTION:

The Assistant Principal performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum and all the daily operations of the school. Works to maintain the integrity of the school as a place for high achieving students that incorporates multiple intelligences and a creative education.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Leadership:

- Implementing, evaluating and reporting to the Superintendent and or Board of Directors the school's goals and objectives reflecting organizational and state goals.
- Maintain a positive school/community climate and a safe and healthy environment

Instructional:

- Planning, implementing, and evaluating the school instructional program based on student needs and within state guidelines.
- Review teacher lesson plans and instruction to ensure they match with the Sunshine State Standards.

Administrative:

- Planning, implementing, supervising, and evaluating all other programs, i.e. Athletics, Extra-Curricular, Co-Curricular.
- Determining staffing needs including selection, supervision, staff development and evaluation of all school personnel.
- Recommends to the Superintendent the appointment or dismissal of all employees of the school.
- Ensuring the school is operating within the set budget.
- Overseeing the proper record keeping processes, and inventory control of all school resources.
- Maintain records such as but not limited to student test scores, attendance records, overseeing IEPs, and all other reports as needed for efficient operation of the school and compliance with federal, state and local requirements.
- Recruit students and faculty for the school as needed.
- Assure that all academic components of the school's charter are being met.

- Enforce the Policies and Procedures of the organization as set by the Board of Directors and Superintendent.
- Develops and implements school rules and regulations in keeping with the Policies and Procedures.
- Attends and participates in meetings of the Board and its committees as requested.
- Ensure that the Superintendent is informed of the operations of the school and any problems which arise.
- Is familiar with Charter School Laws and Florida Statutes and attends other duties as assigned by or in the absence of the Superintendent.

Computer Skills:

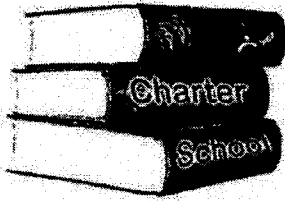
- To perform this job successfully an individual must have knowledge of accounting software, order processing software, spreadsheet software and work processing software.

MINIMUM QUALIFICATIONS:

Florida certification as either School Assistant Principal or Educational Leadership required within the first year of employment. Five (5) years of related professional experience required. Bachelor's Degree (preferably in education) required, but Master's Degree (or currently enrolled in) is preferred.

SALARY AND BENEFITS:

Salary amounts are set annually by the Board of Directors. Consistent with the requirements of Florida statute, this school uses a performance based salary schedule for all new employees whereby pay increases are based on teacher evaluation results from the previous year. The Assistant Principal is allowed twenty Personal Time Off days per year. The school offers an array of benefits for employees, and will contribute up to approximately \$3,600 per employee towards health insurance benefits per year.



JOB DESCRIPTION

GIFTED / ESE SPECIALIST

Position	Reports To	Position Type
Gifted / ESE Teacher	Principal	Salary / Exempt
Work Schedule	Salary Schedule	Last Updated
10-Month Position 7:30am – 4:00pm	Set Annually Performance Based Schedule	June 1, 2014

MAJOR FUNCTION:

Responsible for the educational leadership of students placed in exceptional education programs, including gifted students and students with disabilities. The specialist is expected to understand and demonstrate the use of the school's curriculum, student instruction and assessment to maximize educational achievement for all students; work collaboratively to ensure a working and learning climate for all students that is safe, secure and respectful. Implementing strategies to reach the multiple intelligences of students through creative lessons is required

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Works cooperatively with assigned county staffing specialist and ADAPT (Admissions Diagnostics and Placement Team) to initiate and complete pre-referrals for ESE, utilizing pre and posttest assessments, interventions and observations in areas of concern.
- Works cooperatively with parents and teachers to identify students sited as potentially eligible for Gifted Program services. Conduct screenings to determine need for further evaluation for eligibility; collects characteristics data and administers Kaufman Brief Intelligence Testing. Develops appropriate Individual Educational Plans (IEPs), Gifted Educational Plans (EPs) or Academic Improvement Plans (AIPs), and Behavior Success Plans (BSPs), including determining present levels of performance, annual goals, and benchmarks or short-term objectives.
- Collects student performance data and reports student progress toward IEP/EP goals.
- Supports general education teachers in implementing appropriate accommodations or enrichment/acceleration strategies.
- Schedules and conducts IEP/EP meetings with parents and appropriate school and agency personnel. Completes matrix of services if required.
- Maintains and/or oversees specialized therapists' (i.e. SP, OT) maintenance of ESE case management records.
- Regularly reviews and provides updated information for SASI.
- Reports Full Time Equivalency (FTE) accurately.
- Participates in eligibility determination meetings.

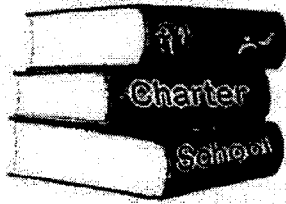
- Serves as Local Education Agency (LEA) Representative, if designated by administrator.
- Participates in Professional Development activities relating to performing job responsibilities.
- Demonstrates knowledge of Individuals with Disabilities Education Act (IDEA) and implements all requirements.
- Demonstrates knowledge of Special Diploma Sunshine State Standards (SDSSS) and Alternate Assessment.
- Plans and delivers instruction designed to assist students with disabilities in mastering the Sunshine State Standards.
- Plans and develops curricula designed to address the Sunshine State Standards for Gifted Students and delivers instruction that effectively challenges their higher level thinking skills.
- Assists in the development of appropriate interventions for students suspected of having a disability.
- Participates in developing Functional Behavior Assessments (FBAs) and Implementing Behavior Improvement Plans (BIPs) for students with disabilities.
- Participates in Manifestation Determination meetings.
- Supervises teacher assistant in providing instruction for students, as required.
- Consults regularly with school administrators on ESE issues.
- Performs other related duties as assigned.

MINIMUM QUALIFICATIONS:

Bachelor's degree from a fully accredited college or university. Possession of, or eligibility for, a Florida Educators certificate required by the Florida Department of Education (ESE, EH, EMH, MH, MR or SLD, and a Gifted endorsement). This includes both certification in the appropriate exceptional student area(s) and any content certification required by No Child Left Behind (NCLB).

SALARY AND BENEFITS:

Salary amounts are set annually by the Board of Directors. Consistent with the requirements of Florida statute, this school uses a performance based salary schedule for all new employees whereby pay increases are based on teacher evaluation results from the previous year. Teachers are allowed ten Personal Time Off days per year. The school offers an array of benefits for employees, and will contribute up to approximately \$3,600 per employee towards health insurance benefits per year.



JOB DESCRIPTION

GUIDANCE COUNSELOR

Position	Reports To	Position Type
Guidance Counselor	Principal	Salary / Exempt
Work Schedule	Salary Schedule	Last Updated
10-Month Position 7:30am – 4:00pm	Set Annually Performance Based Schedule	June 1, 2014

MAJOR FUNCTION:

Provides a comprehensive school-counseling program that assists all students in acquiring the skills and knowledge to maximize highest student achievement in a safe learning environment. Responsibilities may vary depending upon the specific work setting and counselor to student ratio and should correspond to the needs and priorities established in the schools counseling program.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Implements the comprehensive school counseling program as outlined in the Schools Professional Counselor plan.
- Acts as an advocate for all students
- Works in collaboration with other stakeholders in narrowing the achievement gap
- Provides professional leadership to establish a culture conducive to learning
- Counsels individual and/or small groups of students with academic, career and personal/social concerns
- Assists students in developing a plan for achieving educational, career and personal/social goals
- Consults with a variety of school based teams to facilitate appropriate placement decisions to enhance student achievement, which includes but is not limited to exceptional student staffing's, 504 determination meetings, and Child Study team meetings
- Confers with classroom teachers, administration, support staff, community agencies and parents regarding students and their needs
- Provides support to teachers in the delivery of counseling program related curriculum
- Coordinates with school and community agencies to broaden students' resources
- Seeks resources necessary to achieve school goals
- Guides individuals/groups of students through the development of educational plans, career awareness and personal/social growth issues
- Identifies and disaggregates critical data, such as grades, test scores, attendance, promotion rates, graduation and postsecondary enrollment rate
- Uses data to develop strategies to positively impact students

- Follows the guidelines of the national, state and district standards for professional school counselors
- Adheres to ethical and legal professional standards
- Uses appropriate technology for counseling services
- Performs other related duties, as required.

MINIMUM QUALIFICATIONS:

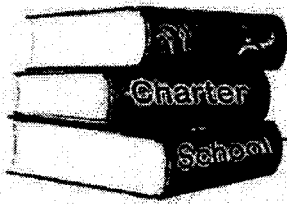
Master's degree from an accredited college or university in Counseling and State of Florida School Counselor certification or eligibility for Florida State certification. Preference to candidates who have Orientation to and/or experience in a school setting.

SALARY AND BENEFITS:

Salary amounts are set annually by the Board of Directors. Consistent with the requirements of Florida statute, this school uses a performance based salary schedule for all new employees whereby pay increases are based on teacher evaluation results from the previous year.

Professional Staff are allowed ten Personal Time Off days per year.

The school offers an array of benefits for employees, and will contribute up to approximately \$3,600 per employee towards health insurance benefits per year.



JOB DESCRIPTION

TEACHER

Position	Reports To	Position Type
Teacher	Principal	Salary / Exempt
Work Schedule	Salary Schedule	Last Updated
10-Month Position 7:30am – 4:00pm	Set Annually Performance Based Schedule	June 1, 2014

MAJOR FUNCTION:

Instructional position responsible for the educational leadership of students in a group or class in an innovative charter school. The educational leader is expected to understand and demonstrate the use of the school's curriculum, student instruction and assessment to maximize educational achievement for all students; work collaboratively to ensure a working and learning climate for all students that is safe, secure and respectful. Implementing strategies to reach the multiple intelligences of students through creative lessons is required.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Understands central concepts, tools of inquiry, and structure of the discipline(s) taught and makes the subject matter meaningful to students.
- Develops a climate and culture of openness, fairness, mutual respect, support and inquiry.
- Engages every student in grade level appropriate learning experiences that promote performance.
- Listens and interacts effectively with students, parents, colleagues, and community members, respecting diverse perspectives.
- Demonstrates respect for students, colleagues, administrators, and parents.
- Models and reinforces self-discipline and responsibility.
- Works effectively with school colleagues, parents, and the community to support students' learning and well-being.
- Provides professional leadership to establish a culture conducive to learning and student diversity, involves students in the development of a mission and goals that support the school's goals and guide classroom decisions, and uses data for continual improvement.
- Develops and implements a strategic planning system including course, unit and lesson plans.
- Provides opportunities for students to demonstrate appropriate progress toward graduation expectations: knowledgeable, lifelong learner; responsible individual; effective communicator; problem solver; collaborative team worker, and self-directed learner.
- Provides students and parents with timely data for improvement in student achievement.
- Uses formal and informal assessment strategies to determine whether students have achieved high standards and modifies instructional strategies as needed to maximize achievement.

- Understands how students learn and provides learning opportunities that support intellectual, social, and personal development of diverse learners.
- Establishes and maintains a safe and secure classroom environment.
- Manages student misconduct promptly and resolves conflict and crises effectively.
- Promotes independent and collaborative work ethic.
- Develops and manages human resources within the classroom by maintaining a professional development plan and engaging in professional development activities, recognizing students and parents for contributions to goal achievement.
- Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background.
- Seeks resources necessary to achieve classroom and school goals, such as; course materials that match the reading level of students.
- Uses classroom processes that support effective teaching and learning to promote high student achievement, designing lessons to promote all students engaged in learning all the time through such strategies as active learning, hands-on application, and teacher-student and student-student conversations about the learning.
- Uses appropriate technology in teaching and learning processes.
- Demonstrates positive classroom results and trends.
- Performs other related duties as required.

MINIMUM QUALIFICATIONS:

Bachelor's degree from a fully accredited college or university. Possession of, or eligibility for, a Florida teaching certificate for the level and subject area to be taught.

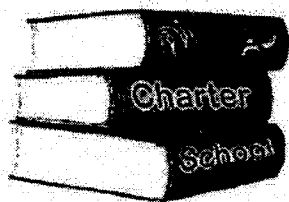
Preferred FL certification are the Elementary Education and/or the Middle Grades Integrated Curriculum (grades 5-9) licenses.

SALARY AND BENEFITS:

Salary amounts are set annually by the Board of Directors. Consistent with the requirements of Florida statute, this school uses a performance based salary schedule for all new employees whereby pay increases are based on teacher evaluation results from the previous year.

Teachers are allowed ten Personal Time Off days per year.

The school offers an array of benefits for employees, and will contribute up to approximately \$3,600 per employee towards health insurance benefits per year.



JOB DESCRIPTION

MUSIC TEACHER

Position	Reports To	Position Type
Music Teacher	Principal	Salary / Exempt
Work Schedule	Salary Schedule	Last Updated
10-Month Position 7:30am – 4:00pm	Set Annually Performance Based Schedule	June 1, 2014

MAJOR FUNCTION:

This is an instructional position with responsibility for establishing music as a vital living experience in the life of each child. The teacher is expected to understand and demonstrate effective student instruction and assessment to maximize educational achievement for all students; work collaboratively to ensure a working and learning climate for all students that is safe, secure and respectful. Implementing strategies to reach the multiple intelligences of students through creative lessons is required.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Plans a program that incorporates and teaches the Florida Standards.
- Guides the student to enjoy, appreciate and interpret music in his/her daily life.
- Encourages and assists the student to acquire skills in music through a series of sequential experiences.
- Encourages the student to develop his/her own creativity by providing opportunities for creativity in each experience area.
- Encourages and promotes the coordination of music with other subject areas in the curriculum.
- Determines the materials to be used in instruction and plans the best methods for presenting them.
- Assists in planning, preparing, and presenting programs, field trips, and festivals for the school.
- Evaluates the student's performance in music.
- Plans in-depth experiences for special groups or individuals based on student needs.
- Assists the principal and staff in inventorying, organizing, ordering, and caring for music materials and equipment.
- Maintains students grades
- Develops a climate and culture of openness, fairness, mutual respect, support and inquiry.
- Listens and interacts effectively with students, parents, colleagues, and community members, respecting diverse perspectives.
- Demonstrates respect for students, colleagues, administrators, and parents.
- Models and reinforces self-discipline and responsibility.
- Develops and implements a strategic planning system including course, unit and lesson plans.
- Provides students and parents with timely data for improvement in student achievement.

- Promotes independent and collaborative work ethic.
- Establishes and maintains a safe and secure classroom environment.
- Manages student misconduct promptly and resolves conflict and crises effectively.
- Works effectively with school colleagues, parents, and the community to support students' learning and well-being.
- Performs other related duties as required.

MINIMUM QUALIFICATIONS:

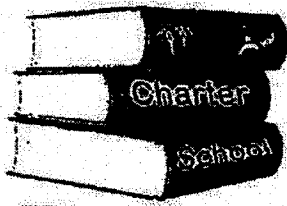
Bachelor's degree from an accredited college or university. Certification and competency in music education, K-12. Understanding and knowledge of child development.

SALARY AND BENEFITS:

Salary amounts are set annually by the Board of Directors. Consistent with the requirements of Florida statute, this school uses a performance based salary schedule for all new employees whereby pay increases are based on teacher evaluation results from the previous year.

Teachers are allowed ten Personal Time Off days per year.

The school offers an array of benefits for employees, and will contribute up to approximately \$3,600 per employee towards health insurance benefits per year.



JOB DESCRIPTION

PE / HEALTH TEACHER

Position	Reports To	Position Type
PE / Health Teacher	Principal	Salary / Exempt
Work Schedule	Salary Schedule	Last Updated
10-Month Position 7:30am – 4:00pm	Set Annually Performance Based Schedule	June 1, 2014

MAJOR FUNCTION:

Instructional position responsible for conducting, planning and organizing a sound physical education and health program in an intermediate elementary and middle school. The teacher is expected to understand and demonstrate effective student instruction and assessment to maximize educational achievement for all students; work collaboratively to ensure a working and learning climate for all students that is safe, secure and respectful. Implementing strategies to reach the multiple intelligences of students through creative lessons is required.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Coordinates program which meets the requirements of the Florida Standards for physical education and health standards.
- Plans for and directs the physical education program.
- Recommends the purchase of physical education supplies and equipment.
- Participates in in-service programs for physical education and/or health specialists.
- Works with the principal to establish schedules.
- Develops a climate and culture of openness, fairness, mutual respect, support and inquiry.
- Listens and interacts effectively with students, parents, colleagues, and community members, respecting diverse perspectives.
- Demonstrates respect for students, colleagues, administrators, and parents.
- Models and reinforces self-discipline and responsibility.
- Develops and implements a strategic planning system including course, unit and lesson plans.
- Provides students and parents with timely data for improvement in student achievement.
- Promotes independent and collaborative work ethic.
- Establishes and maintains a safe and secure classroom environment.
- Manages student misconduct promptly and resolves conflict and crises effectively.
- Works effectively with school colleagues, parents, and the community to support students' learning and well-being.
- Performs other related duties as required.

MINIMUM QUALIFICATIONS:

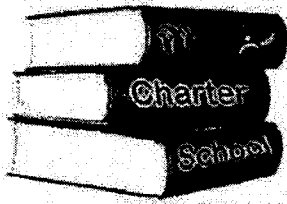
Bachelor's degree from an accredited college or university. Certification and competency in Physical Education and Health. Understanding and knowledge of child development.

SALARY AND BENEFITS:

Salary amounts are set annually by the Board of Directors. Consistent with the requirements of Florida statute, this school uses a performance based salary schedule for all new employees whereby pay increases are based on teacher evaluation results from the previous year.

Teachers are allowed ten Personal Time Off days per year.

The school offers an array of benefits for employees, and will contribute up to approximately \$3,600 per employee towards health insurance benefits per year.



JOB DESCRIPTION

ART TEACHER

Position	Reports To	Position Type
Art Teacher	Principal	Salary / Exempt
Work Schedule	Salary Schedule	Last Updated
10-Month Position 7:30am – 4:00pm	Set Annually Performance Based Schedule	June 1, 2014

MAJOR FUNCTION:

This position has responsibility for designing significant learning experience in art for the individual child. These experiences include the development of the student's perceptual and community skills through the use of visual art. The teacher is expected to understand and demonstrate effective student instruction and assessment to maximize educational achievement for all students; work collaboratively to ensure a working and learning climate for all students that is safe, secure and respectful. Implementing strategies to reach the multiple intelligences of students through creative lessons is required.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Understands central concepts, tools of inquiry, and structure of the discipline(s) taught and makes the subject matter meaningful to students.
- Develops a climate and culture of openness, fairness, mutual respect, support and inquiry.
- Engages every student in grade level appropriate learning experiences that promote performance.
- Listens and interacts effectively with students, parents, colleagues, and community members, respecting diverse perspectives.
- Demonstrates respect for students, colleagues, administrators, and parents.
- Models and reinforces self-discipline and responsibility.
- Works effectively with school colleagues, parents, and the community to support students' learning and well-being. Provides professional leadership to establish a culture conducive to learning and student diversity, involves students in the development of a mission and goals that support the school's goals and guide classroom decisions, and uses data for continual improvement.
- Develops and implements a strategic planning system including course, unit and lesson plans.
- Provides opportunities for students to demonstrate appropriate progress toward graduation expectations: knowledgeable, lifelong learner; responsible individual; effective communicator; problem solver; collaborative team worker, and self-directed learner.
- Provides students and parents with timely data for improvement in student achievement.
- Uses formal and informal assessment strategies to determine whether students have achieved high standards and modifies instructional strategies as needed to maximize achievement.

- Understands how students learn and provides learning opportunities that support intellectual, social, and personal development of diverse learners.
- Establishes and maintains a safe and secure classroom environment.
- Manages student misconduct promptly and resolves conflict and crises effectively.
- Promotes independent and collaborative work ethic.
- Develops and manages human resources within the classroom by maintaining a professional development plan and engaging in professional development activities, recognizing students and parents for contributions to goal achievement.
- Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background.
- Seeks resources necessary to achieve classroom and school goals, such as; course materials that match the reading level of students.
- Uses classroom processes that support effective teaching and learning to promote high student achievement, designing lessons to promote all students engaged in learning all the time through such strategies as active learning, hands-on application, and teacher-student and student-student conversations about the learning.
- Uses appropriate technology in teaching and learning processes.
- Demonstrates positive classroom results and trends.
- Performs other related duties as required.

MINIMUM QUALIFICATIONS:

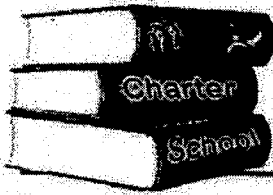
Bachelor's degree from an accredited college or university. Certification and competency in art education, K-12. Understanding and knowledge of child development.

SALARY AND BENEFITS:

Salary amounts are set annually by the Board of Directors. Consistent with the requirements of Florida statute, this school uses a performance based salary schedule for all new employees whereby pay increases are based on teacher evaluation results from the previous year.

Teachers are allowed ten Personal Time Off days per year.

The school offers an array of benefits for employees, and will contribute up to approximately \$3,600 per employee towards health insurance benefits per year.



JOB DESCRIPTION READING COACH

Position	Reports To	Position Type
Reading Coach	Principal	Salary / Exempt
Work Schedule	Salary Schedule	Last Updated
10-Month Position	Set Annually By the school Board	

MAJOR FUNCTION:

Meet the educational needs of the students by assisting elementary or secondary level teachers and students in the implementation of the available Reading Programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Contribute the expertise needed to prepare the school's reading program.
2. Work with the school's curriculum person in planning and implementing the basic skills remediation program as determined by the Board of Assessment.
3. Provide individual diagnostic testing to enable better prescriptive approaches for classroom instruction.
4. Assist the school staff in organizing and managing reading skills as an integral part of all subject areas. Provide in-service training for school staff by modeling and coaching in the area of reading and on effective reading strategies for content area instruction.
5. Participate in a team teaching effort with classroom teachers.
6. Interpret the reading program for both parents and the community.
7. Ensure student and teacher needs are being met by analyzing data regarding student reading and teacher training, and recommend steps to address those needs.
8. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.
9. Review current developments, literature and technical sources of information related to job responsibility.
10. Perform other duties as assigned by the principal or designee.

MINIMUM QUALIFICATIONS:

1. Bachelor's degree from an accredited college or university.
2. Florida certification in elementary and/or secondary education, ESE, or reading; must hold or be working towards Reading Endorsement for secondary appointment. Reading Coaches are required to achieve Reading Endorsement within two (2) years of appointment. Computer skills as required for the position
3. Minimum of three (3) years of teaching experience and/or training in the field related to the title of the position

SALARY AND BENEFITS:

Salary amounts are set annually by the Board of Directors. Consistent with the requirements of state statute, this school uses a performance based salary schedule for all new employees whereby pay increases are based on teacher evaluation results from the previous year.

Parrish Charter Academy

Faculty and Staff

Handbook

SAMPLE

Welcome!

This is going to be a year of incredible and wonderful changes at PCA! We are glad that you are here to be a part of this amazing transformation!

FORZA Education Management LLC

Parrish Charter Academy

www.PCA.org

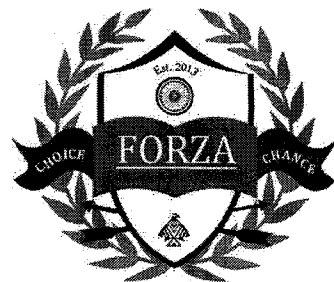
FORZA Education Management

727-642-9319

www.FORZAedu.com

Revised: Spring 2016

Tentative, Pending Board Approval



“Good teachers who possess strong classroom management skills, design lessons that help students achieve mastery of standards, and have positive expectations of students making significant learning gains, are the essential ingredients to achievement.”

Harry Wong, 2014

The PCA teacher:

1. explores the interdisciplinary curriculum via big ideas.
2. values student questions and interests.
3. utilizes technology along with other manipulatives.
4. promotes learning as being interactive, building on what the student already knows along with using differentiated instruction and differentiated homework to meet the needs of all students in their classroom.
5. fosters teacher dialogue with students, enhancing the students ability to construct their own knowledge.
6. promotes the teacher's role as interactive using higher-order questions and fostering student critical thinking.
7. maintains ongoing monitoring and tallies student mastery of the Florida Standards along with vertical and data team meetings that are conducted weekly.
8. presents knowledge is presented as dynamic, ever changing the students' experiences.
9. instructs via whole group, small group, and individualized instruction engaging the students by bringing the "real world" inside of the classroom along with multicultural examples.
10. implements a continuous improvement methodology (through Multi-Tiered System of Supports) wherein student assessment results offer opportunities for differentiated and targeted instruction that is tailored to students' individual needs, ensuring consistent increased student achievement outcomes.
11. prompts students to formulate their own questions (inquiry).
12. allows multiple interpretations and expressions of learning (multiple intelligences).
13. encourages group work and the use of peers as resources (collaborative learning).
14. is to visit other classrooms in order to observe other teachers utilizing Best Practices in teaching methods and classroom management techniques.

Additional Suggestions for Teaching with the Constructivist Learning Theory

1. Encourage and accept student autonomy and initiative.
2. Try to use raw data and primary sources, in addition to manipulative, interactive, and physical materials.
3. When assigning tasks to the students, use cognitive terminology such as "classify," "analyze," "predict," and "create."
4. Build off and use student responses when making "on-the-spot" decisions about teacher behaviors, instructional strategies, activities, and content to be taught.
5. Search out students' understanding and prior experiences about a concept before teaching it to them.
6. Encourage communication between the teacher and the students and also between the students.
7. Encourage student critical thinking and inquiry by asking them thoughtful, open-ended questions, and encourage them to ask questions to each other.
8. Ask follow up questions and seek elaboration after a student's initial response.

9. Put students in situations that might challenge their previous conceptions and that will create contradictions that will encourage discussion.
10. Make sure to wait long enough after posing a question so that the students have time to think about their answers and be able to respond thoughtfully.
11. Provide enough time for students to construct their own meaning when learning something new.

(Ref: Brooks, J. and Brooks, M. (1993). *In Search of Understanding: The Case for Constructivist Classrooms*, ASCD)

In addition to the above, an authentic learning, “learning-by-doing” environment, coupled with equipping the students with **21st Century tools** will be implemented along with effective assessment strategies. Moreover, PCA will introduce lifelong physical fitness and cultivate the students’ character and creative ability to an optimum level, all within a safe and orderly school environment. The culminating effect will be student mastery of the standards-based curriculum, fostering a successful high school and college career. This in turn will empower students to reach their fullest potential and generate access to more opportunities in the job market, enhancing their probability of making significant contributions and creating a healthier, globally competitive and more productive society.

BOARD OF DIRECTORS:

TBA

SCHOOL HOURS/SCHEDULE

Main Office	7:30 AM - 5:00 PM
Classroom Teachers	7:30 AM - 4:00 PM
Students	7:50 AM - 3:15 PM
Tardy Bell	8:00 AM
	4:00-5:00 Tutoring, Clubs meetings, etc. begin
Before School Care	7:00 AM - 7:30 AM
Breakfast	7:30 AM - 7:50 AM
<u>Staggered Dismissal Times:</u>	3:20 PM - 3:35 PM
<u>Parents must comply with these times and are not to come too early, or too late. If a parent has a child in both dismissals, they should arrive for the second dismissal only!</u>	K, 1, 2, 3
	3:35 PM - 3:55 PM
	4, 5, 6, 7, 8
Tutoring Program (September 15th – FSA is Administered)	4:00 PM - 5:00 PM
After-School Care	3:20 PM - 6:00 PM
Team Sports, Clubs, and Activities	4:00 PM - 5:00 PM

ACADEMIC DISHONESTY

Any student who uses or copies another person's work and presents it as his/her own without proper documentation will receive a suspension. Any student who participates in using, copying, or providing another student with any test answers, answer keys or another person's work representing it to be his/her own work is considered to be guilty of unacceptable academic conduct.

SAFETY AND SECURITY

Providing a safe and secure environment for students to learn enhances learning gains and is a top priority of Parrish Charter Academy South (PCA). Measures have been taken to ensure that staff and students are prepared in the event a crisis situation occurs in the school. A comprehensive Crisis Management Plan has been adopted below to guide staff through a wide variety of situations. Fire drills, tornado drills, lockdowns, evacuations are practiced to ensure that routines and safety procedures are well established and familiar to all.

CRISIS MANAGEMENT PLAN - SAFETY CODES

When PCA responds with emergency measures, its sole priority is to keep all students, faculty and staff safe. Teachers and Substitute teachers must be cognizant of and prepared to follow and expedite all emergency procedures.

Oftentimes, in cases of potentially serious school safety threats, students, faculty and staff remain in the building under a lockdown even after the school day has ended. These measures are often frustrating for parents who want to remove their children from the school during a threat. The parents of PCA will need to appreciate that the school has to protect itself from all potential incoming individuals-even if the incoming individuals are parents.

CODE RED LOCKDOWN

If the Main Office Announces, "This is a CODE RED LOCKDOWN," an imminent danger condition has arisen with an Intruder/Active Shooter. Teachers MUST Remain Calm and exercise the following SECURITY PROCEDURES:

- Remain in or return students to the classroom.
- Ensure doors are locked; turn off the lights, close windows/shades.
- DO NOT permit anyone to leave the classroom.
- Account for all students.
- DENY access to anyone who might be a potential threat.
- Barricade your door.
- Prepare to defend yourselves, if necessary.
- If staff and students are outside, immediately seek shelter and move away from danger.

SHELTER:

- Instruct students to get on the floor – sit in crouching position.
- Get away from windows/doors.

REFRAIN:

- DO NOT change classes.

- DO NOT respond to fire alarms or class bells.
- Refrain from cell phone use.
- Refrain from calling the office/tying up phone lines.

REMAIN:

- Remain quiet.
- Remain prepared to defend yourself.
- During the lockdown do not allow anyone to enter or leave the room.
- If outside, seek safe shelter and move away from danger.

RELEASE:

Remain in classroom until released by law enforcement or via an announcement over the Intercom, by one of the following individuals:
stating specifically: “PCA is now GREEN.”

Note: It would behoove you to become familiar with their voices.

If you are a witness to someone carrying a weapon on or towards the campus:

- Immediately contact the PCA Administration without alerting the students or suspect(s).
- DO NOT approach/confront the suspect.
- Refrain from loud sounds, signs, hysteria and abrupt movements.
- DO NOT send a student to the office as a messenger.
- Calmly remain in or bring students to the classroom.
- Ensure doors are locked.
- Account for all students.
- Keep students under direct supervision.
- Continue class instruction, until a lockdown is called, then follow Code Red procedures.

CODE YELLOW LOCKDOWN

If the Main Office Announces, “This is a CODE YELLOW LOCKDOWN,” a threat is proximate to, but not in the school building. The threat poses no immediate danger to students or staff unless they leave the building. Examples may include: Police activity on school grounds, a crime in progress, police searching for an offender, and severe weather.

The Teacher Will Remain Calm and exercise the following SECURITY PROCEDURES:

- Check hallways and direct students to appropriate locations.
- Inform visitors of the threat – secure them in the building.
- Remain in or return students to the classroom.
- Ensure doors are locked.
- DO NOT permit anyone to leave the classroom.
- Account for all students.
- Listen for further instructions and updates.

SHELTER:

- Classroom instruction should continue.
- All outside activities should move to a secure location in the building.

REMAIN:

- Remain in classroom until “all clear” is given.

REFRAIN:

- DO NOT change classes or release anyone until advised.
- Minimize use of radios and cell phones.

RELEASE: Remain in classroom until an announcement is made over the Intercom, by one of the following individuals:
stating specifically: “PCA is now GREEN.”

CODE YELLOW THUNDERSTORM LOCKDOWN

If the Main Office Announces, “This is a CODE YELLOW THUNDERSTORM LOCKDOWN,” a threat is proximate to the school building. The threat poses no immediate danger to students or staff unless they leave the building. Teachers MUST Remain Calm and exercise the following WEATHER RESPONSE PROCEDURES:

- If you are outdoors, come indoors immediately and remain IN THE CLASSROOM OR DESIGNATED AREA until advised otherwise.
- Close all doors and windows.
- Limit corded telephone use.
- Limit restroom use.
- Delay class changes, including end-of-day dismissal, when advised by Administrators.
- Wait for “all clear” signal before resuming any outdoor classes or activities.

RELEASE: Remain in classroom, or designated area, until an announcement over the Intercom, by one of the following individuals:
stating specifically: “PCA is now GREEN.”

CODE YELLOW TORNADO WATCH LOCKDOWN

If the Main Office Announces, “This is a CODE YELLOW TORNADO WATCH LOCKDOWN,” a threat is proximate to the school building. The threat poses no immediate danger to students or staff unless they leave the building. Teachers MUST Remain Calm and exercise the following WEATHER RESPONSE PROCEDURES:

- Remain in the classroom or move the class to a predetermined area in the PCA facility.

RELEASE: If there is still a TORNADO WATCH, however,
state specifically: “There is still a tornado watch; however, the CODE YELLOW TORNADO LOCKDOWN HAS BEEN LIFTED,” teachers are permitted to either continue with the regular schedule or, if at the end of the school day, they are permitted to release students for dismissal. The weather will continue to be monitored by a school official.

CODE YELLOW TORNADO WARNING LOCKDOWN

If the Main Office Announces, “This is a CODE YELLOW TORNADO WARNING LOCKDOWN,” a tornado has been spotted in the area and a threat is possible to students and staff as well as the school facility. Teachers MUST Remain Calm and exercise the following WEATHER RESPONSE PROCEDURES:

- Teachers will move the students to the interior (window-free) rooms or hallways.
- Do not use the Cafeteria or other areas with a wide roof span.

- Students are to sit quietly on the floor.
- Prepare to “Drop and Tuck” as practiced.
- Carefully account for all students. If in the classroom:
- Students MUST NOT be released to parents/guardians during a tornado “warning.”
- If parents are in school at the time of a tornado warning, they should be offered shelter.

If the TORNADO does NOT strike and state specifically: “There is still a tornado watch; however, the CODE YELLOW TORNADO LOCKDOWN HAS BEEN LIFTED,” teachers are permitted to either continue with the regular schedule, or, if at the end of the school day are permitted to release students for dismissal. The weather will continue to be monitored by a school official.

IF A TORNADO STRIKES:

- Listen for instructions from your school administration or responding emergency personnel.
- Carefully Account for all students:

If a tornado did strike the school, teachers should endeavor to wait, as long as they still have shelter, until the imminent danger has passed and then evacuate in accordance with a CODE ORANGE.

CODE ORANGE EVACUATION

If the Main Office Announces, “This is a CODE ORANGE,” an evacuation of the school facility will occur. A CODE ORANGE is announced for a FIRE/EXPLOSION or other threats, such as flooding, etc., resulting in the evacuation of the classroom and the entire campus.

Teachers MUST Remain Calm and exercise the following RESPONSE PROCEDURES:

- Evacuate building via pre-designated routes. The teacher will supervise students walking silently single file in a line out of the classroom via pre-designated routes until they are at least sixty feet (30 steps) away from the building.
- Evacuate to the assigned assembly areas.
- Check and evacuate restrooms that adjoin classrooms.
- If time and safety permits, turn off lights/fans and close, but do not lock doors.
- The teacher will take their Evacuation Notebook and an **updated class roster**.
When the students and teacher have reached their designated location, the teacher will call roll. A laminated Green and Red colored paper have been included in the Evacuation Notebook. Once the teacher has taken attendance, they will hold up the Green or Red Paper.
- The teacher will hold up the Green colored paper signifying that all children are accounted for, or the Red colored paper denoting that one or more children have not been accounted for. If a teacher displays the Red paper, the next level of action is taken by the Administration and a second sweep of the building by administrators will ensue.

ASSIST:

- Assist the disabled and injured to evacuate.
- Assist in checking restrooms and other areas to insure all students have been evacuated.
- Instruct the first in line to open doors for others.

ACCOUNT:

- Account for all students.

- Keep students under direct supervision.

REMAIN:

- Remain in designated area until “all clear” is given by the Administration or Emergency Officials.
- Remain alert – assembly areas/instructions may change.

REFRAIN:

- Do not attempt to fight fires or remedy other hazards.
- Refrain from cell phone and radio use.

If the Main Office Announces, “This is a CODE ORANGE FIREDRILL,” the teacher will exercise the following procedures:

- Supervise students walking silently in a single file line out of the classroom via pre-designated routes until they are at least sixty feet (30 steps) away from the building.
- Evacuate to the assigned assembly areas.
- Check and evacuate restrooms that adjoin classrooms.
- If time and safety permits, turn off lights/fans and close, but do not lock doors.
- The teacher will take the Evacuation Notebook and an **updated class roster**.
When the students and teacher have reached their designated location, the teacher will call roll. A laminated Green and Red colored paper have been included in the Evacuation Notebook. Once the teacher has taken attendance, they will hold up the Green or Red Paper.
- The teacher will hold up the Green colored paper signifying that all children are accounted for, or the Red denoting that one or more children have not been accounted for. If a teacher displays the Red paper, the next level of action is taken by the Administration and a second sweep of the building by administrators will ensue.

ASSIST:

- Assist the disabled and injured to evacuate.
- Assist in checking restrooms and other areas to insure all students have been evacuated.
- Instruct the first in line to open doors for others.

ACCOUNT:

- Account for all students.
- Keep students under direct supervision.

REMAIN:

- Remain in designated area until “all clear” is given by the Administration or Emergency Officials.
- Remain alert – assembly areas/instructions may change.

REFRAIN:

- Refrain from cell phone and radio use.

PCA will meet compliance with State Law that stipulates that fire drills are conducted at least once each month. Students and staff **must** exit the building upon an Orange Evacuation Drill or fire alarm signal, with the exception of the Administrative staff.

CODE BLACK BOMB THREAT EVACUATION

If the Main Office Announces, “This is a CODE BLACK,” an evacuation of the school facility will occur. A CODE BLACK is announced when there is a bomb threat has occurred and there is imminent danger, or a bomb has gone off in or near the school facility. When said announcement is made, the teacher will exercise the following procedures:

SECURE:

- Supervise students walking silently in a single file line out of the classroom via pre-designated routes until they are at least sixty feet (30 steps) away from the building, or pre-designated area related to a “Code Black.”
- Account for all students.
- Keep students under direct supervision.
- Evacuate building via pre-designated routes, if route is clear, to the assigned assembly areas.
- Check and evacuate restrooms that adjoin classrooms.
- If time and safety permits, turn off lights/fans and close, but do not lock doors, unless advised otherwise.
- **Upon leaving the classroom, the teacher will scan the room for any objects that are out of the ordinary. Do not touch or rearrange anything in the classroom, especially suspicious items such as bags or packages.**
- The teacher will take the Evacuation Notebook and an **updated class roster**.
When the students and teacher have reached their designated location, the teacher will call roll. A laminated Green and Red colored paper have been included in the Evacuation Notebook. Once the teacher has taken attendance, the teacher will hold up the Green or Red Paper.
- The teacher will hold up the Green colored paper signifying that all children are accounted for, or the Red colored paper denoting that one or more children have not been accounted for. If a teacher displays the Red paper, the next level of action is taken by the Administration and a second sweep of the building by administrators will ensue.

ASSIST:

- Assist the disabled and injured to evacuate.
- Assist in checking restrooms and other areas to insure all students have been evacuated.
- Instruct the first in line to open doors for others.

REFRAIN:

- DO NOT use cell phone and radio as they could activate some devices.

The Administrative staff will dial 911 and the Bomb Squad will be sent to investigate. The administration will meet in the office to begin the search pattern. A staff member may volunteer to assist with the search, 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 student or staff member should re-enter the building until the all clear signal is given by the Administration or Emergency Authorities.

EMERGENCY DRILLS WILL BE CONDUCTED FOR ALL SAFETY CODES

1. **Emergency drills are held to insure the safety of all persons when an emergency might occur.**
2. **Emergency drills are to prepare all students and personnel to respond automatically if danger should occur.**
3. **The program of emergency drills must provide for all probable emergencies.**
4. **No human life shall be jeopardized except to save the life of another person.**

PCA Safety Code Drills are an important part of the PCA' Crisis Management Plan and will be routinely practiced. Not only do they ensure that all faculty, staff, and students are cognizant of what they need to do if an emergency situation arises, said drills also facilitate FORZA, the PCA Board, and the Administration to know how effective the Crisis Management Plan is and promotes fine tuning in any areas of the Safety Code Drills that need to be improved. Although these drills may become mundane, please know they are critical in providing knowledge to improve any weak aspects of the varying Safety Codes. The Safety Code Drills will be differentiated from a real threat by adding the term, "DRILL," to the initial phrase.

To reiterate, the sole priority of the Safety Code Drills is to keep all students, faculty, and staff safe. **Remember, if the term, "DRILL," is not included in the announcement, then said announcement is real and not a drill!**

Bio-hazardous Threat may be a "Code Red" or a "Code Orange."

In the event that there is danger concerning our school where bio-hazardous material is concerned, all students are to:

1. Expedite a "Code Orange" and evacuate their classrooms and go to another predetermined location. All air conditioning units are to be turned off immediately.
2. In the event that the danger is imminent, expedite a "Code Red" and remain in classrooms, ensuring that all doors and windows are sealed shut.

SUMMARY OF UNIVERSAL PRECAUTIONS

Blood-borne Pathogens

Universal Precautions are the steps taken to reduce the spread of blood-borne diseases from one person to another. It is very important that these steps be fulfilled within the school to protect children, staff members, vendors, visitors, and others who have contact with the facility.

1. It is a requirement to wear vinyl or latex gloves when touching body fluid.
2. Wash hands before and after all emergency procedures. If skin comes in contact with body fluid, wash the affected area immediately with soap and water.
3. If your skin comes in contact with body fluids, report the incident at once to a school administrator or immediate supervisor. Not all reported situations will automatically be considered "exposure incidents." Each situation will be handled on an individual basis, including the determination by OSHA standards whether or not the Hepatitis B vaccine will be offered.
4. Never recap, bend, or break needles. Dispose of needles in red sharps containers.

The Exposure Control Manual is located in the main office of the building. If you have any questions about the prevention of the spread of blood-borne pathogens, speak with a school administrator.

JESSICA LUNDSFORD ACT

The Jessica Lundsford Act 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 contracted personnel who are permitted access to, or on school grounds when students are present, as well as those who have direct contact with students or who have access to, or control school funds. This includes parents. The term, "Contractual personnel," has been defined as any vendor, individual, or entity under contract with the school board.

SELF-REPORTING POLICY

Employees will be required to self-report any criminal charges or motor vehicle violations that involve alcohol or drugs to the administration the next working day after a charge, or ticket has been cited. Employees will subsequently report the findings of a case if adjudicated. Any conviction or plea must be reported the next business day.

CHILD ABUSE

Florida Statute requires that teachers and school staff are obligated to report any suspected child abuse to the Executive Director, assistant principal, or guidance counselor. Teachers and school staff are protected by Florida Law against a lawsuit from parents for reporting any suspected abuse. Teachers and Staff may also remain anonymous when making the initial report.

If a teacher or staff member suspects a possible case of child abuse, they should report it to Family Services (formerly known as HRS) (1-800-96ABUSE). Teachers must document procedures, including any information that was presented by the child. A copy of this documentation should be submitted to the Administration.

PHYSICAL INDICATORS OF ABUSE

Unexplained bruises and welts:

- on face, lips, mouth
- on torso, back, buttocks, thighs
- in various stages of healing
- clustered, forming regular patterns
- reflecting shapes of articles used to inflict abuse (electric cord, belt buckle)
- on several different surface areas
- regularly appear after absence, weekend or vacation

Unexplained burns:

- cigar, cigarette burns, especially on soles, palms, back or buttocks
- immersion burns (sock-like, glove-like doughnut shaped on buttocks or genitalia)
- patterned like electric burner, iron, etc.
- rope burns on arms, legs, neck or torso

Unexplained fractures:

- to skull, nose, facial structure
- in various stages of healing
- multiple or spiral fractures

Unexplained lacerations or abrasions:

- to mouth, lips, gums, eyes

- to external genitalia

PROGRESS MONITORING PLANS (PMPs):

It is mandatory that any teacher having a student that is not meeting the Florida Standards must generate a Progress Monitoring Plan (PMP). The purpose of a PMP is to identify a student's academic strengths, challenges, and provide recommendations to the parents. All recommendations for improvement must be documented. PMP forms can be found on Data Warehouse.

ACCIDENTS

Student Accidents

Any student injured at school should be sent, or brought to the office as soon as possible and the parents should be contacted by office personnel. If the student is incapacitated, unconscious, etc., call 911 and then contact the office. A student incident/accident report **must** be completed by the teacher at the time of the accident and submitted to the office **immediately**. Incident/Accident reports can be found by the teacher mailboxes. Please carefully monitor all student activities to ensure student safety. We have a "NO RUNNING POLICY" at PCA that should be reinforced daily in the classroom as one of the school-wide procedures of "WALKING QUIETLY" through the hallways.

Faculty and Staff Accidents

If you personally have an accident on school grounds or while participating in or while sponsoring any school activity, report the accident to the main office and complete a Workmen's Compensation Form. Please take all precautions to ensure your safety and avoid injury.

ACTIVITY CALENDAR

The main office will maintain a master calendar of all school related activities/events. An updated copy will be posted on www.PCA.org. Please become familiar with the school calendar and use it for planning purposes. All classroom events and activities must be approved by the Administration and subsequently recorded on the Master Calendar. Please use the designated forms for activities/events located next to the teacher mailboxes. **Note: If the activity/event is not cited on the Master Calendar, it does not exist.** These special activities/events may include guest speakers in the classroom, field trips, etc. Guest speakers must be processed through PCA's **Fast-Pass System** and then escorted to the appropriate location. Remember: After receiving approval from the administration for the activity/event, please report the date and time to the front desk to be recorded on the Master Calendar. An updated month-to-month calendar will be distributed each month.

ANNOUNCEMENTS

Announcement requests need to be approved by the Administration by submitting said request electronically to said entity the day before you would like the message announced. Please email the message with the date(s) that the announcement(s) is/are to be made. Announcements will begin at 8:05 AM during homeroom. Morning announcements will be the main source of daily communication to faculty and students. **It is mandatory that students are quiet and listen carefully to the announcements.**

ASSESSMENTS AND RESOURCES

Teachers are required to complete all assessments and report the data to the administration by stipulated deadlines.

RESOURCES - Helpful Links:

STEM-Works

<http://stem-works.com/>

Top 10 BEST STEM sites

<http://www.nea.org/tools/lessons/stem-resources.html>

Siemens STEM Resource Network

<http://siemensstemacademy.com/index.cfm?event=showResourceLanding&c=37>

STEM Collaborative

<http://stemcollaborative.org/additionalResources.html>

Go Math Resources-

www.thinkcentral.com

Brain POP-

www.brainpop.com

We Give Books-

www.wegivebooks.org

Tumble Book Library

www.tumblebooks.com

easyCBM

www.easycbm.com

The Lexile Framework for Reading

<http://www.lexile.com/>

Reading Rockets

<http://www.readingrockets.org/>

Read Write Think-Optional.

<http://www.readwritethink.org/>

International Reading Association

<http://www.reading.org>

National Council for Teachers of English

<http://www.ncte.org/>

National Council for the Teachers of Mathematics

<http://www.nctm.org/>

The Florida Center for Reading Research

<http://www.fcrr.org/>

Discovery Education
<http://www.discoveryeducation.com/teachers/>

Star Fall
<http://www.starfall.com/>

Fun Brain
<http://www.funbrain.com/>

Reading A to Z
<http://www.readinga-z.com>

Spelling City
<http://www.spellingcity.com>

Sum Dog
<http://www.sumdogg.com>

Cool Math
<http://www.coolmath.com>

CPALMS
<http://www.CPALMS.com>

ATTENDANCE

Attendance Procedure:

Daily attendance and lunch count **MUST** be completed and returned to the office by 8:30 AM.
Attendance MUST also be recorded.

Students are considered tardy if they come to the classroom after 8:05 AM.

Students may **NOT** be signed out and subsequently back into school, the same day without a doctor's note.

If a child is absent three (3) days in a row, or tardy (5) or more days in a row, the Data Entry must call the student's home and make the administration aware of the situation. If necessary, an official letter will be sent home at that time. Parents are required to telephone the school when a child is absent, enabling the school to denote if said absence is excused or unexcused. If a student has 5 unexcused absences in 30 days, or 10 unexcused absences within 90 days, the school must contact the parents concerning said absences; moreover, determine if there is a pattern of truancy. If the student is absent for more than 2 consecutive days, they need to bring in a doctor's note upon returning to school, unless said absence had previously been approved by the administration.

TEACHER ATTENDANCE AND LEAVE REQUESTS

Sick Leave/Time Off

Parrish Charter Academy South provides paid sick leave to all eligible employees for periods of temporary absence due to illnesses or injuries only. All teachers receive seven (7) personal/sick

days for the year. Time off request forms are located by the teacher mailboxes. Please complete the form and submit it to Administration two weeks ahead of time for approval. **PTO may not be taken for any day prior to, or after a scheduled holiday.**

Paid sick leave can be used in minimum increments of four hours.

If you are going to be absent from school, please contact the office assistant between 6:00 AM and 7:00 AM on that day, or prior to 9:00 PM the night before, so that a substitute can be secured in a timely manner. When you are out ill, please notify the office by 1:30 PM if you will be returning the following day.

- * Each teacher is required to work 195 days.
- * Each teacher receives (7) personal/sick days for the year.
- * Unless there is a family emergency, a two-week notice must be given to request a personal day.
- * All teachers **MUST** have a substitute's folder with 5 sets of activities run off and substitute instructions in case of an unforeseen absence.
- * A notebook with current lesson plans in it should be placed on the teacher's desk at all times.

LEAVING CAMPUS DURING THE DAY

Teachers are permitted to leave campus during their planning period and/or lunch; however, must first secure permission from the Executive Director or Assistant Principal. All individuals leaving the building during contract hours must sign out in the main office.

EMERGENCY PHONE TREE

Each faculty and staff member will receive an emergency phone tree. The Executive Director and Assistant Principal will contact the team facilitators, and they will in turn contact their team members. If unable to reach a team member, keep trying until everyone is contacted. If you are unable to reach the person below you, leave a message, and contact the next faculty or staff member below that person.

CERTIFICATION

It is the responsibility of each teacher to maintain the appropriate licensure, i.e., a Florida teaching certificate, etc. Each teacher should have an ESOL and ESE endorsement to be able to reapply for certification, or to be considered in compliance. A reading endorsement is strongly encouraged by FORZA, but not necessary to be in compliance. Any teacher out of compliance for certification reasons and not working toward completing certification or endorsements, may be terminated.

CHARACTER EDUCATION

Character Education is one way to enhance every child's self-concept, improve overall behavior, enhance learning gains, moreover, reduce tardiness, absences, and conduct that results in student suspensions. In addition, Character Education will increase a sense of purpose, citizenship, responsibility, and community. The School Counselor will be responsible for the Character Education curriculum and will disseminate the information that needs to be addressed by the teacher with their students. Teachers are role models of character for all students. **Please remember that each teacher must maintain a positive attitude and provide a nurturing and caring environment at all times.**

TECHNOLOGY/INTERNET ACCESS

Students must be supervised when searching the web at all times. The only sites that students may be allowed to browse are educationally-based sites. All other sites are prohibited. Teachers are responsible for monitoring students' Internet access at all times. Students will be assigned to a computer and teachers will maintain said list.

Do not interrupt the Technology Specialist during their instructional day for technology issues or questions. If faced with a technology issue or have a question, please email your assigned technology specialist and specify said concern, problem, etc. The Technology Specialist will ameliorate the situation in an expeditious manner.

CLASSROOM

All teachers **MUST** be in the hallway by 7:50 AM to greet their students as they arrive and concurrently monitoring the hallway. Teachers are responsible for keeping their classrooms orderly and clean. This includes the organization of books, teaching supplements, computer equipment, manipulatives, student work, and textbooks. Word walls are highly recommended and current exemplary student work should be displayed at all times. In order to promote student safety, children should not be out of the classroom the first or last ten minutes of the school day. All students should be in the classroom by 7:50 AM preparing for Homeroom, the Morning Announcements, and morning work. The school day will begin at 8:00 AM, students arriving after 8:00 AM will be marked tardy.

CLUBS AND ACTIVITIES

Clubs and organizations can provide learning experiences that broaden the cultural horizon of students, supplement the formal curriculum by increasing knowledge and skills, introduce participation in vocational and technical education programs, afford constructive use of leisure time, provide services to the school and community, and promote and recognize students' academic achievements and accomplishments. The National Elementary Honor Society, National Junior Honor Society, Student Government, Girls on the Run, and Yearbook Club are currently scheduled for this year. Students have the opportunity to join any club that is offered. Research clearly suggests that involvement in clubs and activities is beneficial for most students. Additional clubs can be added, contingent upon student interest, coupled with securing a faculty sponsor and parent support. Permission forms must be completed and signed by a parent or guardian prior to a child participating in any club or activity. Said form must clearly state the rationale for the club, its rules, policies, and procedures.

COPY MACHINE

Teachers are responsible for replenishing paper into the copier and notifying the main office when there is a mechanical issue and/or when toner or other needed supplies are low.

Teachers should be cognizant of how to remove a paper jam from the machine.

Movies

Any movie used in the classroom must be G rated. All PG movies must be pre-approved by the administration along with parent permission forms completed and signed by the parent/guardian.

CAFETERIA PROCEDURES

PCA meal prices will be \$3.50 for lunch and \$2.10 for breakfast

Teachers must check the lunch schedule for the exact times that their students should arrive to the cafeteria and when the students need to be picked up. Moreover, lunch times may be adjusted for special events. However, on regular days, the scheduled lunchtime must be strictly adhered to. Upon entering the cafeteria, the students should be in one line. Those students with a packed lunch must be in the front of said line as they will be seated first. Those students buying lunch must be lined up alphabetically. For the first month of school, the teacher is required to wait with the students who are receiving hot lunch and monitor them while they are being served. The cafeteria attendant/cashier on duty will scan each student's card as they exit the line.

It may be necessary to teach the students correct cafeteria procedures and rules. The teacher is critical in helping maintain a well-run cafeteria. By praising and rewarding the students for a job well done, and letting them know when they need to work on their behavior, can enhance the overall lunch experience. The cafeteria is a learning environment. Good manners and appropriate behavior need to be taught in the classroom and practiced in the cafeteria. The lunch duty calendar will specify when each teacher is expected to be in the cafeteria for their turn for lunch duty.

CAFETERIA RULES INCLUDE:

The cafeteria rules are posted and all students are expected to follow them at all times.

The students must:

1. Enter and exit the cafeteria in a line that is quiet and orderly.
2. Stand in a single file line while waiting for food.
3. Sit in assigned area and eat only their food.
4. Not exchange food items.
5. Use a quiet, indoor voice.
6. Show good manners, courtesy, and consideration of other students and adults in the cafeteria.
7. **Follow instructions of the cafeteria monitors or other adults at all times.**
8. Not leave the cafeteria during the lunch period without a written pass to some other area of the school.
9. Not remove food and beverages from the designated eating areas.
10. **Not leave the school grounds during the lunch period.**
11. **LEAVE TABLE AND FLOOR CLEAN!** Each student is required to dispose of trash from his/her table in the containers provided for trash when instructed to do so by monitors. Excuses such as, "It is not mine," or "I did not put that there," and so forth, are not permitted.

PCA participates in the Federal Lunch Program and the school must follow its guidelines.

Students are not permitted to exchange food! No child should ever be forced to eat, but each student is required to take everything being offered. Encourage children to sample new foods. Food should never be withheld as a punishment. Carbonated drinks, candy and glass containers should not be part of a student's lunch. Teachers are not to spend their lunch period with students or parents in their classroom, unless it has been pre-approved by the administration.

DISCIPLINE

Effective classroom management strategies e.g., rewards and consequences, behavior contracts, parent conferences, and guidance counseling should all be attempted and documented prior to requesting assistance from the administration. **Children may not be placed in corners, yelled at for any reason, or placed outside the classroom for "time out." If a teacher needs to have a child removed from the classroom, please call the main office for assistance.**

Special area teachers, such as Art, Music, P.E., and Spanish, should work closely with the classroom teacher in dealing with discipline issues; moreover, they are expected to maintain their own classroom management systems. Students should not be sent back to their classrooms for misbehaving during "Specials."

All teachers must document strategies and interventions attempted if problem situations arise. The PCA Administration and FORZA supports your efforts 100%!

DISCIPLINE

The design of the Student Handbook and Code of Student Conduct enables the school to enforce its provisions consistently and uniformly. The administration is responsible for discipline and determines the level of the offense and its appropriate consequence. Discipline can be enforced for any violation occurring on school property and at school-sponsored events, and at PCA bus stops. In addition, reassignment to another school may occur if a student continues to violate school rules and regulations and if a student commits a crime off school property. Students may be disciplined for engaging in other objectionable conduct even if the conduct is not specifically described. Students are required to follow all classroom and school rules and regulations. Students that are constantly disrupting the class and other students around them will be sent to the main office after multiple verbal warnings. Students are only sent to the office after the teacher has exhausted every strategy. Sending a student to the office is always a last resort.

BULLYING

Bullying is typically a reoccurring form of aggression which happens when a person(s) who perceives a power imbalance, willfully subjects another person (victim), whoever he/she may be, to intentional, unwanted and unprovoked hurtful verbal and/or physical action(s) which result(s) in the victim feeling oppressed (stress, injury, discomfort) at any school site, PCA bus stop, or school sponsored activity or event. **Bullying** may also occur as various forms of hazing, including initiation rites perpetrated against a new student or a new member of a team. Students who engage in such conduct shall be subject to a range of punishments to include verbal or written reprimand, out-of-school suspension, or change of placement and/or expulsion.

Examples of Bullying

1. **Physical Bullying** - punching, shoving, poking, strangling, hair-pulling, beating, biting and excessive tickling.
2. **Verbal Bullying** - hurtful name-calling, teasing and gossip.
3. **Emotional (psychological) Bullying** - rejecting, terrorizing, extorting, defaming, humiliating, blackmailing, rating/ranking of personal characteristics such as race, disability, ethnicity, or perceived sexual orientation, manipulating friendships, isolating, ostracizing and peer pressure.

4. **Sexual Bullying** - many of the actions listed above as well as exhibitionism, voyeurism, sexual propositioning, sexual harassment and abuse involving actual physical contact and sexual assault. In many cases, gender and cross-gender sexual harassment may also qualify as **bullying**.
5. **Cyber-bullying** - the use of information and communication technologies such as email, cell phone, and pager text messages, instant messaging (IM), FACEBOOK, defamatory personal web sites, and defamatory online personal pooling web sites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to threaten or harm others, or which substantially disrupts or interferes with the operation of a school or an individual student's ability to receive an education. It is quite possible for bullying to occur in many different types of interpersonal relationships in a school setting such as manipulating friendships, obstructing classmates and spreading malicious rumors.

Bullying may be limited to a single incident. However, in most cases, the **bullying** is characterized by repeated harmful actions on the part of the bully.

Personnel at all levels are responsible for taking corrective action to prevent **bullying**.

Retaliation is defined in the dictionary as meaning "to pay back (an injury) in kind." [When a person is accused of having engaged in an inappropriate fashion, especially **bullying**, the common reaction of that person is to be angry and want to pay the "victim" back (retaliate).] Retaliation must **not occur and will not be tolerated**. **Bullying will not be tolerated and will lead to possible suspension, expulsion and or transfer from PCA.**

VANDALISM AND DEFACING SCHOOL PROPERTY

Vandalism in our school can cost thousands of dollars and jeopardize our lease agreement. For the students' own protection, they should stay away from the school buildings when school is not in session. Vandalism and the defacing of school property is a serious offense. Students guilty of these infractions to their own school or to other schools in any county shall face severe disciplinary action, which could include restitution, suspension and/or expulsion and the student shall be reported to the appropriate law enforcement agency and shall be subject to arrest and prosecution. This includes spray-painting buildings and similar types of vandalism. Any damage to the school or school property by a student is the sole responsibility of the family of the student.

WEAPONS AND DANGEROUS INSTRUMENTS

A student shall not possess, handle or transport weapons of any type or any object that resembles a weapon. **Students violating this policy are subject to suspension, expulsion, transfer and/or arrest. Examples of Weapons:** Guns, knives, dirks (daggers), razor blades, ice picks, explosives, chains, pipes, brass knuckles, Billy clubs, Chinese stars, mace, tear gas or any mixture of chemicals used as a weapon, dangerous instruments, toy guns, or anything that resembles or could be considered a weapon on school grounds and up to 500 yards from school grounds, or at related activities are prohibited. Any student that brings a weapon to school, any school function, or on any school-sponsored transportation may be expelled, with or without continuing educational services and referred for criminal prosecution after an administrative review.

ZERO TOLERANCE OFFENSES

Parrish Charter Academy South has adopted a zero-tolerance policy for serious crimes involving

violence, weapons, drugs and behaviors that threaten the safety of students or personnel; illegal activities are intolerable. The 2001 Florida Legislature enacted CS/CS/HB 267, which requires school districts to adopt a policy of zero tolerance for victimization and prohibits any student who is adjudicated of certain specified felony violations against another student from attending the same school or riding on the same school bus as the victim or the victim's sibling(s). Exceptional education students are not exempt from the provisions of this bill. However, the implementation in the case of ESE students must be effected within the Individuals with Disabilities Education Act (IDEA), 20 U.S.C., and Chapter 33 as amended by Public Law 105-17.

Examples of Zero-Tolerance Offenses:

Alcohol; arson; aggravated battery; battery on, threat or intimidation of a PCA employee, agent, or student; bomb threats or general threats to school population; breaking/entering of school property; false fire alarms; homicide; kidnapping; major disruption to a school function; misrepresentation of facts resulting in public slander toward a PCA employee; motor vehicle theft; passing counterfeit money; possession, use, or sale of a firearm, bombs, explosives or a weapon; possession, use, sale, distribution, purchase, or being under the influence of a controlled substance; possession, or purchase, either knowingly or unknowingly, of any drug paraphernalia; possession, or purchase, either knowingly or unknowingly, of any illegal contraband; sale or distribution, or purchase of any substance represented by a student as being a controlled substance; sexual battery; use of a non-weapon as a weapon; willfully and knowingly attempting to do bodily harm to a FORZA/PCA employee, student, gang related activities i.e., robbery or possession of any weapon or firearm that resembles a true weapon or firearm.

Consequences of Zero-Tolerance Offenses:

1. The student will be suspended immediately.
2. A parent or guardian will be notified.
3. The student may be suspended, expelled, or recommended for change of placement.
4. Referral to law enforcement agency as appropriate.

Consequences of Felony Drug-Related Incidents:

1. The student will be suspended immediately and parents will be contacted.
2. The authorities must be contacted immediately.
3. Any student reprimanded with drugs or drug related incidents might be expelled or arrested.
4. The PCA and local school board will decide if the student is permitted to return to school.

Tobacco or tobacco products consequences:

1. Mandatory parent conference.
2. Mandatory anti-tobacco education as stated in F.S. Section 386.212 and Section 569.11.
3. Out-of-school suspension as determined by the administration.

Fighting Consequences:

1. 1 to 10 days out of school suspension and a mandatory meeting will be scheduled with a parent.
 2. Successful completion of peer mediation, conflict resolution or anger management training.
 3. Referral to law enforcement as appropriate.
 4. Student may be expelled or transferred to another school depending on the incident.
- Actions taken clearly in self-defense without prior physical or verbal involvement shall not be considered an intentional act under this rule but a student will still be suspended for fighting or striking a student back.

Sexual harassment Consequence:

1. Verbal and written reprimand. (Mandatory parent meeting)
2. Out-of-school suspension; 1 to 10 days.
3. Change of placement and/or expulsion.

Drug Possession Consequences:

1. Out-of-school suspension 1-10 days and mandatory parent meeting.
2. Referral to law enforcement.
3. Referral to the Juvenile Drug Court Program.
4. Permission to attend a regular school program if the student participates in a Drug Court program and/or treatment center.
5. Failure to successfully complete Drug Court program and/or treatment center may result in a recommendation for a change of placement and/or other sanctions.

SCHOOLWIDE DISCIPLINE

There is a school-wide discipline plan; however, all teachers will have their own classroom rules and regulations that all students must adhere to. Each teacher will be sending this information home on the first day of school. After all behavior strategies have been exhausted in the classroom, teachers can send a student to the main office. **This is always a last resort for teachers.**

1st Administrative Referral

The teacher will complete a referral form, which includes a rationale for sending students to the main office. The administration will contact the parent or guardian to make them aware of the observed behaviors. The administration will meet with the student, give him/her a verbal warning and send them back to class, unless a serious offense has occurred.

2nd Administrative Referral

The teacher will write a referral and send the student to the main office. The administration will contact the parents regarding the behavior. The student will have loss of privileges and be sent back to class, unless a serious offense has occurred.

3rd Administrative Referral

The teacher will write a referral and administration may authorize a suspension, contact the parents to pick up the child, and schedule a mandatory meeting to discuss the child's future at PCA. The Charter School learning environment is not for every child. After the 3rd consequence, another placement may be discussed with FORZA Education Management Company.

SEVERE CLAUSE Fighting, Profanity, Disrespect or Disruptive behavior may result in immediate suspension from school (OSS). A parent will be contacted and may be called to pick up the student.

A pattern of continuous disruptive behavior may result in out-of-school suspension and/or change of placement. Other acts of misconduct that interfere with orderly classroom procedures, school functions, extracurricular programs, approved transportation, or a student's own learning process shall be subject to a range of consequences determined by the administration.

***Please see your child's teacher to find out his/her management system.**

***Suspensions may be given to any student that is sent to the main office for violating the rules and regulations listed in this handbook.**

ENTRY & DISMISSAL OF STUDENTS

Students will begin entering the classroom at 7:50 AM. Teachers should have classroom doors open and be ready to greet the incoming students while concurrently monitoring the hallway. To reiterate, all students should be in the classroom by 7:50 AM preparing for Homeroom, the Morning Announcements, and morning work, with the tardy bell ringing at 8:00 AM.

Dismissal of students in grades K - 8 commences at 3:15 PM, ergo, the academic day for said grades must continue until 3:10 PM.

There is a dedicated 30 minutes for RTI each day and another 30 minutes that is scheduled daily for specific STEM instruction. Keep in mind that STEM should be incorporated into all of your instruction via an interdisciplinary approach.

Faculty and staff members will be assigned, via rotation, to specific locations before and after school.

- * Children who remain for tutoring and after school care will report to their grade level holding rooms.
- * See: Entry and Dismissal Procedures for additional information regarding assigned duties.
- * All teachers **must** walk with their class to the dismissal area and be actively involved. Do not schedule conferences with parents or students during dismissal time.
- * Please be patient the first few weeks during dismissal, as it can be stressful and normally takes a few weeks for everyone to adjust to the appropriate procedures.

Due to the growth of the PCA student population, it is necessary to stagger dismissal times. It is critical, that each teacher makes sure that they effectively communicate the staggered dismissal plan to the parents. Moreover, that the parents realize that to achieve a successful dismissal, it is critical that they follow and abide by the designated dismissal times, traffic pattern, and other pertinent procedures.

Staggered Dismissal Times for Parents:

3:20 PM K, 1, 2, 3
3:35 PM 4, 5, 6, 7, 8 and K-3 siblings of these students
4:00 PM Tutoring, clubs, meetings, etc. begin.

FORZA/PCA Administrative personnel are well aware of the plethora of questions, exceptions, and issues that this staggered approach may create in the minds of the parents. However, specific information will be sent home and concurrently presented to the faculty who will then reinforce this information with their students and parents. This should alleviate and questions or concerns that arise.

NEVER DISMISS A STUDENT DURING SCHOOL HOURS, TO LEAVE CAMPUS, WITHOUT NOTICE FROM THE OFFICE. Students must be signed out by the person picking them up. The sign-out book is located at the reception desk. If a parent comes to your room without a written notice, please send them (WITHOUT THE CHILD) to the office to receive authorization. Parents should not be showing up at your room during the school day. We strongly discourage parents from picking their child up during the school day. Please be aware of any

strangers on campus and call the office immediately. Students are not permitted to leave school after 2:30 PM until dismissal, unless there is an emergency situation.

DRESS CODE FOR STAFF

All employees are expected to dress in a professional manner Monday-Thursday and at any after school scheduled event or conference. Tight fitting and low cut clothing are not permitted. Skirts should not be shorter than 3 inches above the knee. Revealing clothing such as leggings are not acceptable and do not portray an appropriate image. Jeans, Jean skirts, tank-tops, spaghetti strap shirts/dresses, flip flops, are not permitted. Male teachers are required to wear a shirt and tie, Monday - Friday, unless notified otherwise. Teachers are permitted to wear their polo shirt or spirit shirt on Fridays and any other day that is approved by the Administration. Jeans and sneakers are not permitted on Fridays, but teachers may dress down on the half days designated as "Dress Down" days. Your compliance with the staff dress code will foster school spirit, a positive esprit de corps, and set an example for our students and present a professional image to our community. Any faculty or staff member not following the dress code may be asked to return home to change their attire.

EARLY DISMISSAL

Early dismissal dates are located on the month-to-month school calendar. On said dismissal dates, students will be dismissed at noon and there will be a bagged grab and go lunch that will be eaten in the classroom. Dismissal will begin around 11:45 AM. Teachers are required to be at school until 4:00 PM unless otherwise notified by the administration. There are no Specials on early dismissal days; therefore, teachers of the specials need to report to the administration for assigned duties for half days.

EVALUATIONS

All employees will receive two formal evaluations each school year, one in October and one in April. New teachers will receive three per year. Teachers and staff are reviewed by the administration, School Board Members, or FORZA, using the Florida Consortium Evaluation Model. The purpose of these reviews is to have clear and open communication between staff and administration and enhance the overall teaching experience. After meeting with the teacher to discuss the evaluation, a signed copy of the evaluation will be given to each teacher.

LESSON PLANS/EMERGENCY PLANS

All teachers are required to keep 5 activities run off in their substitute folders that are to be turned into the office prior to school beginning. All emergency plans must be kept in a substitute folder and stored in the main office. Lesson Plans will also need to be electronically maintained with a copy of said plans placed in a notebook that is kept on the teacher's desk. A hard copy of each teacher's lesson plans needs to be turned into the Administration each week until notified otherwise.

FACULTY MEETINGS

All teachers are required to attend scheduled faculty meetings, team meetings, and monthly data meetings. All meetings are listed on the school calendar. Please make the necessary arrangements to be in attendance for faculty meetings on the first two Wednesdays after school.

Teams are required to meet two times each week, during planning. One meeting shall be scheduled for Lesson Planning and the other for Student Data Chats. Vertical Articulation Meetings shall be scheduled once every Quarter with the grade level above and below you.

FIELD TRIPS

The PCA Board believes that field trips, both in and out of the county, can be an integral part of the learning process in many areas of education. For purposes of this policy, a field trip shall be defined as an approved trip away from a school site. All teachers need to fill out the appropriate field trip forms. The forms need to be turned into the office staff for financial input before coming to the Administration. The cafeteria needs a three-week lead-time for ordering bagged lunches or to process a “no lunch,” request.

FIELD TRIP POLICY

Two field trips per year may be approved. Field trips may only be requested for educational purposes that are aligned to the Florida Standards and the school’s vision and mission. Please fill out the appropriate Field Trip form and follow all pertinent procedures that are required for requesting a field trip at least one month in advance of said educational experience.

FIELD TRIP PROCEDURES

- * All proposed field trips must be first reviewed and approved by the administration one month in advance.
- * Lunch orders must be submitted and approved by the dining room manager at least 3 weeks prior to the date of the field trip.
- * Any information intended for parents and students on an approved field trip must be reviewed by the Administration, before distribution to parents.
- * An Authorization for Trip Form, signed by the parent, must be on file at the school for each K-7 student in order for them to make the trip. Medical/Emergency information on each child must be in the possession of the Teacher-in-Charge of said trip.

Note: A student may be denied the privilege of participating in field trips, social and/or extracurricular activities if said student has been disruptive, violated the Student Code of Conduct or failed to conform to school rules and regulations. The final decision on whether the student may participate shall be made by the Administration with documentation and input from the faculty and staff. If the student remains on campus during an assigned field trip, the teacher is responsible for making arrangements for said student to remain at school in another classroom. The teacher is also responsible for providing work for this student.

- * Make provisions for proper supervision. Parents, with district clearance, may be permitted to assist in said supervision. One adult per ten (10) children is recommended.

GRADE BOOKS, INTERIM REPORTS, AND NINE-WEEK REPORT CARDS

Please keep grade books current and collect enough information to back up your quarterly grades.

Rule of thumb: At least one evaluation grade should be recorded per week, not including other classwork or homework. At the end of the year, all teachers are required to submit an on line copy of their grade book. Training for the on-line grading Mastery Connects will be held during pre-planning week (in August, 2015) for all teachers.

PROGRESS REPORTS

Progress reports will be sent home in accordance with the Manatee County School schedule. Said reports will indicate the child’s progress in class, coupled with comments concerning said

progress. Progress Reports must be completed and submitted to the administration prior to being sent home to parents. Once sent home, the progress reports are to be signed by the parent and sent back to the teacher. Please remember to make a copy of the progress report before it is sent home. Progress reports are to be kept on file in the student's cumulative folder.

ACCOUNTABILITY AND TRACKING

PCA' Accountability Plan must provide information needed to measure and track the school's progress toward its goals, make program adjustments when needed, and report to parents, the community, and the chartering Authorizer on performance and progress.

It is the intent of PCA that all Kindergarten through 8th grade students become proficient in reading, writing, math, science, social science, and the Specials each year at, or above their grade level. Moreover, that the students will make progress towards PCA' achievement standards in preparation to meet or exceed the Florida Standards as tested on the Florida Standards Assessment (FSA) instrument that is administered to all 3rd through 8th grade students. In addition, all grade levels will achieve mastery of the Florida Standards as monitored by the SAT 10 and iReady Tests for reading and math. Pre, Interim, and Post Tests will be used as a quarterly benchmark in monitoring each student's learning gains throughout the school year. The results obtained, utilizing the above evaluative and monitoring tools, will generate the "**evidence of facts**" that will present the annual PCA "**snapshot**" to the school community, Manatee County, and the Florida Department of Education. The use of Mastery Connect will be the monitoring tool used for tracking the student's mastery of standards.

It is **MANDATORY** that all teachers use these monitoring tools as they will drive the curriculum even to the point of the teachers' lesson plans. These monitoring devices will ensure that teachers are addressing all of the content that you need to teach throughout the course of the school year, especially before the FSA is administered. Each teacher should keep track of when "Indicators" are introduced, retaught and assessed. The most important parts of the Florida Standards are the anchor standards that carry through from kindergarten through high school. The Mastery Connect System enables each teacher to maintain sight of the essential goals for teaching and learning. Finally, this tracking of standards taught are to be used as a system of checks and balances of what is being taught during the year and not just a "check-off" sheet for said indicators to be checked and thought of as "done."

REPORT CARDS

PCA will be using Manatee Countys' Report Card System for grades K-5. Grades 6-8 students will receive a percentage-based report card. Additionally, Grades K-5 will be receiving a Mastery Connects report card *Addendum*. This *Addendum* ensures that all students are being assessed equally through the use of the Florida Standards coupled with the New Generation Sunshine State Standards in science and social studies.

PROGRESS REPORTS

Progress reports will be sent home in accordance with Manatee County School District schedule. These will indicate the child's progress in class and any comments about the child. Once sent home, they are to be signed by the parent and returned to the teacher.

PCA' goal for every student is that they become proficient in all standards by the end of each school year, for their grade level, in order to be successful in their future school experience. K-5 students will receive three different reports each nine-week grading period: e.g. an **Interim Report**, a **Report Card**, coupled with the **Mastery Connects Report Addendum**.

Grades 6-8 will be receiving two reports, an **Interim Report** and a **Report Card**. This information will provide parents with a clear, concise, and well-defined report regarding their student's current level of performance and continuous improvement over the school year. This will be viewed as one part of a larger accountability system for students and parents, based on performance and master of the standards in each academic area.

When a report card goes home, it represents the teacher as well as the school. Many parents will judge the effectiveness of the school and the teacher by this report, ergo, each teacher must take great care with such details as: spelling, punctuation, handwriting, grammar, sentence structure and neatness. Moreover, comments must be phrased in a positive manner.

Teachers must:

- Be objective, fair, kind, and accurate.
- Consider the child's growth in knowledge, skill, general abilities, attitudes, and achievement.
- Use language that parents will understand.
- Make positive and constructive comments.
- Note if a conference needs to be scheduled.
- Recommend and document if after school tutoring if warranted.
- Make sure a, "possible retention letter" is sent with the report cards by the 2nd or 3rd 9 Weeks grading period for any student who is in danger of failing.
- Document each student's status of being promoted or retained on the final Report Card.

Be prepared to justify and explain a grade that the student earned (be ready to back up the report card grade with your documented grades, coupled with any data you have on the student). If you anticipate that a child may receive a failing grade for the semester, you must note that on the report card with the phrase "in danger of failing" or "possible retention." The teacher should communicate with parents whose children are in danger of failing prior to report cards being issued so there are no surprises!

RESPONSIBILITIES

Permanent records are to be kept in a child's cumulative file in the office. The files can be reviewed in the conference room. Files are not permitted to leave that room. Teachers are expected to facilitate any child who is absent from school in making up their work.

Manatee County Grading Scale 6th- 8th Grades:

A 90-100%	Outstanding Progress
B 80-89%	Above Average Progress
C 70-79%	Average Progress
D 60-69%	Lowest Acceptable Progress
F 0-59%	Failure

NO “+” or “-” are to be given.

***Homework should not count more than 10% toward each student’s grade. (This does not apply to Kindergarten students.)**

HOMEWORK POLICY

Homework should be a meaningful and relevant activity that reinforces school learning. It should be differentiated and match the student’s individual abilities and interests to ensure the facilitation of independent, successful completion.

Homework should be an extension of the activities begun in school by the students under the guidance of their teachers and continued at home. Teachers and parents can work together to guide students as they discover knowledge and achieve independence.

The purpose of work that teachers would like the students to complete at home is to develop study habits in children early in their academic lives and also for students to have the opportunity to share their learning with their parents. If a child does not understand their assignment after attempting to complete it at home, parents will send a note to the teacher explaining the issue.

Homework should include varied activities that reinforce the basic skills or extend and enrich concepts learned. Homework should not be utilized to introduce new concepts.

Assignments will be made according to individual student needs and abilities. Homework assignments should not be punitive in nature or require students to have specific resources such as Internet access.

Assignments should be coordinated among team members so as not to exceed the recommended amount of time devoted to homework. Homework may be given on Fridays and over long breaks, however, common sense should be the guide.

Teachers will provide regular feedback to students and parents regarding assignments. Parents should be notified when a student routinely does not complete homework. Appropriate completion of homework assignments will be reflected in midterm quarterly reports and under the Expected Behaviors section of the report card. **Homework should not count more than 10% of a student’s grade.**

All Grades Levels: Encourage parents to read each evening with their child for a minimum of 20 minutes. If a parent reports that homework is taking an excessive amount of time, the teacher should have a conference with the parent to discuss their concerns. Amount of homework varies by grade.

HOMEROOM

At 7:50 AM, all teachers MUST have their doors propped open and be in the doorway to greet their students into the classroom, while concurrently monitoring the hallway. During homeroom, teachers are responsible for enforcing the dress code, taking daily attendance and for securing an accurate lunch count. Any student out of dress code should be sent to the office. Lunch counts and attendance must be completed and sent to the office by 8:30 AM. It is mandatory that students are quiet and listen to the morning announcements.

ILL CHILDREN

Children who are ill or injured should be escorted to the office. **All students traveling around school MUST have a hall pass.** Children are allowed to lie down in the office, or specified area, for fifteen (15) minutes. If a longer rest period is necessary, the parents will be called to pick up the child. We cannot dispense any medication without parental and doctor's approval along with a parent or guardian signature on the designated form.

ALL MEDICATIONS must be administered through the office. The proper paperwork must be completed and signed. The office is responsible for scheduling and administering all medications. Even aspirin and non-aspirin pain reliever are not allowed without a doctor's note. **If you see medication in a lunch box or backpack, send the medication and the student to the office.** All prescribed medications **MUST** be in the original prescription bottles.

Teachers may not apply lotion, suntan lotion or any product to a student.

LANGUAGE

Children model the speech that they hear from adults. The use of slang in the classroom is not appropriate. Be conscious of you conversation with co-workers, moreover, do not discuss confidential information in high traffic areas, such as the front lobby and hallways.

LESSON PLANS

Lesson plans are required to be generated and maintained by all teachers. Plans must be submitted electronically to the lead teacher by Friday for the upcoming week. Lesson plans must be located on the teacher's desk or place of instruction containing all plans for the current week in a notebook. All plans **MUST** include the Florida Standards in every content area. In addition, plans must denote ESOL/ESE/504 strategies along with plans for differentiated instruction.

Plan books must contain the following:

1. Daily schedule of classes, procedures and duties that might occur that day
2. Seating chart and grouping list for various activities - color coded for ELL, ESE, 504, and Gifted students. ELL is blue. ESE is red and 504 usually falls under ESE as an accommodation so it's also red. Gifted is green.
3. Accurate and up-to-date attendance and lunch count information - Grade Book.
4. Fire drill and emergency procedures.
5. Pertinent information regarding children with special needs or health alerts.
6. Floor map of the school.
7. Florida Standards and ESOL/ESE/504 Strategies.

MAKE-UP WORK

The student and teacher shall work together to make up any missed assignments, tests, homework, etc., 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.

MONEY COLLECTION

This year, PCA will be implementing, the “Pro-Care Payment Program.” The “Pro-Care Payment Program” as well as the “PCA Lunch Program,” discourages cash payment. Besides checks and money orders, Pro-Care has the ability to accept credit cards. For most fundraisers, and Summer Camp, PCA opens a PayPal account enabling the school to swipe credit cards.

PCA accepts Cash for:

Dress Down Days

Field Trips

Vending Machine Purchases

School Store Purchases

Fundraising purchases

It is the responsibility of the classroom teacher to collect all money and/or checks during homeroom and place said funds in the attendance envelope, which is sent to the main office. Teachers may not hold cash in their room for any reason.

MUSIC IN THE CLASSROOM

Music is an integral part of the early childhood curriculum. Any music that teaches and enriches subject matter (for example, music of other lands), music for language development or classical music for inspiration during journal writing is encouraged.

PARENT COMMUNICATION

It is CRITICAL to communicate effectively with parents or guardians on a regular basis. All teachers are to return all emails and phone calls within 24 hours. Moreover, teachers must maintain a record of all parent communication by documenting phone calls, emails, or any form of communication including the attempts to communicate with a parent/guardian.

PARENT/TEACHER CONFERENCES

The teacher and/or parent may schedule parent/teacher conferences. Please complete the Parent/Teacher Conference Documentation Form for all parent conferences. This includes all conferences in person and by phone. Please retain these documents in a file in your classroom and place a copy in the students file in the main office, for future reference. There will be at least, **three Conference Nights** this school year. Parents will visit the school to meet with one or more teachers and said conferences will be scheduled in advance. All conferences will have a strict time-limit and teachers will, as is the norm, complete the Parent/Teacher Conference Documentation Form for all conferences. Parent/Teacher Conferences will be scheduled during Quarter 1, Student Led Conferences Quarter 3. Possible Retention Conferences will be scheduled, as needed, during the beginning of Quarter 4.

PARENT INVOLVEMENT

Parents are expected to volunteer at the school a minimum of 20 hours, or 10 hours if a one-parent household per year. There will be various opportunities presented throughout the year for parents to meet this commitment. This should be mentioned in the letter each teacher sends home the first day of school. The PTO officers will be tracking parent volunteer hours. Parents can also earn volunteer hours by recruiting new students.

Parents attending Field Trips or working alone with students must possess Level 2 Clearance.

PLAYGROUND RULES/RECESS

Elementary grade teachers should make an attempt to have recess daily. Recess will be 20 minutes, daily.

ONLY THREE GRADE LEVELS AT A TIME MAY USE THE PLAYGROUND.

It is the teacher's responsibility to enforce the following rules and ensure the safety of the class.

1. Slide down the sliding board, seated correctly, facing front, and one at a time!
2. Climb up the slide ladder NOT the slide.
3. Stay away from the buildings.
4. No throwing of sand, rocks, or tire mulch.
5. Keep your hands to yourself.

These rules must be enforced at all times!

Incorporate recess opportunities with educational activities, such as water painting number facts on the sidewalk, practicing spelling with chalk, or looking for objects in nature as part of a science lesson.

TEACHERS MUST ENSURE STUDENT SAFETY THROUGH CAREFUL SUPERVISION DURING RECESS ACTIVITIES. THE TEACHERS SHOULD MONITOR THE ACTIVITY FROM OPPOSITE ENDS OF THE PLAYGROUND TO ASSURE MAXIMUM COVERAGE.

ALL STUDENTS MUST HAVE A PASS WHEN THEY LEAVE THE CLASSROOM WITHOUT A TEACHER.

Kindergarten and 1st grade children should always be accompanied by a “buddy.”

Teachers are responsible for walking students to and from lunch, as well as all Specials. Each teacher will be assigned a specific duty (i.e. student arrival/dismissal, lunch duty, etc., throughout the year). **All staff are expected to be on their assigned post as scheduled and on-time!**

Teachers must have a data file for each student in the classroom. The data file will contain conference reports, academic reports, academic performance data, and so forth.

PROFESSIONAL DEVELOPMENT

Professional Development is offered “in house,” however, teachers can also register for any Manatee County Professional Development offered. For additional information and classes offered, please review the Manatee County web page. Attendance in professional development classes/courses offered at PCA are mandatory and can be used for professional re-certification.

PTO

We encourage all parents, guardians, grandparents, faculty, friends, and community neighbors to join the PCA PTO. PTO meetings are held monthly and are listed on the PCA calendar. The requested fee to join the PTO is \$10.00 per person. The money received will be used for student field trips, team sports, or any other extracurricular student activity. **It speaks volumes when faculty members join the PTO and attend the monthly meetings.**

RESPONSE TO INTERVENTION (RtI)

Literacy Expert, Richard Allington, stated in an Interview, that "Response to Intervention," is possibly "our last, best hope," for achieving full literacy in the United States (Teacher PD Sourcebook/Spring/Summer 2010).

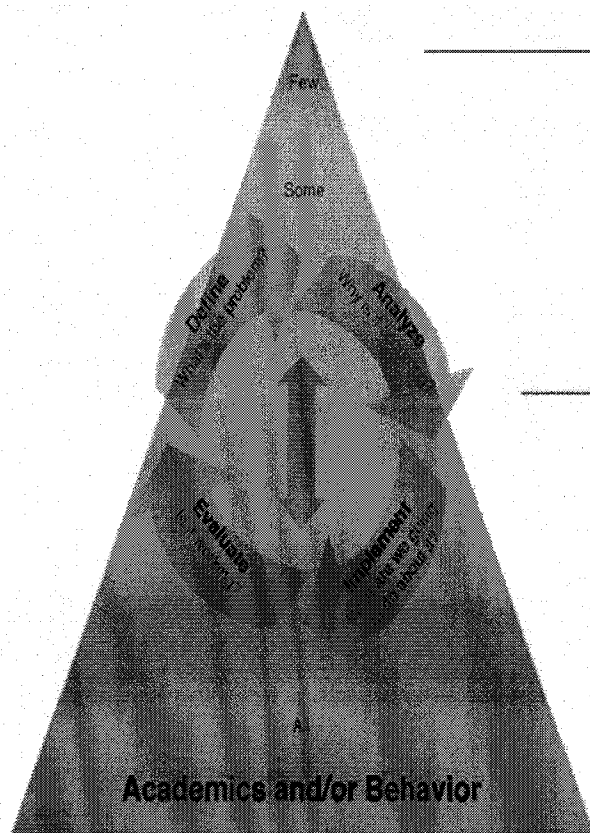
Florida's, "Multi-Tiered System of Supports" (MTSS), also known as, "Response to Intervention," (RtI), is referenced in the No Child Left Behind (NCLB) Act as well as in the Individuals with Disabilities Education Act (IDEA) reauthorization of 2004. RtI represents a systematic method for evaluating the needs of all students and for fostering positive student outcomes through carefully selected and implemented interventions. It also may be used to assist schools in identifying students who may require more intensive instructional services and/or be eligible for an exceptional student education program (TAP 12740, Feb. 2006).

Florida's Multi-Tiered System of Supports (MTSS or RtI: Response to Intervention)

PCA will design and implement a continuous improvement methodology (through Multi-Tiered System of Supports) wherein student assessment results offer opportunities for differentiated and targeted instruction that is tailored to students' individual needs, ensuring consistent increased student achievement outcomes.

Florida's Multi-Tiered System of Supports MTSS:

Three tiers describe the level and intensity of the instruction/interventions provided across the continuum.



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.

Tier 2

Targeted Supplemental 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

Tier 1

Core Universal Instruction and Supports
General academic and behavior instruction and support designed and differentiated for all students in all settings

The three tiers are not used to describe categories of students, timelines, procedures, or specific programs.

The MTSS model is multi-tiered

Tier I: Core

Goal: 100% of students achieving at high levels

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

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

Tier II: Supplemental

Goal: For approximately 20% of students core plus supplemental

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

Tier III: Intensive / Individualized

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

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

Problem Solving has 4 steps to consider:

1. What's the problem? This is where the problem is identified and data is collected.
 - Benchmark level of performance
 - Student level of performance
 - Peer level of performance

2. Problem Analysis: Why is it occurring? The assessments are then conducted to gather information to determine which are most / least likely
3. Intervention Design: What are we going to do?
 - Effective teaching strategies consider both what to teach and how to teach it.
 - Making good decisions with increase student progress.
 - It is critical that the instruction be matched to the problem.
4. Evaluation the effectiveness of the intervention
 - Gap is closing

Response to Intervention (RtI): *a process that PCA uses to facilitate children who are struggling academically or behaviorally.*

Any student who is below grade level must have interventions implemented. All intervention attempts must be documented and communicated to the parent. It is the responsibility of the classroom teacher to complete and document the interventions on the proper RtI paperwork. Training on RtI will be held during the pre-planning week in August. Please see your team facilitator or administration for assistance with RtI.

ROOM CELEBRATIONS

Any parties in the classroom or at other locations on campus, **MUST** be approved by the administration. Soda may not be served during school at any time - only juice, water and milk are acceptable drinks. Approved parties must take place ONLY during the last hour of the school day, as stipulated by the Federal Lunch Program guidelines. Any party products, food or non-food, must be brought in by the student or left at the front desk by the parent. All food items must be purchased at a grocery store, restaurant, or licensed food vendor.

ADDITIONAL TEACHER PROCEDURES AND NOTIFICATIONS

1. All teachers are expected to be at school by 7:30 AM each morning, however, are not required to sign in or out. A rotating, "Teacher Supervision Duty Schedule," will be generated for the, "Student Drop Off," from 7:30-7:50 and for the, "Staggered Dismissal," at 3:20 PM and 3:35 PM.
Each morning, every teacher should be standing in their doorway by 7:50 AM to greet the children as they enter for homeroom, while concurrently, monitoring the hallway. By 8:00 AM, students should be settled and prepared for the day. Students must pay attention and listen quietly to the "Morning Announcements," Students should be ready to begin their academic school day promptly at 8:00 AM, or when the "Morning Announcements" are complete.
2. **It is the obligation of every teacher to be with their students at all times.** Teachers must accompany their children to and from lunch as well as to Specials; moreover, it is imperative to be on time.
3. Each teacher should have the following posted in their classroom:
 - * Daily schedule
 - * Fire drill map
 - * Emergency codes
 - * Tornado drill information
 - * Class rules
 - * Consequences for not following the rules
 - * Rewards for following the rules.

- * Essential Ideas for the day's lessons coupled with objectives of what is to be achieved.
- 4. Leaving the campus during working hours without permission is **prohibited**.
- 5. All telephone calls should be brief and related to school business. Please remember that we have a limited number of phone lines for the entire school. Cell phones are permitted, however, must be set to, "silent," during the day. Texting should be limited to school business unless you are on lunch. **Classroom to classroom and office to classroom phone calls should be limited to emergencies only! Messages for faculty and staff can be left in the teachers' mailboxes or via emails. Cell phone MUST be taken to the playground in case of emergencies.**
- 6. During the course of the year, all teachers will be expected to attend a few meetings at night, open houses, recruitment blitzes, and any other fundraising events that are scheduled.
- 7. **Copies of all correspondence concerning the entire class or grade level must be submitted to the administration before sending home.** Any letter concerning a serious issue about an individual student must also receive prior approval from the administration before being sent home.
- 8. Anyone needing classroom coverage should contact the main office. Anyone needing a substitute should contact the office assistant by 7:00 AM the day of, or, by 9:00 PM the night before.
- 9. Following an absence, it is critical that you notify the main office by 1:30 PM regarding your return. If you will not be returning to school the next day, this early notification will enable the office assistant to retain your same substitute or place them in another position in the school.
- 10. **Teachers and staff should check their mailboxes in the School Lobby, two times per day.** Teachers should also be checking their email at least twice a day.
- 11. Classrooms must be kept neat, orderly and attractive.
- 12. Classroom bulletin boards should reflect the children's work and must be changed monthly. **It is required that you devote one board to STEM Education.**
- 13. Teachers and staff may not physically pick up or carry students. Only administrators should handle this type of situation. Teachers and students should also be encouraged to respect each other's personal space.
- 14. **The Toxicity of Gossip or a "Negative Attitude."**
One of two issues that can arise in any school setting, is "gossip," e.g., Chin-wagging, Chit-chat, or Tittle-tattle. Irrespective of the title, **it is destructive**. A related issue to the first, is the individual that is consistently **negative, unenthusiastic, and unconstructive about any new idea, or change, or that there was no change, etc.** Both can be the downfall of morale and the once positive esprit de corps of any school setting. Moreover, these "TWINS" can directly or indirectly disrupt the educational and learning process of any classroom. This is not a campaign to halt queries about a change or new way of doing something, nor is it to eliminate teacher workroom chats and general non work-related conversations. Those discussions are good for morale, and help people bond. However, it is absolutely critical that the PCA faculty and staff are role models to the children that attend this school. **There is no place in this educational environment for a negative and critical attitude, or for the injurious blather of gossip.** The PCA Employee agrees to refrain from gossip, negativity, and any other pejorative acts, realizing that a positive and healthy faculty and school culture will result in the successful attainment of the school's mission.

15. Teachers and staff are expected to adhere to all rules set forth by Parrish Charter Academy South.
16. **Performance and Reporting:** The Employee's work day is from 7:30 AM – 4:30 PM with extended hours from time to time. The work day, with the same number of work hours stated above, may be shifted to meet the needs of PCA. The Employee agrees to devote his/her full time, best effort, utilizing **"Best Practices"** in teaching or completing tasks, coupled with an obvious sense of urgency and dispatch, thereby sustaining the successful functioning of the Employer. Furthermore, the Employee agrees to perform all of the teaching duties via **"Best Practices."** The Employee will **enthusiastically** attend and participate in, before, and after school, **Team Meetings, Professional Development, Tutoring, etc.**, and shall perform any additional duties as assigned by the Administration, FORZA Education Management, and/or PCA Board of Directors. Moreover, The Employee agrees to attend/participate in all School Sponsored Events, **outside of regular school hours**, as designated by the Administration, FORZA Education Management and/or the Board of Directors. Although not all inclusive, the following are examples of **School Sponsored Events: Student Enrollment Campaigns on and off of the PCA campus, Open Houses, Movie Nights, Parades, PTO events, PCA Auction and other Fundraising Events, Parent Orientation Meetings, Parent Conference Nights, Mid and End-of-Year school programs and ceremonies, etc.**
17. **After School Tutoring Time-Line:** The Employee agrees to tutor after school from September – April, at least two days per week for a period of one hour. All tutoring shall occur on the school campus only. The Employee will receive additional compensation for said tutoring. The Employer and Employee shall agree in writing to the terms including which days, time and the amount of compensation for said tutoring prior to the Employee providing the service.
18. **Recruitment:** The Employee agrees to take a lead role in recruitment campaigns with their students and their families coupled with involving themselves in sound marketing strategies to recruit new students.

SOFTWARE INSTALLATION

Teachers that have software to install on their classroom computers or on the teacher's laptop, must submit a request in writing, or, via an email, to one of the Technology Specialists. Any software that is installed on a PCA computer, must be purchased for PCA, and thereby becomes the property of PCA, unless otherwise specified and approved, in writing, by the designated Technology Specialist. Teachers are encouraged to utilize, the school provided laptops to their fullest extent. However, the laptop provided is for school business only!

MAIN SCHOOL OFFICE/LOBBY

The Office/Lobby is the central place of initial business at PCA. Visitors get their first impression of PCA from what they witness in said Office/Lobby area. Faculty and Staff must avoid conversations in this main thoroughfare about students and/or school business. Moreover, it is critical that the office personnel are on time daily. **Parents are not permitted to visit any classroom, at any time, unless they have permission from the Main Office and the teacher is in agreement.** Student lunches must be dropped off at the Main Office and parents are not

permitted to deliver said lunches, books, clothing, etc. to the classroom.

ADMINISTRATIVE OFFICE AREA

With 50% of the School Grade determined by learning gains, it is critical that the students make significant learning gains at all levels. Ergo, the Executive Director and Assistant Principal will be in the classrooms during most of the school day this year, unless there are referrals, District visitors, or parent meetings. They will be doing normal administrative tasks before and after school. Please keep this in mind if you need to speak with the Administration. Teachers are to endeavor to meet with Administrators before or after school.

Please understand, the Administrative Office is not a place to go when a teacher, office personnel, or other support staff feel they have a few minutes of free time. If office or support personnel need to speak with the Executive Director or Assistant Principal, please do not enter either office and sit waiting for a turn. Please schedule an appointment with the Office Manager and try to meet the administrator before or after school. If the door is closed, there is information being discussed that said personnel have no business being privy to.

SUPERVISION

Teachers should **never** leave their classroom unattended. If there is an emergency, a teacher's classroom may be covered by another teacher, or by someone from the main office. Please call the office to make said request for coverage.

Teachers will escort all students to all activities, Specials, and the lunchroom. Teachers are to stay with their students until the adult in charge of the lunchroom takes over. Teachers will pick their students from a pre-designated area. **TEACHERS MUST BE ON TIME!** Remember that lining up and walking in line properly takes time and should be kept in mind when planning the day's lessons and activities.

Teachers are responsible for following OSHA guidelines. Cans and jars containing dangerous items should be kept out of the reach of students. These items should be kept in closets on the top shelf. No paper cutters etc., should not be accessible by the students.

Audio visual equipment should not be left unattended in the hallways. **Students should never be responsible for transporting any technology equipment, or carrying materials to or from a teacher's car.**

Keep doorways clear. There must be a minimum of three (3) feet clearance at the doorways to satisfy fire codes. Please keep this in mind when arranging furniture in the classroom. Moreover, it is prudent to conduct periodic safety spot checks of the classroom. Immediately report any safety hazards discovered in the classroom or ANYWHERE on school grounds to the Main Office.

SUPPLY REQUESTS

Any request for supplies or purchases must be made in writing to the Administration. A request does not necessarily mean you will receive said request. PCA/FORZA endeavors to accommodate every teacher!

TEACHER WORK ROOM

The Teacher Work Room is for adults only. At no time may students enter this room unless accompanied by an adult or delivering an attendance folder. Students are not permitted to eat

lunch in this room or make copies for teachers. **Students may not check the staff mailboxes that are housed in the PCA Lobby.**

TEACHER PLANNING DAYS/EARLY RELEASE DAYS

PCA provides employees the opportunity for planning, organization, report cards, staff development and record keeping. Teacher planning days and early release days may differ from the school district. During designated planning days/early release days, teachers and staff are to remain on campus until the end of the day. Teachers and staff may bring their lunch or order lunch for delivery if lunch is not provided by PCA.

Teachers and staff hours for planning days are from 7:30 AM - 4:00 PM and teachers are required to remain at school until 4:00 PM during half days unless otherwise notified by the Administration.

TEXTBOOKS

Teacher and students are responsible for all textbooks. The teacher must number and assign each book to each student. A record of which book was assigned to which student must be kept.

All books must be returned to the teacher by the completion of the school year or upon withdrawal from school.

The full purchase price shall be collected for lost, destroyed, or unnecessarily damaged textbooks unless the book has been in use more than one year. Collection should never be less than 50% of the purchase price.

Failure on the part of any parent to pay for a damaged or lost book, shall deprive the student of further issuance of free textbooks. Loss of books due to theft or other circumstances shall not be accepted as an excuse for non-payment. If the book is found and returned, the bookkeeper shall make a refund to the student's parents.

TUTORING PROGRAM

The tutoring program will begin September 15th 2015 and end when the Florida Standards Assessment is administered. The tutoring program will be conducted on Monday, Tuesday, Thursday, and Friday from 4:00 PM – 5:00 PM. Teachers will recommend students to the tutoring program. Any student that is in the lower 30% or on the bubble for being on grade level **MUST** be recommended for tutoring.

VISITORS

All visitors **MUST** check in with the office and receive a visitor's sticker or pass. Each visitor will be scanned via the FAST-PASS system which will be located, in the school lobby at the front desk. If a teacher is expecting a visitor, the teacher will notify the office ahead of time, in order to avoid the disruption of the educational process be conducted in said teacher's room by announcing the visitor's arrival. If a visitor comes to your classroom without a name tag or pass, please send them to the office immediately and contact the Administration. **No parents are permitted to visit the classrooms at any time, without first securing permission from the teacher and approval from the Administration. If approved, the parent must still be processed through the FAST-PASS procedure of checking in. Parents should have a Level Two Clearance to be on campus when students are present during the school day.**

WITHDRAWALS

If a parent notifies a teacher that a student will be withdrawing, the teacher should immediately inform the Main Office.

A Withdrawal Slip must be completed when a child leaves PCA during the school year. The teacher will be responsible for completing a portion of the withdrawal form. The Assistant Office Manager will ensure that all school property has been turned in by the child before said student leaves PCA. Moreover, the Assistant Office Manager will pull the cumulative folder and present the appropriate teacher(s) the withdrawal form that must be completed (3) days after it is received.

Please review the Student Handbook for additional information regarding policies and procedures at PCA. Said handbook should be reviewed with each teacher's class during the first week of school.



**The students at PCA are,
"TOTALLY ENGAGED, EVERYDAY!"**

POWERED BY FORZA

*“Education is not the learning
of facts, but the training of the
mind to think.”*

----Albert Einstein

UNDERSTANDING BY EMPLOYEE

I have read the Faculty/Staff Handbook in its entirety, familiarizing myself with its contents, and will adhere to all of the policies and procedures of Parrish Charter Academy South whether set forth in this Handbook or via the School Board, FORZA, or the Administration.

PCA adheres to a policy of non-discrimination in its educational program and when hiring candidates for employment. PCA strives affirmatively to provide equal opportunity for students and employees that prohibits discrimination on the basis of race, color, religion, gender, sexual orientation, national origin, marital status, or disability.

Date: _____ Name of Employee: _____

Signature of Employee: _____

Attachment S.

Dear Parent(s) and Student(s):

Thank you for your interest in Parrish Charter Academy. We are honored that you have chosen our school and look forward to building relationships in the coming year! Our approach to education is to help your student grow through cooperation between parents, students, faculty and the community-at-large. As partners we work together to assure that students experience significant growth in all areas.

A student's growth is achieved by developing academic comprehension, confidence, moral character, environmental awareness and leadership abilities. Our curriculum, coupled with the STEM approach, is fully integrated across all subjects. Students are challenged to implement their studies across disciplines.

The mission of PCA is based on the philosophy that all children can learn and make a contribution and that individuals working together in collaboration can make even more significant learning gains. It is also part of our mission to educate every student to become a lifelong learner. This is accomplished by instructing students that education is never complete and that students must act upon their knowledge.

Our goals are to provide:

- a challenging learning environment where students can achieve academic excellence.
- a safe, nurturing environment that encourages students to develop and interact.
- an environment where students develop confidence to take risks and set goals.
- a commitment to the professional development of teachers, staff, faculty and administrators;
- a standard where students act responsibly and have respect for themselves, their school, and their community.

Attached you will find the 2016-2017 student registration package. Completing the enclosed package will confirm your child's enrollment in PCA. Please gather the required documents and return them to us within 30 days of your acceptance email.

We are pleased you have chosen PCA for your child and look forward to working with you and your student to achieve educational excellence.

REGISTRATION REQUIREMENTS

DOCUMENTS CHECKLIST

You MUST have ALL required documents with you when you visit the registration location in order to successfully complete the enrollment process.

0 PARENT/LEGAL GUARDIAN PHOTO IDENTIFICATION

Parent/legal guardian who registers a student must present valid photo ID at time of registration

0 OFFICIAL BIRTH CERTIFICATE OR PASSPORT*

Student must be five (5) years old on or before September 1st

Birth certificate must have official seal from state/country where it was issued

* Parents who provide a *passport* for proof of age must also provide documentation of proof of parentage, proof of legal custody and/or guardianship, or any other evidence that one is a parent as that term is defined under F.S. 1000.71(5). In the event that such documentation is not available, the person enrolling the child must present, at the time of enrollment, an affidavit sworn to by the parent, that he/she is the parent, legal guardian, or otherwise as defined by the statute above.

0 PHYSICAL EXAMINATION

The date of the physical exam must have been completed in the U.S. within 12 months of the child's first day of school in Collier County

0 FLORIDA IMMUNIZATION FORM

Completed by a Florida physician (DH 680 Form)

For information, contact the Collier County Health Department

Naples - 3339 E. Tamiami Trail, Government Complex (Building H) - (239) 252-8595

Immokalee - 419 N. 1st St. - (239) 252-7300

0 SOCIAL SECURITY CARD (If available)

0 PROOF OF ADDRESS

Provide ONE of the following:

- Current Collier County Homestead Exemption Card (considered family's primary residence)
- Current Collier County Property Tax Notice (may require additional verification)
- Home Purchase Contract in Collier County, specified closing date - A copy of the deed to be provided within 30 days of closing date
- Copy of a Collier County Manifestation of Domicile filed by the parent
- A current rental or lease agreement

AND TWO of the following:

- Current Florida driver's license or Florida Identification Card
- Automobile insurance (last two statements)
- Current electric billing statement, water bill, cable bill or landline phone bill (last two statements)

****NOTE**** New residents must provide confirmation of set up of services for 2 utilities with name and address. Two (2) months of bills must be submitted to the school within 30 days.

0 PROOF OF CUSTODY (If applicable)

Proof of custody is required if child is not living with both natural parents

0 OFFICIAL TRANSCRIPT FROM PREVIOUS SCHOOL (If applicable)

This is mandatory for high school students only

0 WITHDRAW FORM OR LAST REPORT CARD FROM PREVIOUS SCHOOL (If applicable)

This requirement is for elementary and middle school students transferring from another school

0 COPY OF IEP/504 PLAN (If applicable)

Copy of Individual Education Plan (IEP) if your child is in an Exceptional Student Education Program (ESE) or has a Section 504 Plan

Florida Law states that whoever knowingly provides false information, in writing, to a public servant in the performance of his or her duties commits a second degree misdemeanor punishable by a fine of up to \$500.

STUDENT REGISTRATION FORM

01. STUDENT INFORMATION

Complete the basic student information.

Florida Statute 1003.21 requires that a child be five (5) years old on or before September 1st in order to enroll in public kindergarten.

A child who satisfactorily completed either public or private kindergarten may be admitted to first grade if he/she will be six (6) years old on or before September 1st.

Per School Board policy 5112.01, no person shall be permitted to attend the regular high school program after attaining the age of nineteen (19). Those who attain the age of nineteen (19) during a school year may complete that school year.

Enter the student's legal name exactly as it appears on the birth certificate.

FIRST NAME _____ MIDDLE NAME _____ LAST NAME _____ SUFFIX _____

Does the student have a nickname? _____ Is the student ☐ Male ☐ Female

Student's Date of Birth _____

Was the student born in the United States? ☐ Yes ☐ No

MM DD YY

Date the student entered the U.S. _____

Student's Place of Birth _____

Student's Social Security Number (optional) _____

CITY _____ STATE _____ COUNTRY _____

SOCIAL SECURITY NUMBER _____

Student is covered by: ☐ Private Health Insurance ☐ Medicaid ☐ Healthy Kids/Kid Care ☐ No Insurance

Has the student ever been arrested resulting in a charge or juvenile justice action? ☐ Yes ☐ No (if yes, explain below)

02. RACE & ETHNICITY

Select the students' race, ethnicity, and preferred languages.

Is the student Hispanic or Latino? ☐ Yes ☐ No

What is the student's race?
(mark all that apply)

Is a language other than English used in the home? ☐ Yes ☐ No

If yes, what language? _____

Did the student have a first language other than English? ☐ Yes ☐ No

If yes, what language? _____

Does the student most frequently speak a language other than English? ☐ Yes ☐ No

If yes, what language? _____

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African-American
- ☐ Native Hawaiian or Pacific Islander
- ☐ White

03. RESIDENCE**Enter the student's home address.**

Per School Board policy 5112, the place of residence for the child is deemed to be that place, with address specific, where the parent(s) or guardian eat and sleeps on a continuous basis. A student and his/her parent(s) cannot occupy a residence at more than one (1) address. If Homestead Exemption within Collier County is claimed, that address is considered the family's primary residence.

Notice - Students whose parents are found, after an appropriate, reasonable investigation, to have submitted inaccurate information in an effort to enroll a student in a school to which the student is not assigned and it is determined the place of residence, including that which is claimed as Homestead, is not the real residence, shall be immediately withdrawn and referred for enrollment in the appropriate bounded school.

With whom does the student live?

- ☐ Alone ☐ Foster Parents
☐ Aunt and/or Uncle ☐ Grandparent(s)
☐ Both Parents ☐ Mother
☐ Brother ☐ Sister
☐ Exchange Family ☐ Spouse
☐ Father ☐ Other

Court-ordered custody document?☐ Yes ☐ No**Court-ordered restraining order?**☐ Yes ☐ No**County of Residence:** _____**Student's Transportation:** ☐ Walker ☐ Bus ☐ Car rider**Have you moved recently to find agricultural fisheries or dairy work?**☐ Yes ☐ No**Home Address** _____

ADDRESS _____

APT# _____

CITY _____

STATE _____

ZIP CODE _____

Mailing Address _____

ADDRESS _____

APT# _____

CITY _____

STATE _____

ZIP CODE _____

Student's primary phone number: _____**Is the student a member of an active duty family?** ☐ Yes ☐ No**Is your family residing in any of the following situations?**

- ☐ Sharing the housing of others due to loss of housing or economic hardship
☐ Living in a motel or hotel due to loss of housing or economic hardship
☐ Staying in a shelter (Immanuel's Friendship House / St. Matthew's House / Providence House)
☐ Substandard house; without electricity, running water, health code violations, lack of cooking capabilities, etc.; sleeping in a car, campground, park or public space
☐ None of the above

04. ENROLLMENT**Enter enrollment and prior school information.****What school; s-; - iration for? _____ | What grade is the student entering? _____****Has the student attended a US school for less than 3 full years?**☐ Yes ☐ No**Date the student first entered school in the United States:** _____**Has the student ever attended a:**

Collier County Public School?
Florida public school?

☐ Yes ☐ No
☐ Yes ☐ No

Prior School (if applicable)**Name of school:** _____**City:** _____**State:** _____**Country:** _____**District:** _____**Withdrawal Date:** _____**Was the student in an ELL (English Language Learners) program at his/her previous schools?** ☐ Yes ☐ No**Was the student in any exceptional education program or on a Section 504 Plan at his/her previous school (ie., Speech, SLD, Gifted, EBO, etc.)?** ☐ Yes ☐ No**At this time, is the student under an expulsion or alternative placement order?** ☐ Yes ☐ No Where (school) and when (dates): _____

Relationship to the student? _____

Contact Name _____
 FIRST NAME MIDDLE NAME LAST NAME FORMER

Home Address _____
 (if different than student address) ADDRESS APT. #
 CITY STATE ZIP CODE

Home Phone: _____ **Work Phone:** _____ **Mobile Phone:** _____
☐ Print both phone & address ☐ Do not publish phone ☐ Do not publish address ☐ Do not publish phone & address ☐ Do not publish phone & address (law enforcement)

Email: _____ **Preferred contact method:** ☐ Email ☐ SMS text ☐ Phone
 (Parent Portal and School Messenger correspondence will be delivered using this email) **Employer:** _____

In which language do you prefer to be contacted in writing or phone? ☐ English ☐ Spanish ☐ Haitian/Creole

Authorized for Pickup? ☐ Yes ☐ No **Legal Custody?** ☐ Yes ☐ No **Is this a foster care placement?** ☐ Yes ☐ No

Relationship to the student? _____

Contact Name _____
 FIRST NAME MIDDLE NAME LAST NAME FORMER

Home Address _____
 (if different than student address) ADDRESS APT. #
 CITY STATE ZIP CODE

Home Phone: _____ **Work Phone:** _____ **Mobile Phone:** _____
☐ Print both phone & address ☐ Do not publish phone ☐ Do not publish address ☐ Do not publish phone & address ☐ Do not publish phone & address (law enforcement)

Email: _____ **Preferred contact method:** ☐ Email ☐ SMS text ☐ Phone
 (Parent Portal and School Messenger correspondence will be delivered using this email) **Employer:** _____

Authorized for Pickup? ☐ Yes ☐ No **Legal Custody?** ☐ Yes ☐ No

Relationship to the student? _____

Contact Name _____
 FIRST NAME MIDDLE NAME LAST NAME FORMER

Home Phone: _____ **Work Phone:** _____ **Mobile Phone:** _____
Authorized for Pickup? ☐ Yes ☐ No **Legal Custody?** ☐ Yes ☐ No

Relationship to the student? _____

Contact Name _____
 FIRST NAME MIDDLE NAME LAST NAME FORMER

Home Phone: _____ **Work Phone:** _____ **Mobile Phone:** _____
Authorized for Pickup? ☐ Yes ☐ No **Legal Custody?** ☐ Yes ☐ No

Relationship to the student? _____

Contact Name _____
 FIRST NAME MIDDLE NAME LAST NAME FORMER

Home Phone: _____ Work Phone: _____ Mobile Phone: _____

Authorized for Pickup? ☐ Yes ☐ No Legal Custody? ☐ Yes ☐ No

06. HEALTH CONDITIONS

Does the student have any health conditions that school staff members should be aware of?

Yes No

You must contact the school nurse if the student has a health condition.

If YES, mark all that apply below.

- | | | | |
|--|---|--|--|
| <input type="checkbox"/> Allergy to Insect Bites | <input type="checkbox"/> Allergy to Nuts | <input type="checkbox"/> Allergy to Peanuts | <input type="checkbox"/> Allergy to Shellfish |
| <input type="checkbox"/> Allergy (Other) | <input type="checkbox"/> Anemia | <input type="checkbox"/> Asthma | <input type="checkbox"/> Asthma (Inhaler at school) |
| <input type="checkbox"/> Asthma (Nebulizer at school) | <input type="checkbox"/> Attention Deficit Disorder | <input type="checkbox"/> Cancer | <input type="checkbox"/> Cerebral Palsy |
| <input type="checkbox"/> Cystic Fibrosis | <input type="checkbox"/> Diabetes | <input type="checkbox"/> Ear Infections (Repeated) | <input type="checkbox"/> EpiPen Required |
| <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Heart Disease | <input type="checkbox"/> Heart Murmur | <input type="checkbox"/> Hemophilia |
| <input type="checkbox"/> Hypertension | <input type="checkbox"/> Hypoglycemia | <input type="checkbox"/> Kidney Disease | <input type="checkbox"/> Leukemia |
| <input type="checkbox"/> Medication required at school | <input type="checkbox"/> Muscular Dystrophy | <input type="checkbox"/> Psychiatric Condition | <input type="checkbox"/> Scoliosis |
| <input type="checkbox"/> Seizures | <input type="checkbox"/> Sickle Cell | <input type="checkbox"/> Wears Glasses | <input type="checkbox"/> Other health condition requiring assistance |

A completed and signed Medication Authorization form must be submitted to the school before

requiring assistance

NAME

PHONE

NAME

PHONE

Please describe any health conditions selected.

Please describe any medications that need to be given at school on a regular basis.

Section I. Notification of Health Services to be Provided: The District School Board of Collier County (CCPS) provides health services to students in partnership with: Department of Health, Collier County, (DOH), NOH Healthcare System, Inc. (NOH), the Ronald McDonald Care Mobile, Florida's Vision Quest, (FVQ), University of Florida College of Dentistry, and Florida Heiken Children's Vision Program (Heiken). The partners are required by law to maintain the privacy of your child's protected health information. The Department of Health, Collier County will provide state-mandated health appraisals including vision, hearing, height and weight, and scoliosis screenings. Florida's Vision Quest, Inc. will provide vision screening for students at Title I schools. If a follow-up vision examination is needed and if your child is eligible, authorized third parties may provide this examination and glasses, if needed, free of charge. The results of these screenings will be shared with designated CCPS employees, contracted health care providers and partners. **If I do not want my child to receive these services, I will notify the school in writing of the specific services that are being declined by September 8, 2014.** For more information, visit the district website at: <http://www.collier1-srtools.com/parents/health.asp>

Section II. Medicaid Notification and Consent: If my child is covered by Medicaid and receives services under an Individual Education Plan (IEP), information may be used by the District to bill Medicaid for the following: behavioral or health services (occupational, physical, speech/language therapy, nursing, and augmentative services) as established on the IEP. IEP services are provided at no cost, regardless of consent. Parental consent may be withdrawn at any time. Any billing authorization records disclosed are available upon request. If my child is covered by Medicaid and receives services under an IEP, I consent for the District to bill Medicaid for those services provided.

Section III. Parent/Guardian Consent: By my signature below I accept responsibility to notify my child's school of any changes of my home address and phone number. I understand that EMS (911) will be called in the event of a serious accident or illness warranting evaluation and/or transport. I will assume responsibility for payment for EMS services, in case of an accident or illness for which immediate treatment is not needed, but my child is unable to remain in school. I request the school contact the parent(s)/guardian(s). If unable to reach a parent or guardian, request that one of the person(s) listed on this card be contacted to pick up and/or care for my child.

Section IV. Parental Certification and Responsibilities: I certify that the above emergency and health information is true and accurate to the best of my knowledge. I understand and agree that if my child has a health condition that may require management while he/she is in school, it is my responsibility to inform the school principal and/or school nurse of the health condition(s) and discuss a plan of care. By signing this document, I understand and agree that information contained on this card may be shared with appropriate school staff, District partners, after-school programs, and health care professionals according to the Health Insurance Portability and Accountability Act (HIPAA).

I certify that the above enrollment information is true and accurate to the best of my knowledge.

STUDENT NAME:

DATE OF BIRTH:

PRINT NAME OF PARENT/GUARDIAN:

SIGNATURE:

RELATIONSHIP:

DATE:

Rev. Jun 2014

Page 4 of 4

Attachment T.

Manatee County School District
215 Manatee Avenue West Bradenton, FL
34205 www.manateeschools.net

RE: Parrish Charter Academy

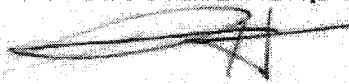
Dear School Board Member:

March 12, 2016

As a resident of the Parrish community, I am writing to express my support for the approval of the Charter Application submitted by Parrish Charter Academy (K-8). Parrish Charter Academy will fill a long-standing need in our community for educational choice. Many of the families in this area "home school" their children or send them to private schools and this addition to the Manatee County School District would allow these families the opportunity to become involved in the public school system.

Our intent is to enroll our children into Parrish Charter Academy as soon as it opens its doors. Other areas of Manatee County have been afforded this choice and the time has come for the Parrish community to receive this same equal opportunity and access to equitable educational options.

The Board of Directors and other stakeholders of Parrish Charter Academy are knowledgeable and seasoned educators, educational administrators, and successful business men and women and I am confident that they will perform at an optimum level.



Dustin Hay, P.A.
North River Professional Center
3815 U.S. Hwy 301 North
Ellenton, FL 34222
941-479-4970

Manatee County School District

215 Manatee Avenue West
Bradenton, FL 34205

RE: Parrish Charter Academy

Dear School Board Members:

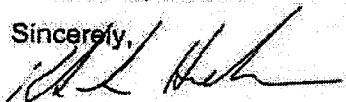
March 4, 2016

I am writing this letter in strong support of the Charter Application for Parrish Charter Academy. My wife and I relocated to Parrish in July, 2015 and were very surprised by the lack of "school choice" for our children in this area. Many parents in our community feel the same way and would welcome an additional school alternative for the children that reside in the vicinity of Parrish. Moreover, as you are aware, the population in Parrish has been growing significantly each year and there is a need for additional K — 8 options and for a high school as well.

Our children were enrolled in a charter school in Pinellas County before we relocated to Parrish and we would like them to be in a similar learning environment. We believe that Parrish Charter Academy would be a great addition to the Manatee County School District.

I personally met the PCA Board of Directors and many of the people involved in establishing Parrish Charter Academy along with their vision and mission for this school. I am confident that Parrish Charter Academy is exactly what the Parrish community needs.

Sincerely,



Kelvin Hickson
7707 108th Circle E
Parrish, FL 34219
727-463-8718
Khickson5@yahoo.com

Manatee County School District
215 Manatee Avenue West
Bradenton, FL 34205

Re: Parrish Charter Academy

Dear School Board Members:

March 17, 2016

I am writing you this letter as support for the Charter Application submitted by Parrish Charter Academy. I moved my family to Parrish in March of 2013. As a parent of two young children I know firsthand how hard it is to get a child registered into a decent school that is even in, or near Parrish. It is frustrating to know that it is a competition to get your kids into a school due to lack of available spots. With the increase of homes and no addition by the county to add more schools for whatever reason, I highly support this application by the Parrish Charter Academy and strongly urge the School Board to grant its application.

I believe the Parrish Charter Academy will make a great addition to the Parrish area, and I intend to enroll both my children into the school as soon as it opens.

Derek Wartewig
11722 Major Turner Run
Parrish FL, 34219
941-266-0858





April 25, 2016

School District of Manatee County
Office of Charter Schools
Judy Griffin
2501 63rd Avenue East
Bradenton, Florida 34203

Re: Parish Charter Academy;

Dear Ms Griffin;

Please be advised that my firm has built 18 charter school facilities comprising more than 15,000 student stations since 2004. We have built and completed schools in Miami-Dade, Broward, Palm Beach, Brevard, St. Lucie and Lee Counties.

We are prepared to provide the financial and facilities development resources necessary for Parish Charter Academy to meet its educational mission to the parents and students of the School. We have references available upon request. My biography is included for your perusal and please let me know if you have any questions or comments.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert Cambo".

Robert Cambo
Managing Partner
ALLIANCECOS.
305 500-9440 (o)
305 710-1710 ©
rc@alliancecos.com

2601 South Bayshore Drive, Suite 100 Coconut Grove, FL 33133



After a 10 year career for Commercial Developer Codina Group, where Robert had successfully completed 2,000,000 square feet of commercial lease transactions; Robert founded Alliance Commercial Real Estate Development in 1994. For the next 10 years Robert developed 1,000,000 square feet of Distribution facilities in the Miami Airport Market.

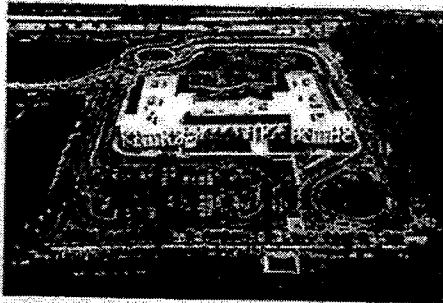
In 2004 Robert was approached by Charter Schools USA President Jonathan Hage to find suitable facilities for his growing Charter Schools in the South Florida Market. At the same time, Robert was struggling to find a suitable school for his son Michael, who was diagnosed severe Autism. From 2004 to 2007 Robert developed the Patriot School for the City of Palm Bay and North Broward Academy in Fort Lauderdale. In 2008 together with 2 other parents affected by Autism and a devoted Educator, Robert Co-Founded the South Florida Autism Charter School, to whom Robert donates his time as Board Vice Chairman. Today the schools serves 180 students from grades k-12 completely Tuition Free.

At that point Robert dedicated 100% of his practice to helping Charter Schools expand their classrooms to serve more students. To date Alliance has developed 14 facilities totaling over 1,100,000 square feet serving more than 15,000 students in 7 counties.



Robert attended and graduated from Harvard University's Real Estate Leadership Program in 2006, and received a Master's Degree in Business Administration from the University of Miami in 1989, and a Bachelors Degree in Business Administration from George Washington University in 1981.

Robert has been married to his wife Patricia for 25 years. Patricia is the Chair of International Law Group of the worldwide Law Firm Greenberg Traurig. They have four sons Robert 25, Michael 22, Richard 21 and Nicholas 19.



Attachment V
N/A at this time

Attachment W

Revenue Estimate Worksheet for Parrish Charter Academy

Based on the 2016-17 FEFP Second Calculation

School District:

Manatee

1. 2016-17 FEFP State and Local Funding

Base Student Allocation

\$4,160.71

District Cost Differential: 0.9984

				2016-17
				Base Funding
Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	(WFTE x BSA x DCD)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	168.00	1.103	185.3040	\$ 769,763
111 Basic K-3 with ESE Services	49.00	1.103	54.0470	\$ 224,514
102 Basic 4-8	30.00	1.000	30.0000	\$ 124,622
112 Basic 4-8 with ESE Services	8.00	1.000	8.0000	\$ 33,232
103 Basic 9-12	0.00	1.001	0.0000	\$ -
113 Basic 9-12 with ESE Services	0.00	1.001	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)	0.00	3.607	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)	0.00	3.607	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)	0.00	3.607	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)	0.00	5.376	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)	0.00	5.376	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)	0.00	5.376	0.0000	\$ -
130 ESOL (Grade Level PK-3)	35.00	1.194	41.7900	\$ 173,598
130 ESOL (Grade Level 4-8)	6.00	1.194	7.1640	\$ 29,760
130 ESOL (Grade Level 9-12)	0.00	1.194	0.0000	\$ -
300 Career Education (Grades 9-12)	0.00	1.001	0.0000	\$ -
Totals	296.00		326.3050	\$ 1,355,489

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

		Number of FTE			2016-17
				Base Funding (WFTE x BSA x DCD)	
Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.					
Additional FTE (a)					
Advanced Placement		0.00		\$	-
International Baccalaureate		0.00		\$	-
Advanced International Certificate		0.00		\$	-
Industry Certified Career Education		0.00		\$	-
Early High School Graduation		0.00		\$	-
Small District ESE Supplement		0.00		\$	-
Total Additional FTE		0.0000	Additional Base Funds	\$	-
Total Funded Weighted FTE		326.3050	Total Base Funding	\$	1,355,489

		FTE	Grade Level	Matrix Level	Guarantee Per Student	
2. ESE Guaranteed Allocation:						
		49.00	PK-3	251	\$ 1,011	\$ 49,539
		0.00	PK-3	252	\$ 3,266	\$ -
		0.00	PK-3	253	\$ 6,664	\$ -
		8.00	4-8	251	\$ 1,134	\$ 9,072
		0.00	4-8	252	\$ 3,388	\$ -
		0.00	4-8	253	\$ 6,787	\$ -
		0.00	9-12	251	\$ 807	\$ -
		0.00	9-12	252	\$ 3,062	\$ -
		0.00	9-12	253	\$ 6,460	\$ -
Total FTE with ESE Services		57.00	Total ESE Guarantee		\$	58,611

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 296.00 ÷ District's Total UFTE: 47,899.62

= 0.6180%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 326.31 ÷ District's Total WFTE: 51,342.23

= 0.6355%

4. Supplemental Academic Instruction (UFTE share)	(b)	9,660,173	x	0.6180%	\$	59,700
300 Lowest Performing Schools Allocation	(d)				\$	-
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds.						
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	0	x	0.6180%	\$	-
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	1,250,774	x	0.6180%	\$	7,730
7. Safe Schools Allocation (UFTE share)	(b)	1,110,309	x	0.6180%	\$	6,862
8. Instructional Materials Allocation (UFTE share)	(b)	3,610,727	x	0.6180%	\$	22,314
Dual Enrollment Instructional Materials Allocation	(f)				\$	-
ESE Applications Allocation:						
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
9. Declining Enrollment (WFTE share)	(c)	0	x	0.6355%	\$	-
10. Sparsity Supplement (WFTE share)	(c)	0	x	0.6355%	\$	-
11. Reading Allocation (WFTE share)	(c)	2,161,974	x	0.6355%	\$	13,739
12. Discretionary Local Effort (WFTE share)	(c)	23,795,912	x	0.6355%	\$	151,223
13. Proration to Funds Available (WFTE share)	(c)	(95,497)	x	0.6355%	-\$	607
14. Discretionary Lottery (WFTE share)	(c)	0	x	0.6355%	\$	-

15. Class Size Reduction Funds:

Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors		
PK - 3	281.1410	0.9984	1,321.49	=	370,931	
4-8	45.1640	0.9984	901.39	=	40,645	
9-12	0.0000	0.9984	903.56	=	0	
Total *	326.3050					
					Total Class Size Reduction Funds	\$ 411,576

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation

Enter All Adjusted Fundable Riders	(g)		x	397	\$	46,846
Enter All Adjusted ESE Riders			x	1,475	\$	-

17. Federally Connected Student Supplement

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands	0	\$0.00	\$0.00	\$ -
Civilians on Federal Lands	0	\$0.00	\$0.00	\$ -
Students with Disabilities	0		\$0.00	\$ -
Total				\$ -

18. Florida Teachers Classroom Supply Assistance Program	(i)		\$	2,125
19. Food Service Allocation	(j)		\$	-
				Total \$ 2,135,608

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.

If you have more than a 75% ESE student population, please place a 1 in the following box: (k) 0 \$ -

NOTES:

(a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) Additional funds are provided within the Supplemental Academic Instruction Allocation to support an additional hour of reading instruction in the 300 lowest performing elementary schools pursuant to s. 1011.62(1)(f), F.S. Charter schools that are on the list of 300 lowest performing elementary schools could consult their district sponsor to obtain these additional funds.

(e) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S., and requires that charter schools submit a digital classrooms plan to their school district for approval by the Department of Education prior to distribution of funds.

(f) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.

(g) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(h) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

(i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.

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

(k) Consistent with s. 1002.33(20)(a), F.S., 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.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% 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 s. 1013.62(3), 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% 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 s. 1013.62(3), 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%.

Other:

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.

Revenue Estimate Summary for Parrish Charter Academy

	Year 1	Year 2	Year 3	Year 4	Year 5
Base Student Allocation	\$4,160.71	\$4,181.51	\$4,202.42	\$4,223.43	\$4,244.55
Assumed Base FEPP Percentage Increase	0.000%	0.500%	0.500%	0.500%	0.500%
Assumed Other Funds Percentage Increase	0.000%	0.500%	0.500%	0.500%	0.500%
Assumed ESE Guarantee Income % Increase	0.000%	0.000%	0.000%	0.000%	0.000%
District Cost Differential	0.9984	0.9984	0.9984	0.9984	0.9984

FEPP State and Local Funding	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding
101 Basic K-3	168,000	1.103	\$ 769,763	208,000	1.115	\$ 967,936	208,000	1.115	\$ 972,775	208,000	1.115	\$ 977,639	208,000	1.115	\$ 982,527
111 Basic K-3 with ESE Services	49,000	1.103	\$ 224,514	40,000	1.115	\$ 186,141	40,000	1.115	\$ 187,072	40,000	1.115	\$ 188,008	40,000	1.115	\$ 188,948
102 Basic 4-8	30,000	1.000	\$ 124,622	64,000	1.000	\$ 267,189	127,000	1.000	\$ 532,854	190,000	1.000	\$ 801,168	253,000	1.000	\$ 1,072,193
112 Basic 4-8 with ESE Services	8,000	1.000	\$ 33,232	12,000	1.000	\$ 50,098	25,000	1.000	\$ 104,892	38,000	1.000	\$ 160,234	51,000	1.000	\$ 216,126
103 Basic 9-12	-	1.001	\$ -	-	1.003	\$ -	-	1.003	\$ -	-	1.003	\$ -	-	1.003	\$ -
113 Basic 9-12 with ESE Services	-	1.001	\$ -	-	1.003	\$ -	-	1.003	\$ -	-	1.003	\$ -	-	1.003	\$ -
254 ESE Level 4 (Grade Level PK-3)	-	3.607	\$ -	-	3.607	\$ -	-	3.607	\$ -	-	3.607	\$ -	-	3.607	\$ -
254 ESE Level 4 (Grade Level 4-8)	-	3.607	\$ -	-	3.607	\$ -	-	3.607	\$ -	-	3.607	\$ -	-	3.607	\$ -
254 ESE Level 4 (Grade Level 9-12)	-	3.607	\$ -	-	3.607	\$ -	-	3.607	\$ -	-	3.607	\$ -	-	3.607	\$ -
255 ESE Level 5 (Grade Level PK-3)	-	5.376	\$ -	-	5.376	\$ -	-	5.376	\$ -	-	5.376	\$ -	-	5.376	\$ -
255 ESE Level 5 (Grade Level 4-8)	-	5.376	\$ -	-	5.376	\$ -	-	5.376	\$ -	-	5.376	\$ -	-	5.376	\$ -
255 ESE Level 5 (Grade Level 9-12)	-	5.376	\$ -	-	5.376	\$ -	-	5.376	\$ -	-	5.376	\$ -	-	5.376	\$ -
130 ESOL (Grade Level PK-3)	35,000	1.194	\$ 173,598	40,000	1.194	\$ 199,390	40,000	1.194	\$ 200,387	40,000	1.194	\$ 201,388	40,000	1.194	\$ 202,395
130 ESOL (Grade Level 4-8)	6,000	1.194	\$ 29,760	12,000	1.194	\$ 59,817	24,000	1.194	\$ 120,232	36,000	1.194	\$ 181,250	48,000	1.194	\$ 242,874
130 ESOL (Grade Level 9-12)	-	1.194	\$ -	-	1.194	\$ -	-	1.194	\$ -	-	1.194	\$ -	-	1.194	\$ -
300 Career Education (Grades 9-12)	-	1.001	\$ -	-	1.003	\$ -	-	1.003	\$ -	-	1.003	\$ -	-	1.003	\$ -
Total Enrollment	296,000		\$ 1,355,489	376,000		\$ 1,730,571	464,000		\$ 2,118,212	552,000		\$ 2,509,687	640,000		\$ 2,905,023

Additional FTE	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding
Advanced Placement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
International Baccalaureate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Advanced International Certificate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Industry Certified Career Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Early High School Graduation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Small District ESE Supplement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Additional Funding	0.00		\$ -	0.00		\$ -	0.00		\$ -	0.00		\$ -	0.00		\$ -

Total Unweighted FTE	206,000		\$ 706,900	376,000		\$ 1,306,900	464,000		\$ 1,616,900	552,000		\$ 1,926,900	640,000		\$ 2,236,900
Total Weighted FTE	326,505		\$ 1,355,489	414,525		\$ 1,730,571	504,559		\$ 2,118,212	595,151		\$ 2,509,687	685,509		\$ 2,905,023
Total Base Funding	\$ 1,355,489		\$ 1,355,489	\$ 1,730,571		\$ 1,730,571	\$ 2,118,212		\$ 2,118,212	\$ 2,509,687		\$ 2,509,687	\$ 2,905,023		\$ 2,905,023

ESE Guarantee Allocation	Enr.	ESE Rate	ESE Amt	Enr.	ESE Rate	ESE Amt	Enr.	ESE Rate	ESE Amt	Enr.	ESE Rate	ESE Amt	Enr.	ESE Rate	ESE Amt
PK-3 (Matrix Level 251)	35,000	\$ 1,011	\$ 35,385	40,000	\$ 1,011	\$ 40,440	40,000	\$ 1,011	\$ 40,440	40,000	\$ 1,011	\$ 40,440	40,000	\$ 1,011	\$ 40,440
PK-3 (Matrix Level 252)	-	\$ 3,266	\$ -	-	\$ 3,266	\$ -	-	\$ 3,266	\$ -	-	\$ 3,266	\$ -	-	\$ 3,266	\$ -
PK-3 (Matrix Level 253)	-	\$ 6,664	\$ -	-	\$ 6,664	\$ -	-	\$ 6,664	\$ -	-	\$ 6,664	\$ -	-	\$ 6,664	\$ -
4-8 (Matrix Level 251)	6,000	\$ 1,134	\$ 6,804	12,000	\$ 1,134	\$ 13,608	25,000	\$ 1,134	\$ 28,350	38,000	\$ 1,134	\$ 43,092	51,000	\$ 1,134	\$ 57,834
4-8 (Matrix Level 252)	-	\$ 3,388	\$ -	-	\$ 3,388	\$ -	-	\$ 3,388	\$ -	-	\$ 3,388	\$ -	-	\$ 3,388	\$ -
4-8 (Matrix Level 253)	-	\$ 6,787	\$ -	-	\$ 6,787	\$ -	-	\$ 6,787	\$ -	-	\$ 6,787	\$ -	-	\$ 6,787	\$ -
9-12 (Matrix Level 251)	-	\$ 807	\$ -	-	\$ 807	\$ -	-	\$ 807	\$ -	-	\$ 807	\$ -	-	\$ 807	\$ -
9-12 (Matrix Level 252)	-	\$ 3,062	\$ -	-	\$ 3,062	\$ -	-	\$ 3,062	\$ -	-	\$ 3,062	\$ -	-	\$ 3,062	\$ -
9-12 (Matrix Level 253)	-	\$ 6,460	\$ -	-	\$ 6,460	\$ -	-	\$ 6,460	\$ -	-	\$ 6,460	\$ -	-	\$ 6,460	\$ -
Total ESE Guarantee	\$ 42,189		\$ 42,189	\$ 54,048		\$ 54,048	\$ 68,790		\$ 68,790	\$ 89,532		\$ 89,532	\$ 98,278		\$ 98,278

Additional Calculations	UFFE	WFFE	UFFE	WFFE	UFFE	WFFE	UFFE	WFFE	UFFE	WFFE	UFFE	WFFE
Charter School Enrollment	296.0	326.3	464.0	504.9	552.0	595.2	640.0	685.5	640.0	685.5	640.0	685.5
Overall District Enrollment	47,899.6	51,342.2	47,899.6	51,342.2	47,899.6	51,342.2	47,899.6	51,342.2	47,899.6	51,342.2	47,899.6	51,342.2
Charter Percentage of District	0.618009%	0.635500%	0.785074%	0.807474%	0.968774%	0.983333%	1.152424%	1.159224%	1.336111%	1.335224%	1.336111%	1.335224%

UFFE Shares	Enr.	UFFE Rate	UFFE Amt	Enr.	UFFE Rate	UFFE Amt	Enr.	UFFE Rate	UFFE Amt	Enr.	UFFE Rate	UFFE Amt	Enr.	UFFE Rate	UFFE Amt
Supplemental Academic Instruction	\$ 9,660,173	0.618009%	\$ 59,700	\$ 9,708,474	0.785074%	\$ 76,212	\$ 9,757,016	0.968774%	\$ 94,516	\$ 9,805,801	1.152424%	\$ 113,002	\$ 9,854,830	1.336111%	\$ 131,670
Discretionary Millage Compression Allocation	\$ -	0.618009%	\$ -	\$ -	0.785074%	\$ -	\$ -	0.968774%	\$ -	\$ -	1.152424%	\$ -	\$ -	1.336111%	\$ -
Digital Classrooms Allocation	\$ 1,250,774	0.618009%	\$ 7,730	\$ 1,257,028	0.785074%	\$ 9,868	\$ 1,263,313	0.968774%	\$ 12,238	\$ 1,269,630	1.152424%	\$ 14,631	\$ 1,275,978	1.336111%	\$ 17,048
Safe Schools Allocation	\$ 1,110,309	0.618009%	\$ 6,862	\$ 1,115,861	0.785074%	\$ 8,760	\$ 1,121,440	0.968774%	\$ 10,863	\$ 1,127,047	1.152424%	\$ 12,988	\$ 1,132,682	1.336111%	\$ 15,134
Instructional Materials Allocation	\$ 3,610,727	0.618009%	\$ 22,314	\$ 3,626,781	0.785074%	\$ 28,486	\$ 3,646,925	0.968774%	\$ 35,328	\$ 3,665,159	1.152424%	\$ 42,237	\$ 3,683,485	1.336111%	\$ 49,215

WFFE Shares	Enr.	WFFE Rate	WFFE Amt	Enr.	WFFE Rate	WFFE Amt	Enr.	WFFE Rate	WFFE Amt	Enr.	WFFE Rate	WFFE Amt	Enr.	WFFE Rate	WFFE Amt
Declining Enrollment	\$ -	0.635500%	\$ -	\$ -	0.807474%	\$ -	\$ -	0.983333%	\$ -	\$ -	1.159224%	\$ -	\$ -	1.335224%	\$ -
Sparsity Supplement	\$ -	0.635500%	\$ -	\$ -	0.807474%	\$ -	\$ -	0.983333%	\$ -	\$ -	1.159224%	\$ -	\$ -	1.335224%	\$ -
Reading Allocations	\$ 2,161,974	0.635500%	\$ 13,739	\$ 2,172,784	0.807474%	\$ 17,543	\$ 2,183,648	0.983333%	\$ 21,472	\$ 2,194,566	1.159224%	\$ 25,439	\$ 2,205,539	1.335224%	\$ 29,408
Discretionary Local Effort	\$ 23,795,912	0.635500%	\$ 151,223	\$ 23,914,892	0.807474%	\$ 193,089	\$ 24,034,466	0.983333%	\$ 236,331	\$ 24,154,638	1.159224%	\$ 280,001	\$ 24,275,412	1.335224%	\$ 324,125
Proration to Funds Available	\$ (95,497)	0.635500%	\$ (607)	\$ (95,974)	0.807474%	\$ (775)	\$ (96,454)	0.983333%	\$ (948)	\$ (96,937)	1.159224%	\$ (1,124)	\$ (97,421)	1.335224%	\$ (1,301)
Discretionary Lottery	\$ -	0.635500%	\$ -	\$ -	0.807474%	\$ -	\$ -	0.983333%	\$ -	\$ -	1.159224%	\$ -	\$ -	1.335224%	\$ -

Class Size Reduction (PK-3)	Enr.	Class Size	Reduction	Enr.	Class Size	Reduction	Enr.	Class Size	Reduction	Enr.	Class Size	Reduction	Enr.	Class Size	Reduction
Class Size Reduction (4-8)	281,141	\$ 1,321	\$ 370,931	324,197	\$ 1,328	\$ 429,877	324,197	\$ 1,335	\$ 432,026	324,197	\$ 1,341	\$ 434,186	324,197	\$ 1,348	\$ 436,357
Class Size Reduction (9-12)	45,164	\$ 901	\$ 40,645	90,328	\$ 908	\$ 81,697	180,656	\$ 915	\$ 164,711	270,984	\$ 921	\$ 247,548	361,312	\$ 928	\$ 331,714
Class Size Reduction Totals	\$ 411,576		\$ 411,576	\$ 511,574		\$ 511,574	\$ 596,737		\$ 596,737	\$ 681,734		\$ 681,734	\$ 766,071		\$ 766,071

Transportation - All Fundable Riders	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding
Transportation - ESE Riders	118,000	\$ 397	\$ 46,846	150,000	\$ 399	\$ 59,848	186,000	\$ 401	\$ 74,582	221,000	\$ 403	\$ 89,060	256,000	\$ 405	\$ 103,680

Federal Military & Indian Lands	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding
Federal Citizens on Federal Lands	-	\$ 125.63	\$ -	-	\$ 125.63	\$ -	-	\$ 126.25	\$ -	-	\$ 126.88	\$ -	-	\$ 127.52	\$ -
Federal Students with Disabilities	-	\$ 62.50	\$ -	-	\$ 62.50	\$ -	-	\$ 63.13	\$ -	-	\$ 63.76	\$ -	-	\$ 64.39	\$ -
Red. Connected Student Supplement	0.000	\$ -	\$ -	0.000	\$ -	\$ -	0.000	\$ -	\$ -	0.000	\$ -	\$ -	0.000	\$ -	\$ -

300 Lowest Performing Schools Allocation	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding
Dual Enrollment Instructional Materials	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -
ESE Applications Allocation	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -	-	\$ -	\$ -
Florida Teachers Classroom Supply Assistance	17	\$ 125.00	\$ 2,125.00	22	\$ 125.00	\$ 2,750.00	27	\$ 125.00	\$ 3,375.00	32	\$ 125.00	\$ 4,000.00	38	\$ 125.00	\$ 4,750.00

FEPP Totals	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding	Enr.	Cost Factor	Base Funding
Total Funding	\$ 2,118,212		\$ 2,118,212	\$ 2,509,687		\$ 2,509,687	\$ 2,905,023		\$ 2,905,023	\$ 3,300,396		\$ 3,300,396	\$ 3,695,751		\$ 3,695,751
Per Student Average	\$ 7,159		\$ 7,159	\$ 7,160		\$ 7,160	\$ 7,161		\$ 7,161	\$ 7,162		\$ 7,162	\$ 7,163		\$ 7,163
District Fee Percentage	5.00%		5.00%	5.00%		5.00%	5.00%		5.00%	5.00%		5.00%	5.00%		5

Attachment X

Parrish Charter Academy

Five Year Budget Projections

Complete Budget - Manatee County

Func	Obj	Description	Plng Year	Year 1 296 (of est. 296)	Year 2 376 (of est. 376)	Year 3 464 (of est. 464)	Year 4 552 (of est. 552)	Year 5 640 (of est. 640)
Income Estimates								
FEFP Calculations								
3310		FEFP - Base Funding		\$ 1,355,489	\$ 1,730,571	\$ 2,118,212	\$ 2,509,687	\$ 2,905,023
3310		FEFP - ESE Gurantee		\$ 42,189	\$ 54,048	\$ 68,790	\$ 83,532	\$ 98,274
3310		FEFP - Supplemental Academic Instruction		\$ 59,700	\$ 76,212	\$ 94,516	\$ 113,002	\$ 131,670
3310		FEFP - Digital Classroom Allocation		\$ 7,730	\$ 9,868	\$ 12,238	\$ 14,631	\$ 17,048
3310		FEFP - Safe Schools Allocations		\$ 6,862	\$ 8,760	\$ 10,863	\$ 12,988	\$ 15,134
3310		FEFP - Instructional Materials Allocation		\$ 22,314	\$ 28,486	\$ 35,328	\$ 42,237	\$ 49,215
3310		FEFP - Reading Allocation		\$ 13,739	\$ 17,543	\$ 21,472	\$ 25,439	\$ 29,448
3310		FEFP - Discretionary Local Effort		\$ 151,223	\$ 193,089	\$ 236,331	\$ 280,001	\$ 324,125
3310		FEFP - Proration to Funds Available		\$ (607)	\$ (775)	\$ (948)	\$ (1,124)	\$ (1,301)
3355		FEFP - Class Size Reductions		\$ 411,576	\$ 511,574	\$ 596,237	\$ 681,734	\$ 768,071
3492		Transportation (All Riders)		\$ 46,846	\$ 59,848	\$ 74,582	\$ 89,060	\$ 103,680
3310		Teacher Lead Funds		\$ 2,125	\$ 2,750	\$ 3,375	\$ 4,000	\$ 4,875
Other Income								
3261		School Lunch Reimbursements	\$ -	\$ 40,608.00	\$ 51,408.00	\$ 63,504.00	\$ 75,600.00	\$ 87,696.00
3397		Capital Outlay Funds	\$ -	\$ -	\$ -	\$ 112,836	\$ 126,829	\$ 139,095
3440		Gifts, Grants and Bequests	\$ 90,000.00	\$ -	\$ -	\$ -	\$ -	\$ -
3451		School Lunch Collections	\$ -	\$ 18,648.00	\$ 23,688.00	\$ 29,232.00	\$ 34,776.00	\$ 40,320.00
Total Income				\$ 90,000	\$ 2,178,442	\$ 2,767,070	\$ 3,476,568	\$ 4,092,392
								\$ 4,712,373

Expense Estimates								
Function 5100 - Basic Instruction								
5100	120	Classroom Teacher Salaries	\$ -	\$ 624,000	\$ 780,094	\$ 947,925	\$ 1,115,812	\$ 1,295,430
5100	130	Other Certified Staff Member	\$ -	\$ 66,300	\$ 124,814	\$ 140,432	\$ 148,250	\$ 148,267
5100	140	Substitute Teachers	\$ -	\$ 15,930	\$ 20,880	\$ 25,110	\$ 29,160	\$ 33,300

5100	160	Other Support Personnel	\$	-	\$	2,500	\$	7,000	\$	9,000	\$	12,000	\$	12,000
5100	210	Retirement	\$	-	\$	28,203	\$	37,053	\$	44,576	\$	51,806	\$	59,197
5100	220	FICA	\$	-	\$	52,999	\$	69,761	\$	83,948	\$	97,619	\$	111,361
5100	230	Group Insurance	\$	-	\$	52,377	\$	68,812	\$	82,785	\$	96,212	\$	109,938
5100	240	Worker's Compensation	\$	-	\$	11,778	\$	15,502	\$	18,655	\$	21,693	\$	24,747
5100	250	Unemployment Compensation	\$	-	\$	4,104	\$	5,314	\$	6,286	\$	7,258	\$	8,251
5100	360	Rentals	\$	-	\$	2,960	\$	3,798	\$	4,733	\$	5,687	\$	6,660
5100	510	Supplies	\$	-	\$	13,965	\$	18,858	\$	23,650	\$	28,603	\$	33,971
5100	520	Textbooks	\$	-	\$	68,160	\$	28,862	\$	33,958	\$	85,100	\$	87,704
5100	641	Furniture, Fixtures-Capitalized	\$	-	\$	10,868	\$	13,179	\$	15,513	\$	17,870	\$	20,251
5100	644	Computer Hardware (Non Capitalized)	\$	-	\$	43,950	\$	13,986	\$	13,410	\$	36,260	\$	24,707
5100	730	Dues and Fees	\$	-	\$	148	\$	192	\$	241	\$	293	\$	346
5100 Sub Total			\$	-	\$	998,242	\$	1,208,103	\$	1,450,222	\$	1,753,623	\$	1,976,129
Function 5200 - Exceptional Education														
5200	130	Other Certified Staff Member	\$	-	\$	70,200	\$	89,710	\$	109,225	\$	128,743	\$	152,168
5200	140	Substitute Teachers	\$	-	\$	1,620	\$	2,070	\$	2,520	\$	2,970	\$	3,510
5200	210	Retirement	\$	-	\$	2,837	\$	3,627	\$	4,416	\$	5,206	\$	6,156
5200	220	FICA	\$	-	\$	5,370	\$	6,863	\$	8,356	\$	9,849	\$	11,641
5200	230	Group Insurance	\$	-	\$	5,269	\$	6,735	\$	8,202	\$	9,668	\$	11,433
5200	240	Worker's Compensation	\$	-	\$	1,193	\$	1,525	\$	1,857	\$	2,189	\$	2,587
5200	250	Unemployment Compensation	\$	-	\$	518	\$	605	\$	691	\$	778	\$	886
5200	310	Professional and Technical Services	\$	-	\$	9,360	\$	14,321	\$	17,042	\$	19,866	\$	25,329
5200	510	Supplies	\$	-	\$	4,440	\$	5,753	\$	7,241	\$	8,787	\$	10,391
5200 Sub Total			\$	-	\$	100,808	\$	131,208	\$	159,549	\$	188,056	\$	224,102
Function 6100 - Pupil Services														
6100	130	Other Certified Staff Member	\$	-	\$	-	\$	-	\$	-	\$	21,007	\$	42,019
6100	160	Other Support Personnel	\$	-	\$	1,000	\$	1,000	\$	1,000	\$	1,000	\$	1,000
6100	210	Retirement	\$	-	\$	-	\$	-	\$	-	\$	735	\$	1,617
6100	220	FICA	\$	-	\$	77	\$	77	\$	77	\$	1,684	\$	3,291
6100	230	Group Insurance	\$	-	\$	-	\$	-	\$	-	\$	1,365	\$	3,003
6100	240	Worker's Compensation	\$	-	\$	17	\$	17	\$	17	\$	374	\$	731
6100	250	Unemployment Compensation	\$	-	\$	-	\$	-	\$	-	\$	216	\$	216
6100 Sub Total			\$	-	\$	1,094	\$	1,094	\$	1,094	\$	26,381	\$	51,877
Function 6200 - Instructional Media Services														
6200	510	Supplies	\$	-	\$	185	\$	239	\$	304	\$	372	\$	443
6200 Sub Total			\$	-	\$	185	\$	239	\$	304	\$	372	\$	443
Function 6300 - Instructional/Curriculum Development														
6300	160	Other Support Personnel	\$	-	\$	1,000	\$	1,000	\$	1,000	\$	1,000	\$	1,000
6300	220	FICA	\$	-	\$	77	\$	77	\$	77	\$	77	\$	77

6300	240	Worker's Compensation	\$	-	\$	17	\$	17	\$	17	\$	17	\$	17
6300	360	Rentals	\$	-	\$	14,800	\$	18,988	\$	23,666	\$	28,436	\$	33,299
		6300 Sub Total	\$	17,500	\$	15,894	\$	20,082	\$	24,760	\$	29,530	\$	34,393
Function 6400 - Instructional Staff Training														
6400	140	Substitute Teachers	\$	-	\$	500	\$	505	\$	510	\$	515	\$	520
6400	310	Professional and Technical Services	\$	10,000	\$	11,000	\$	11,110	\$	11,221	\$	11,333	\$	11,447
6400	330	Travel	\$	-	\$	1,500	\$	1,515	\$	1,530	\$	1,545	\$	1,561
6400	510	Supplies	\$	-	\$	2,000	\$	2,020	\$	2,040	\$	2,061	\$	2,081
		6400 Sub Total	\$	10,000	\$	15,000	\$	15,150	\$	15,302	\$	15,455	\$	15,609
Function 6500 - Instructional-Related Technology														
6500	310	Professional and Technical Services	\$	-	\$	3,000	\$	3,150	\$	3,308	\$	3,473	\$	3,647
		6500 Sub Total	\$	-	\$	3,000	\$	3,150	\$	3,308	\$	3,473	\$	3,647
Function 7100 - Board														
7100	310	Professional and Technical Services	\$	3,500	\$	2,500	\$	2,625	\$	3,256	\$	2,894	\$	3,039
7100	320	Insurance and Bond Premiums	\$	-	\$	5,920	\$	7,670	\$	9,655	\$	11,716	\$	13,855
7100	330	Travel	\$	-	\$	2,000	\$	2,030	\$	2,060	\$	2,091	\$	2,123
		7100 Sub Total	\$	3,500	\$	10,420	\$	12,325	\$	14,972	\$	16,701	\$	19,017
Function 7200 - General / District Administration														
7200	730	Dues and Fees	\$	-	\$	89,493	\$	89,494	\$	88,120	\$	79,543	\$	79,560
		7200 Sub Total	\$	-	\$	89,493	\$	89,494	\$	88,120	\$	79,543	\$	79,560
Function 7300 - School Administration														
7300	110	Administrator Salaries	\$	27,083	\$	65,000	\$	90,010	\$	115,026	\$	115,039	\$	115,052
7300	160	Other Support Personnel	\$	3,840	\$	58,240	\$	66,422	\$	74,836	\$	75,958	\$	77,097
7300	210	Retirement	\$	839	\$	4,841	\$	6,314	\$	8,015	\$	8,018	\$	8,023
7300	220	FICA	\$	2,366	\$	9,428	\$	11,967	\$	14,524	\$	14,611	\$	14,699
7300	230	Group Insurance	\$	1,558	\$	8,991	\$	11,727	\$	14,884	\$	14,891	\$	14,899
7300	240	Worker's Compensation	\$	526	\$	2,095	\$	2,659	\$	3,228	\$	3,247	\$	3,267
7300	250	Unemployment Compensation	\$	320	\$	648	\$	1,061	\$	1,080	\$	1,080	\$	1,080
7300	310	Professional and Technical Services	\$	-	\$	247,301	\$	318,049	\$	403,335	\$	477,390	\$	551,954
7300	360	Rentals	\$	-	\$	5,920	\$	7,520	\$	9,280	\$	12,144	\$	14,080
7300	370	Communications	\$	-	\$	2,146	\$	2,781	\$	3,500	\$	4,247	\$	5,022
7300	390	Other Purchased Services	\$	12,500	\$	7,960	\$	11,335	\$	14,827	\$	15,858	\$	16,928
7300	510	Supplies	\$	4,000	\$	5,920	\$	8,437	\$	10,620	\$	12,887	\$	15,241
7300	641	Furniture, Fixtures-Capitalized	\$	-	\$	5,000	\$	1,000	\$	1,000	\$	1,000	\$	1,000
7300	644	Computer Hardware (Non Capitalized)	\$	3,400	\$	1,184	\$	1,534	\$	1,931	\$	2,343	\$	2,771
7300	730	Dues and Fees	\$	-	\$	1,184	\$	1,534	\$	1,931	\$	2,343	\$	2,771
		7300 Sub Total	\$	56,430	\$	425,858	\$	542,351	\$	678,017	\$	761,057	\$	843,883
Function 7500 - Fiscal Services														
7500	310	Professional and Technical Services	\$	-	\$	7,500	\$	7,650	\$	7,803	\$	7,959	\$	8,118

7500 Sub Total		\$	-	\$	7,500	\$	7,650	\$	7,803	\$	7,959	\$	8,118	
Function 7600 - Food Services														
7600	160	Other Support Personnel	\$	-	\$	11,875	\$	17,405	\$	17,666	\$	17,931	\$	23,796
7600	220	FICA	\$	-	\$	908	\$	1,331	\$	1,351	\$	1,372	\$	1,820
7600	240	Worker's Compensation	\$	-	\$	202	\$	296	\$	300	\$	305	\$	405
7600	250	Unemployment Compensation	\$	-	\$	216	\$	360	\$	363	\$	365	\$	648
7600	570	Food	\$	-	\$	66,024	\$	83,664	\$	103,320	\$	122,976	\$	142,632
7600	641	Furniture, Fixtures-Capitalized	\$	-	\$	2,000	\$	1,000	\$	1,000	\$	1,000	\$	1,000
7600	642	Furniture, Fixtures (Non Capitalized)	\$	-	\$	5,000	\$	4,000	\$	5,000	\$	5,000	\$	5,000
7600 Sub Total		\$	-	\$	86,225	\$	108,057	\$	129,000	\$	148,948	\$	175,301	
Function 7800 - Pupil Transportation														
7800	160	Other Support Personnel	\$	-	\$	29,600	\$	45,066	\$	45,742	\$	61,904	\$	62,833
7800	220	FICA	\$	-	\$	2,264	\$	3,448	\$	3,499	\$	4,736	\$	4,807
7800	240	Worker's Compensation	\$	-	\$	503	\$	766	\$	778	\$	1,052	\$	1,068
7800	250	Unemployment Compensation	\$	-	\$	432	\$	648	\$	648	\$	864	\$	864
7800	320	Insurance and Bond Premiums	\$	-	\$	3,000	\$	4,500	\$	4,500	\$	6,000	\$	6,000
7800	360	Rentals	\$	-	\$	9,283	\$	13,924	\$	13,924	\$	18,566	\$	18,566
7800	390	Other Purchased Services	\$	-	\$	3,000	\$	4,500	\$	4,500	\$	6,000	\$	6,000
7800	460	Gas / Fuel	\$	-	\$	3,000	\$	4,590	\$	4,682	\$	6,367	\$	6,495
7800 Sub Total		\$	-	\$	51,082	\$	77,442	\$	78,273	\$	105,489	\$	106,632	
Function 7900 - Operation of Plant														
7900	160	Other Support Personnel	\$	-	\$	26,000	\$	26,390	\$	40,179	\$	54,375	\$	55,191
7900	210	Retirement	\$	-	\$	1,561	\$	1,562	\$	2,346	\$	3,130	\$	3,133
7900	220	FICA	\$	-	\$	1,989	\$	2,019	\$	3,074	\$	4,160	\$	4,222
7900	230	Group Insurance	\$	-	\$	2,899	\$	2,902	\$	4,356	\$	5,813	\$	5,819
7900	240	Worker's Compensation	\$	-	\$	442	\$	449	\$	683	\$	924	\$	938
7900	250	Unemployment Compensation	\$	-	\$	216	\$	216	\$	324	\$	432	\$	432
7900	320	Insurance and Bond Premiums	\$	-	\$	16,544	\$	16,875	\$	29,298	\$	29,884	\$	30,481
7900	350	Repairs and Maintenance	\$	-	\$	5,000	\$	5,000	\$	5,100	\$	5,202	\$	5,306
7900	360	Rentals	\$	-	\$	199,800	\$	291,400	\$	394,400	\$	552,000	\$	640,000
7900	370	Communications	\$	-	\$	3,552	\$	4,602	\$	5,793	\$	7,029	\$	8,313
7900	380	Public Utilities	\$	-	\$	3,552	\$	4,602	\$	5,793	\$	7,029	\$	8,313
7900	390	Other Purchased Services	\$	-	\$	12,300	\$	13,770	\$	15,294	\$	16,873	\$	18,510
7900	430	Electricity	\$	-	\$	23,782	\$	24,258	\$	42,115	\$	42,958	\$	43,817
7900	510	Supplies	\$	-	\$	7,400	\$	9,588	\$	12,069	\$	14,645	\$	17,319
7900	680	Remodeling/Renovations	\$	-	\$	-	\$	5,000	\$	5,100	\$	5,202	\$	5,306
7900 Sub Total		\$	-	\$	305,037	\$	408,632	\$	565,923	\$	749,657	\$	847,100	
Function 9100 - Community Service														
9100	160	Other Support Personnel	\$	-	\$	5,000	\$	10,000	\$	12,000	\$	12,000	\$	12,000

9100	220	FICA	\$	-	\$	383	\$	765	\$	918	\$	918
9100	240	Worker's Compensation	\$	-	\$	85	\$	170	\$	204	\$	204
		9100 Sub Total	\$	-	\$	5,468	\$	10,935	\$	13,122	\$	13,122

Reserve Fund	\$	-	\$	52,980	\$	80,759	\$	98,130	\$	115,656	\$	133,358
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Total Expenses	\$	87,430	\$	2,168,284	\$	2,716,671	\$	3,327,896	\$	4,015,022	\$	4,532,290
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Totals

Revenue	\$	90,000	\$	2,178,442	\$	2,767,070	\$	3,476,568	\$	4,092,392	\$	4,712,373
Expenses	\$	87,430	\$	2,168,284	\$	2,716,671	\$	3,327,896	\$	4,015,022	\$	4,532,290

Net Revenue	\$	2,570	\$	10,158	\$	50,399	\$	148,672	\$	77,370	\$	180,083
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Cash Balance	\$	2,570	\$	12,727	\$	63,126	\$	211,798	\$	289,168	\$	469,251
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Parrish Charter Academy

Year One Cash Flow Projections

Complete Budget - Manatee County

Func	Obj	Description	Pln Yr Total	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Income Estimates															
FEPP Calculations															
3310		FEPP - Base Funding	\$ 1,555,459	\$ 112,457	\$ 112,457	\$ 112,457	\$ 112,457	\$ 112,457	\$ 112,457	\$ 112,457	\$ 112,457	\$ 112,457	\$ 112,457	\$ 112,457	\$ 112,457
3310		FEPP - FSE Guarantee	\$ 42,189	\$ 3,516	\$ 3,516	\$ 3,516	\$ 3,516	\$ 3,516	\$ 3,516	\$ 3,516	\$ 3,516	\$ 3,516	\$ 3,516	\$ 3,516	\$ 3,516
3310		FEPP - Supplemental Academic Instruction	\$ 59,700	\$ 4,975	\$ 4,975	\$ 4,975	\$ 4,975	\$ 4,975	\$ 4,975	\$ 4,975	\$ 4,975	\$ 4,975	\$ 4,975	\$ 4,975	\$ 4,975
3310		FEPP - Digital Classroom Allocation	\$ 7,730	\$ 644	\$ 644	\$ 644	\$ 644	\$ 644	\$ 644	\$ 644	\$ 644	\$ 644	\$ 644	\$ 644	\$ 644
3310		FEPP - Safe Schools Allocations	\$ 6,862	\$ 572	\$ 572	\$ 572	\$ 572	\$ 572	\$ 572	\$ 572	\$ 572	\$ 572	\$ 572	\$ 572	\$ 572
3310		FEPP - Instructional Materials Allocation	\$ 22,314	\$ 1,860	\$ 1,860	\$ 1,860	\$ 1,860	\$ 1,860	\$ 1,860	\$ 1,860	\$ 1,860	\$ 1,860	\$ 1,860	\$ 1,860	\$ 1,860
3310		FEPP - Reading Allocation	\$ 13,719	\$ 1,145	\$ 1,145	\$ 1,145	\$ 1,145	\$ 1,145	\$ 1,145	\$ 1,145	\$ 1,145	\$ 1,145	\$ 1,145	\$ 1,145	\$ 1,145
3310		FEPP - Discretionary Local Effort	\$ 191,239	\$ 15,937	\$ 15,937	\$ 15,937	\$ 15,937	\$ 15,937	\$ 15,937	\$ 15,937	\$ 15,937	\$ 15,937	\$ 15,937	\$ 15,937	\$ 15,937
3310		FEPP - Proration to Funds Available	\$ 1,007	\$ 84	\$ 84	\$ 84	\$ 84	\$ 84	\$ 84	\$ 84	\$ 84	\$ 84	\$ 84	\$ 84	\$ 84
3355		FEPP - Class Size Reductions	\$ 411,576	\$ 34,298	\$ 34,298	\$ 34,298	\$ 34,298	\$ 34,298	\$ 34,298	\$ 34,298	\$ 34,298	\$ 34,298	\$ 34,298	\$ 34,298	\$ 34,298
3492		Transportation (All Riders)	\$ 46,846	\$ 3,903	\$ 3,903	\$ 3,903	\$ 3,903	\$ 3,903	\$ 3,903	\$ 3,903	\$ 3,903	\$ 3,903	\$ 3,903	\$ 3,903	\$ 3,903
3310		Teacher Level Funds	\$ 2,125	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Income															
3351		School Lunch Reimbursements	\$ 40,848	\$ -	\$ -	\$ 4,512	\$ -	\$ 4,512	\$ -	\$ 4,512	\$ -	\$ 4,512	\$ -	\$ 4,512	\$ -
3451		School Lunch Collections	\$ 18,648	\$ -	\$ -	\$ 1,865	\$ -	\$ 1,865	\$ -	\$ 1,865	\$ -	\$ 1,865	\$ -	\$ 1,865	\$ -
Total Income				\$ 172,518	\$ 172,518	\$ 183,579	\$ 183,579	\$ 183,579	\$ 183,579	\$ 183,579	\$ 183,579	\$ 183,579	\$ 183,579	\$ 183,579	\$ 183,579

Expense Estimates															
Function 5100 - Basic Instruction															
5100	130	Classroom Teacher Salaries	\$ 474,000	\$ -	\$ -	\$ 62,400	\$ 62,400	\$ 62,400	\$ 62,400	\$ 62,400	\$ 62,400	\$ 62,400	\$ 62,400	\$ 62,400	\$ 62,400
5100	130	Other Certified Staff Member	\$ 60,100	\$ -	\$ -	\$ 6,830	\$ 6,830	\$ 6,830	\$ 6,830	\$ 6,830	\$ 6,830	\$ 6,830	\$ 6,830	\$ 6,830	\$ 6,830
5100	140	Substitute Teachers	\$ 15,900	\$ -	\$ -	\$ 1,593	\$ 1,593	\$ 1,593	\$ 1,593	\$ 1,593	\$ 1,593	\$ 1,593	\$ 1,593	\$ 1,593	\$ 1,593
5100	140	Other Support Personnel	\$ 2,500	\$ -	\$ -	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250
5100	210	Retirement	\$ 28,203	\$ -	\$ -	\$ 2,820	\$ 2,820	\$ 2,820	\$ 2,820	\$ 2,820	\$ 2,820	\$ 2,820	\$ 2,820	\$ 2,820	\$ 2,820
5100	220	PCA	\$ 52,959	\$ -	\$ -	\$ 5,300	\$ 5,300	\$ 5,300	\$ 5,300	\$ 5,300	\$ 5,300	\$ 5,300	\$ 5,300	\$ 5,300	\$ 5,300
5100	230	Group Insurance	\$ 52,377	\$ -	\$ -	\$ 5,238	\$ 5,238	\$ 5,238	\$ 5,238	\$ 5,238	\$ 5,238	\$ 5,238	\$ 5,238	\$ 5,238	\$ 5,238
5100	240	Worker's Compensation	\$ 11,778	\$ -	\$ -	\$ 1,178	\$ 1,178	\$ 1,178	\$ 1,178	\$ 1,178	\$ 1,178	\$ 1,178	\$ 1,178	\$ 1,178	\$ 1,178
5100	250	Unemployment Compensation	\$ 4,104	\$ -	\$ -	\$ 410	\$ 410	\$ 410	\$ 410	\$ 410	\$ 410	\$ 410	\$ 410	\$ 410	\$ 410
5100	360	Rentals	\$ 2,060	\$ -	\$ -	\$ 206	\$ 206	\$ 206	\$ 206	\$ 206	\$ 206	\$ 206	\$ 206	\$ 206	\$ 206
5100	510	Supplies	\$ 13,965	\$ -	\$ -	\$ 1,397	\$ 1,397	\$ 1,397	\$ 1,397	\$ 1,397	\$ 1,397	\$ 1,397	\$ 1,397	\$ 1,397	\$ 1,397
5100	520	Textbooks	\$ 68,160	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5100	640	Furniture, Fixtures, Capitalized	\$ 10,444	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5100	644	Computer Hardware (Non Capitalized)	\$ 43,930	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5100	730	Bus and Fuel	\$ 248	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5100 Sub Total				\$ 60,726	\$ 60,726	\$ 85,479	\$ 85,479	\$ 85,479	\$ 85,479	\$ 85,479	\$ 85,479	\$ 85,479	\$ 85,479	\$ 85,479	\$ 85,479
Function 5200 - Exceptional Education															
5200	130	Other Certified Staff Member	\$ 70,200	\$ -	\$ -	\$ 7,020	\$ 7,020	\$ 7,020	\$ 7,020	\$ 7,020	\$ 7,020	\$ 7,020	\$ 7,020	\$ 7,020	\$ 7,020
5200	140	Substitute Teachers	\$ 1,630	\$ -	\$ -	\$ 163	\$ 163	\$ 163	\$ 163	\$ 163	\$ 163	\$ 163	\$ 163	\$ 163	\$ 163
5200	210	Retirement	\$ 2,837	\$ -	\$ -	\$ 284	\$ 284	\$ 284	\$ 284	\$ 284	\$ 284	\$ 284	\$ 284	\$ 284	\$ 284
5200	220	PCA	\$ 5,370	\$ -	\$ -	\$ 537	\$ 537	\$ 537	\$ 537	\$ 537	\$ 537	\$ 537	\$ 537	\$ 537	\$ 537
5200	230	Group Insurance	\$ 5,269	\$ -	\$ -	\$ 527	\$ 527	\$ 527	\$ 527	\$ 527	\$ 527	\$ 527	\$ 527	\$ 527	\$ 527
5200	240	Worker's Compensation	\$ 1,193	\$ -	\$ -	\$ 119	\$ 119	\$ 119	\$ 119	\$ 119	\$ 119	\$ 119	\$ 119	\$ 119	\$ 119
5200	250	Unemployment Compensation	\$ 516	\$ -	\$ -	\$ 52	\$ 52	\$ 52	\$ 52	\$ 52	\$ 52	\$ 52	\$ 52	\$ 52	\$ 52
5200	310	Professional and Technical Services	\$ 3,560	\$ 780	\$ 780	\$ 780	\$ 780	\$ 780	\$ 780	\$ 780	\$ 780	\$ 780	\$ 780	\$ 780	\$ 780
5200	510	Supplies	\$ 4,440	\$ 1,665	\$ 1,665	\$ 111	\$ 111	\$ 111	\$ 111	\$ 111	\$ 111	\$ 111	\$ 111	\$ 111	\$ 111
5200 Sub Total				\$ 60,726	\$ 60,726	\$ 85,479	\$ 85,479	\$ 85,479	\$ 85,479	\$ 85,479	\$ 85,479	\$ 85,479	\$ 85,479	\$ 85,479	\$ 85,479

[illegible]

Five Year Budget Projections

50 Percent General Budget Summary

Parrish Charter Academy

Florida Charter Support Unit Budget Template - Summary #1

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Enrollment:	0 (of est. 0)	148 (of est. 148)	188 (of est. 188)	232 (of est. 232)	276 (of est. 276)	320 (of est. 320)

Revenue

Florida Educational Finance Program (F	\$ -	\$ 1,035,341	\$ 1,315,937	\$ 1,597,581	\$ 1,881,931	\$ 2,169,037
Capital Outlay	\$ -	\$ -	\$ -	\$ 56,418	\$ 63,414	\$ 69,548
NSLP Funds	\$ -	\$ 29,880	\$ 37,584	\$ 46,584	\$ 55,224	\$ 63,792
Transportation Funds	\$ -	\$ 23,423	\$ 29,924	\$ 37,291	\$ 44,328	\$ 51,840
Total Revenue	\$ 90,000	\$ 1,088,644	\$ 1,383,445	\$ 1,737,874	\$ 2,044,897	\$ 2,354,217

Expenses

Employee Costs

Employee Salaries	\$ 29,996	\$ 544,709	\$ 680,540	\$ 800,945	\$ 934,917	\$ 1,097,005
Employee Benefits	\$ 1,883	\$ 44,220	\$ 53,790	\$ 64,350	\$ 75,900	\$ 89,100
Employer Costs	\$ 3,121	\$ 54,143	\$ 67,603	\$ 79,240	\$ 92,378	\$ 108,366
Total Employee Costs	\$ 34,999	\$ 643,072	\$ 801,933	\$ 944,534	\$ 1,103,195	\$ 1,294,471

Academic Supplies	\$ -	\$ 45,310	\$ 28,713	\$ 33,514	\$ 62,487	\$ 68,266
Services and Contracts	\$ 26,000	\$ 129,982	\$ 164,758	\$ 201,685	\$ 233,402	\$ 266,002
Facilities Costs	\$ -	\$ 98,605	\$ 143,209	\$ 193,374	\$ 269,522	\$ 312,659
Insurance	\$ -	\$ 12,732	\$ 15,273	\$ 22,476	\$ 23,800	\$ 25,168
Utilities	\$ -	\$ 16,516	\$ 18,121	\$ 28,601	\$ 30,632	\$ 32,733
Maintenance	\$ -	\$ 5,000	\$ 10,000	\$ 10,200	\$ 10,404	\$ 10,612
Furniture	\$ -	\$ 14,792	\$ 10,947	\$ 12,614	\$ 13,793	\$ 14,984
AV / Computer Equipment	\$ 3,400	\$ 14,642	\$ 5,274	\$ 5,529	\$ 14,036	\$ 9,709
Software	\$ 17,500	\$ 4,440	\$ 5,696	\$ 7,100	\$ 8,531	\$ 9,990
Other Equipment & Supplies	\$ 4,000	\$ 12,061	\$ 20,322	\$ 22,354	\$ 24,982	\$ 27,190
Travel Costs	\$ -	\$ 3,500	\$ 3,545	\$ 3,591	\$ 3,637	\$ 3,684
Food	\$ -	\$ 33,264	\$ 41,832	\$ 51,912	\$ 61,488	\$ 71,064
Other Expenses	\$ -	\$ 666	\$ 863	\$ 1,086	\$ 1,318	\$ 1,559

District Administrative Fees	\$ -	\$ 52,938	\$ 67,293	\$ 81,744	\$ 79,535	\$ 79,558
Reserve Fund	\$ -	\$ -	\$ 13,459	\$ 49,046	\$ 57,788	\$ 66,626

Total Expenses	\$ 85,899	\$ 1,087,520	\$ 1,351,237	\$ 1,669,361	\$ 1,998,549	\$ 2,294,275
Net Revenue	\$ 4,101	\$ 1,124	\$ 32,208	\$ 68,513	\$ 46,348	\$ 59,942

Five Year Budget Projections

75 Percent General Budget Summary

Parrish Charter Academy

Florida Charter Support Unit Budget Template - Summary #1

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Enrollment:	0 (of est. 0)	220 (of est. 220)	282 (of est. 282)	348 (of est. 348)	414 (of est. 414)	480 (of est. 480)

Revenue

Florida Educational Finance Program (F	\$ -	\$ 1,551,175	\$ 1,975,207	\$ 2,397,498	\$ 2,823,956	\$ 3,254,542
Capital Outlay	\$ -	\$ -	\$ -	\$ 84,627	\$ 95,121	\$ 104,321
NSLP Funds	\$ -	\$ 44,352	\$ 56,520	\$ 69,696	\$ 83,232	\$ 95,904
Transportation Funds	\$ -	\$ 25,805	\$ 45,085	\$ 55,736	\$ 66,895	\$ 77,760
Total Revenue	\$ 90,000	\$ 1,621,332	\$ 2,076,812	\$ 2,607,557	\$ 3,069,204	\$ 3,532,527

Expenses

Employee Costs

Employee Salaries	\$ 30,923	\$ 753,340	\$ 987,208	\$ 1,203,338	\$ 1,402,347	\$ 1,595,116
Employee Benefits	\$ 2,054	\$ 65,520	\$ 83,880	\$ 102,960	\$ 120,960	\$ 136,080
Employer Costs	\$ 3,211	\$ 74,143	\$ 97,171	\$ 118,384	\$ 137,783	\$ 156,796
Total Employee Costs	\$ 36,188	\$ 893,003	\$ 1,168,259	\$ 1,424,682	\$ 1,661,090	\$ 1,887,992

Academic Supplies	\$ -	\$ 65,069	\$ 40,348	\$ 47,861	\$ 91,171	\$ 98,345
Services and Contracts	\$ 26,000	\$ 214,827	\$ 273,861	\$ 341,918	\$ 397,573	\$ 455,615
Facilities Costs	\$ -	\$ 154,000	\$ 225,741	\$ 304,851	\$ 424,984	\$ 492,989
Insurance	\$ -	\$ 18,308	\$ 21,409	\$ 33,714	\$ 35,700	\$ 39,252
Utilities	\$ -	\$ 24,712	\$ 27,182	\$ 42,901	\$ 45,948	\$ 49,099
Maintenance	\$ -	\$ 5,000	\$ 10,000	\$ 10,200	\$ 10,404	\$ 10,612
Furniture	\$ -	\$ 20,580	\$ 16,313	\$ 19,064	\$ 20,832	\$ 22,617
AV / Computer Equipment	\$ 3,400	\$ 33,780	\$ 11,640	\$ 11,569	\$ 29,017	\$ 20,283
Software	\$ 17,500	\$ 13,200	\$ 17,089	\$ 21,300	\$ 25,593	\$ 29,969
Other Equipment & Supplies	\$ 4,000	\$ 14,941	\$ 24,311	\$ 33,531	\$ 37,473	\$ 47,051
Travel Costs	\$ -	\$ 3,500	\$ 3,545	\$ 3,591	\$ 3,637	\$ 3,684
Food	\$ -	\$ 49,392	\$ 63,000	\$ 77,616	\$ 92,736	\$ 106,848
Other Expenses	\$ -	\$ 990	\$ 1,294	\$ 1,629	\$ 1,977	\$ 2,338

District Administrative Fees	\$ -	\$ 78,849	\$ 89,552	\$ 88,119	\$ 79,547	\$ 79,556
Reserve Fund	\$ -	\$ 23,655	\$ 60,609	\$ 73,597	\$ 86,726	\$ 99,969

Total Expenses	\$ 87,088	\$ 1,613,805	\$ 2,054,153	\$ 2,536,144	\$ 3,044,406	\$ 3,446,221
Net Revenue	\$ 2,912	\$ 7,527	\$ 22,659	\$ 71,414	\$ 24,799	\$ 86,306

Five Year Budget Projections

100 Percent General Budget Summary

Parrish Charter Academy

Florida Charter Support Unit Budget Template - Summary #1

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Enrollment:	0 (of est. 0)	296 (of est. 296)	376 (of est. 376)	464 (of est. 464)	552 (of est. 552)	640 (of est. 640)

Revenue

Florida Educational Finance Program (F	\$ -	\$ 2,072,340	\$ 2,632,126	\$ 3,196,414	\$ 3,766,127	\$ 4,341,582
Capital Outlay	\$ -	\$ -	\$ -	\$ 112,836	\$ 126,829	\$ 139,095
NSLP Funds	\$ -	\$ 59,256	\$ 75,096	\$ 92,736	\$ 110,376	\$ 128,016
Transportation Funds	\$ -	\$ 46,846	\$ 59,848	\$ 74,582	\$ 89,060	\$ 103,680
Total Revenue	\$ 90,000	\$ 2,178,442	\$ 2,767,070	\$ 3,476,568	\$ 4,092,392	\$ 4,712,373

Expenses

Employee Costs

Employee Salaries	\$ 30,923	\$ 978,765	\$ 1,282,365	\$ 1,542,169	\$ 1,797,664	\$ 2,035,183
Employee Benefits	\$ 2,396	\$ 106,978	\$ 138,732	\$ 169,580	\$ 196,846	\$ 223,218
Employer Costs	\$ 3,211	\$ 95,961	\$ 125,912	\$ 150,953	\$ 176,021	\$ 199,176
Total Employee Costs	\$ 36,530	\$ 1,181,705	\$ 1,547,010	\$ 1,862,702	\$ 2,170,532	\$ 2,457,576

Academic Supplies	\$ -	\$ 88,750	\$ 55,731	\$ 67,194	\$ 124,923	\$ 134,591
Services and Contracts	\$ 26,000	\$ 303,921	\$ 386,510	\$ 480,586	\$ 561,646	\$ 644,970
Facilities Costs	\$ -	\$ 207,200	\$ 300,988	\$ 406,469	\$ 566,645	\$ 657,319
Insurance	\$ -	\$ 25,464	\$ 29,045	\$ 43,453	\$ 47,599	\$ 50,336
Utilities	\$ -	\$ 33,032	\$ 36,243	\$ 57,201	\$ 61,264	\$ 65,465
Maintenance	\$ -	\$ 5,000	\$ 10,000	\$ 10,200	\$ 10,404	\$ 10,612
Furniture	\$ -	\$ 22,868	\$ 19,179	\$ 22,513	\$ 24,870	\$ 27,251
AV / Computer Equipment	\$ 3,400	\$ 45,134	\$ 15,520	\$ 15,341	\$ 38,604	\$ 27,478
Software	\$ 17,500	\$ 17,760	\$ 22,786	\$ 28,400	\$ 34,124	\$ 39,959
Other Equipment & Supplies	\$ 4,000	\$ 24,123	\$ 34,472	\$ 38,506	\$ 49,964	\$ 54,381
Travel Costs	\$ -	\$ 3,500	\$ 3,545	\$ 3,591	\$ 3,637	\$ 3,684
Food	\$ -	\$ 66,024	\$ 83,664	\$ 103,320	\$ 122,976	\$ 142,632
Other Expenses	\$ -	\$ 1,332	\$ 1,726	\$ 2,172	\$ 2,636	\$ 3,117

District Administrative Fees	\$ -	\$ 89,493	\$ 89,494	\$ 88,120	\$ 79,543	\$ 79,560
Reserve Fund	\$ -	\$ 52,980	\$ 80,759	\$ 98,130	\$ 115,656	\$ 133,358

Total Expenses	\$ 87,430	\$ 2,168,284	\$ 2,716,671	\$ 3,327,896	\$ 4,015,022	\$ 4,532,290
Net Revenue	\$ 2,570	\$ 10,158	\$ 50,399	\$ 148,672	\$ 77,370	\$ 180,083

Enrollment and Staffing Page

Original Budget Totals				
	2017	Year 1	Year 2	Year 3
Estimated Income	\$ 40,000	\$ 2,174,442	\$ 2,167,870	\$ 3,474,548
Estimated Expense	\$ 67,430	\$ 2,168,344	\$ 2,716,471	\$ 3,427,896
Fund Balance	\$ 2,570	\$ 14,116	\$ 40,199	\$ 144,673
Cash Balance	\$ 2,570	\$ 12,723	\$ 43,135	\$ 211,798

Enrollment Estimates

Use Classes or Students 1 - Number of Classes

One of the primary decisions you need to make is how many students you will have. Below you can enter the number of classes or students you anticipate having each year. Select whether you are using number of classes or students before changing the information below.

Students Per Class	Number of Classes Per Grade Level				
	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	18	4	4	4	4
1st Grade	18	4	4	4	4
2nd Grade	18	4	4	4	4
3rd Grade	18	4	4	4	4
4th Grade	22	2	2	2	2
5th Grade	22	2	2	2	2
6th Grade	22	2	2	2	2
7th Grade	22	2	2	2	2
8th Grade	22	2	2	2	2
9th Grade	25	2	2	2	2
10th Grade	25	2	2	2	2
11th Grade	25	2	2	2	2
12th Grade	25	2	2	2	2

Percentage of seats full 100.0% In order to budget conservatively, enter the percentage of your total possible enrollment you think is realistic. For example, if you enter 95%, for a class of 22 students, the calculator will assume that the class will actually have about 21 students when it calculates your estimated income. It is better to under-estimate how many students you will have than over estimate, so be sure to leave some room for error.

Total Classes	16	20	24	28	32
Max Enrollment	296	376	464	552	640
Assumed enrollment	296	376	464	552	640

← This is the minimum number of classrooms you will need.
 ← This is the maximum number of students each year.
 ← Budget will be based on these numbers.

Special Populations

The section below is for you to estimate the PERCENTAGE of students you anticipate in each special category at each grade level. Some categories go up as students get

	ESE Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	15%	6%	14%	30%	30%
1st Grade	15%	8%	14%	30%	30%
2nd Grade	15%	8%	14%	30%	30%
3rd Grade	15%	8%	14%	30%	30%
4th Grade	15%	8%	14%	30%	30%
5th Grade	15%	8%	14%	30%	30%
6th Grade	15%	8%	14%	30%	30%
7th Grade	15%	8%	14%	30%	30%
8th Grade	15%	8%	14%	30%	30%
9th Grade	15%	8%	14%	30%	30%
10th Grade	15%	8%	14%	30%	30%
11th Grade	15%	8%	14%	30%	30%
12th Grade	15%	8%	14%	30%	30%

The section below is just for your information. Based on the percentages you entered above, the numbers below represent how many students you can expect in each grade section in each category. These numbers will be important to help you to decide how many staff members you need in the next section. The percentages you entered above are applied to the estimated number of students (based on the percentage of open seats), and then rounded up to the nearest whole number.

Kind thru 3rd	Total Enr.	252	288	288	288	288
	ESE	35	40	40	40	40
	Gifted	14	16	16	16	16
	ESOL	35	40	40	40	40
	FRL	125	144	144	144	144
4th thru 8th	Total Enr.	44	88	176	264	352
	ESE	6	12	25	38	51
	Gifted	2	4	8	12	16
	ESOL	6	12	24	36	48
	FRL	22	44	88	132	176
9th thru 12th	Total Enr.	0	0	0	0	0
	ESE	0	0	0	0	0
	Gifted	0	0	0	0	0
	ESOL	0	0	0	0	0
	FRL	0	0	0	0	0
School Total	Total Enr.	296	376	464	552	640
	ESE	41	52	65	78	91
	Gifted	16	20	24	28	32
	ESOL	41	52	64	76	88
	FRL	148	188	232	276	320

The following options are unusual, and you should only use them if you know they apply to you. Most ESE students are considered basic ESE students (251 or Level 1). However, in some cases a student may have a very high degree of special needs, and the IEP team will complete a matrix of services to determine what level the student is. For students who are higher levels there are additional funding amounts. In general, most schools will not have students who are at higher special education levels. Enter THE NUMBER OF STUDENTS in each category.

Kind-3rd	Level 1 (251)	Year 1	Year 2	Year 3	Year 4	Year 5
	Level 2 (252)	35	40	40	40	40
	Level 3 (253)					
	Level 4 (254)					
	Level 5 (255)					
4th-8th	Level 1 (251)	Year 1	Year 2	Year 3	Year 4	Year 5
	Level 2 (252)	6	12	25	38	51
	Level 3 (253)					
	Level 4 (254)					
	Level 5 (255)					
9th-12th	Level 1 (251)	Year 1	Year 2	Year 3	Year 4	Year 5
	Level 2 (252)	0	0	0	0	0
	Level 3 (253)					
	Level 4 (254)					
	Level 5 (255)					

Staffing Assumptions

The tool below will help you decide how many teachers you will need to be able to work with your estimated number of students. By entering the number of minutes of instruction for each of the special areas, the calculator will calculate the number of teachers you would need in order to provide the desired level of services to your students. In the yellow boxes below enter the NUMBER OF MINUTES you want your students to have EACH WEEK of each of the following areas:

Kind	Art	Music	Physical Ed	Reading	Writing	Year 1	Year 2	Year 3	Year 4	Year 5
1st	60	60	60	60	60	60	60	60	60	60
2nd	60	60	60	60	60	60	60	60	60	60
3rd	45	45	45	45	45	45	45	45	45	45
4th	45	45	45	45	45	45	45	45	45	45

Teacher FTE	1875	How many minutes can a full-time teacher teach during the week?	5h	45	30	150	
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For middle and high schools teachers are usually calculated based on sections as opposed to the number of minutes. The following questions will help to determine the number of teachers you will need for middle and high school students. If you run a school that has a non-traditional schedule, such as where you hold multiple sessions per day, this calculator will probably not be helpful in determining the number of teachers you will need. You will need to manually calculate how many teachers you need to have at your school and enter them into the staffing area below.

	Middle School (6-8)	High School (9-12)
Number of sections per day in the master schedule	4	0
How many sections per day does a full time teacher teach	3.5	0
Number of non class size sections per day	0	0
Class Size in NON CORE courses	22	35

(i.e. 4 periods a day for block periods, 7 periods or 8 periods a day for more traditional schedules etc.)

Include only instructional time (time with students, not planning time).

Not all courses are required to follow class size amendments. Enter the number of sections per day not required to meet class size requirements.

Enter the maximum class size you will allow in none core courses that are not required to meet class size reduction numbers.

Recommended Number of Teachers for Year 1

ESE Case Load	30	What is the maximum number of students one full-time ESE teacher can provide services to in your school?
Gifted Case Load	40	What is the maximum number of students one full-time Gifted teacher can provide services to in your school?
ESOL Case Load		If you are going to have specialized ESOL staff at your school, how many ESOL students can one full-time teacher provide services to?

Based on your answers above, the calculator has calculated the number of teachers you will need to have. To the right of each yellow box below is a small gray number, this is the number of teachers you will need to meet the minutes and services based on the assumptions you have entered above. In the yellow boxes, you can set the number of teachers you want. Be sure to enter the numbers based on "Full Time Equivalence" ... this means that a full time teacher is 1.0, a half time teacher would be 0.5.

	Year 1	Year 2	Year 3	Year 4	Year 5	Budget Function	Budget Object
Classroom Teachers	16.0	20.0	27.0	34.0	24.0	5100-Instr	120-ClasTchr
Art Teacher(s)	0.5	0.5	0.5	0.5	0.7	5100-Instr	130-OthTchr
Music Teacher(s)	0.5	0.5	0.5	0.5	0.7	5100-Instr	130-OthTchr
World Lang Teacher(s)	0.4	0.4	0.4	0.4	0.4	5100-Instr	130-OthTchr
Phys Ed Teacher(s)	0.7	1.0	1.5	2.0	2.0	5100-Instr	130-OthTchr
Full Time Middle/High Teachers (w/ Benefits)	22.1	27.4	34.9	42.4	32.2	5100-Instr	120-ClasTchr
Part Time Middle/High Teachers (NO Benefits)						5100-Instr	130-OthTchr
Reading Specialist(s)	1.4	1.8	2.2	2.6	3.1	5200-ESE	130-OthTchr
ESE Teacher(s)	0.4	0.5	0.5	0.7	0.8	5200-ESE	130-OthTchr
ESOL Teacher(2)		0.3	0.3	0.6	0.6	5100-Instr	130-OthTchr
Title 1 Teachers						5100-Instr	130-OthTchr
Other Academic 1		0.6	0.6	0.6	0.6	5100-Instr	130-OthTchr
Other Academic 2		0.6	0.6	0.6	0.6	5100-Instr	130-OthTchr
Other Academic 3						5100-Instr	130-OthTchr

Teacher Salary	\$39,000	Enter the AVERAGE full-time teacher salary you anticipate (remember this is average, so if one teacher makes \$38,000 and another makes \$45,000 the average would be \$41,500). If you are an already existing school and would rather enter your actual staff and their salaries for a more precise budget, you can use the "Staff List" page to add those staff members.	\$760,500	\$594,618	\$1,197,381	\$1,392,905	\$1,595,865
FTE For Benefits	80%	What FTE (Full Time Equivalency (% of full time)) does someone need to be at in order to receive benefits from the school (i.e. if a teacher needs to work at least 30 hours a week, you would enter 0.75 (30 divided by 40)).					
Combine for Benefits	Yes	When calculating benefits, do you want to combine positions to make more people full time? If you answer 'Yes', a 0.4 and a 0.6 position will be counted as 1 teacher, and that person will get benefits. If you answer 'No', it will count those positions as two separate positions, and each would be evaluated separately to see if they work enough hours based on your answer above to receive benefits.					
Substitutes - Number	9	How many substitutes PER TEACHER do you anticipate paying for each year? (In other words, how many sick or personal days do you anticipate each teacher taking/being allowed?)					
Substitutes - Pay	\$100.00	How much will you pay a substitute per day?	\$17,250	\$22,950	\$27,630	\$32,130	\$36,810
Pay Teachers Unused PTO?	No	Some schools choose to pay teachers at the end of the year for their unused Paid Time Off. This provides an incentive to teachers to not call in sick or use their sick or personal time, and prevents teachers from building up large number of sick days in future years. Will you pay teachers for their unused Paid Time Off?					
Number of unused days	2	On average, how many days do you assume your teachers will have left at the end of the year?					

Employee Benefit PERCENT	1.000%	If you offer a percentage package for employee benefits, enter the percentage here. For example, if you offer a 3% of salary retirement package, or if you offer a cafeteria package valued up to 16% of their salary, etc.	
Benefit PER EMPLOYEE	\$4,200	If you pay for a certain amount of employee benefits PER EMPLOYEE, enter that amount here. For example, if the school will pay for health insurance premiums, enter the amount per employee that the school will pay here.	
		\$2,396	\$106,978
		\$138,732	\$169,580
		\$196,846	\$223,218
How much of benefits towards retirement?	35%	There are two line items on the budget for employee benefits, group insurance plans and retirement. For the purposes of this calculator, the total benefits amounts will be broken down based on this number. For example, if you have \$100,000 and you choose to direct 25% towards retirement, \$25,000 will go towards retirement and \$75,000 will go to employee benefits. This doesn't affect the overall bottom-line, just the placement of the funds.	
Annual Increase For Hourly Staff Members	1.500%	The template tool will calculate the raises for hourly staff based on this percentage starting in year 2. Enter the percent raise you anticipate giving your hourly staff employees.	
FICA	6.20%	Enter the federal Employer FICA Rate (Typically stays at 6.2%)	
		\$1,917	\$59,564
		\$78,052	\$93,870
Medicare	1.45%	Enter the federal Employer Medicare Rate (Typically stays at 1.45%)	
		\$631	\$13,930
		\$18,253	\$21,953
Federal Unemployment Percent		Enter the maximum amount you will pay per employee in Federal Unemployment Tax (if you are your own employer (not using a leasing company), and you have obtained 501(c)(3) status, you may be exempt from FUTA). Rates are available at http://www.oui.dol.gov/unemploy/taxtopic.asp	
Federal Unemp. Maximum Cap		\$0	\$0
		\$0	\$0
State Unemployment Percent	2.70%	Current Florida Unemployment rates can be accessed from: http://dor.myflorida.com/dor/taxes/reemployment.html#pay . In 2013 the rate is 2.70% on the first \$8,000	
State Unemp. Maximum Cap	\$ - 8,000	\$8,220	\$6,134
		\$8,204	\$9,391
Worker's Comp	1.700%	Enter the percentage of salary you are charged for Worker's Compensation Insurance.	
		\$526	\$16,332
		\$21,401	\$25,738
		\$30,005	\$33,963

Most charter schools use an agency to assist with payroll and benefits, such as an employee leasing company of a PEO (Professional Employment Organization). Depending on the services you are using from the company, they usually charge on either a per-employee, per-paycheck rate, or a percentage of the total payroll. You can enter both before, but usually you will select one or the other based on the payroll options you are using.

Payroll Fees PERCENT		If you are paying payroll fees based on a PERCENTAGE of salary (i.e. you are using a full service leasing company), enter the percentage you are charged here.	
Payroll Fees PER EMPLOYEE		If you are paying payroll fees based on a FLAT RATE PER EMPLOYEE / PER YEAR, enter the per employee amount here per year.	
		\$0	\$0
		\$0	\$0
		\$0	\$0

Supplemental Payments

Some schools give supplements to their teachers for duties, activities and programs that they do in the classrooms. For each item, enter the amount that you are paying to teachers.

Stipend Description	Year 1 Totals	Year 2 Totals	Year 3 Totals	Year 4 Totals	Year 5 Totals	Example
Stipend 1 (Extra Curricular)	\$ 2,400.00	\$ 7,500.00	\$ 9,000.00	\$ 7,500.00	\$ 7,500.00	\$100,000
Stipend 2 (Special Needs)	\$ 1,400.00	\$ 1,400.00	\$ 2,000.00	\$ 1,400.00	\$ 1,400.00	\$50,000
Stipend 3 (Pupil Services)	\$ 1,400.00	\$ 1,400.00	\$ 2,000.00	\$ 1,400.00	\$ 1,400.00	\$50,000
Stipend 4 (Curriculum)	\$ 1,400.00	\$ 1,400.00	\$ 2,000.00	\$ 1,400.00	\$ 1,400.00	\$50,000
Stipend 5 (Professional Dev.)						\$40,000
Stipend 6 (Technology)						\$50,000
Stipend 7 (Administrative)						\$50,000
Stipend 8 (Lunch Services)						\$50,000
Stipend 9 (Facility)						\$50,000
Stipend 10 (Community Svcs)						\$50,000

Income Decisions

Ongoing Budget Totals				
	2016-17	2017-18	2018-19	2019-20
Estimated Income	\$ 90,000	\$ 2,178,442	\$ 2,767,070	\$ 4,712,373
Estimated Expense	\$ 87,430	\$ 2,168,284	\$ 2,716,671	\$ 4,532,290
Net Revenue	\$ 2,570	\$ 10,158	\$ 50,399	\$ 180,083
Cash Balance	\$ 2,570	\$ 12,727	\$ 63,126	\$ 289,168

State Revenue Estimator Results

The calculator has used the State's Revenue Estimator Worksheet Based on the 2016-17 FEPP Second Calculation. The calculator has used the enrollment data entered on the 'Enrollment and Staff' worksheet. Here is a summary of your income based on the state revenue estimator:

	Estimator
FEPP - Base Funding	\$ 1,355,489
FEPP - ESE Guarantee	\$ 58,611
FEPP - Supplemental Academic Instruction	\$ 59,700
FEPP - Discretionary Millage Compression	\$ -
FEPP - Digital Classroom Allocation	\$ 7,730
FEPP - Safe Schools Allocation	\$ 6,862
FEPP - Instructional Materials Allocation	\$ 22,314
FEPP - Declining Enrollment	\$ -
FEPP - Sparsity Supplement	\$ -
FEPP - Reading Allocation	\$ 13,739
FEPP - Discretionary Local Effort	\$ 151,223
FEPP - Proration to Funds Available	\$ (607)
FEPP - Discretionary Lottery	\$ -
FEPP - Class Size Reductions	\$ 411,576
Transportation (All Riders)	\$ 46,846
Transportation (ESE Student Riders)	\$ -
FEPP - Fed. Connected Student Supplement	\$ -
Total Income	\$ 2,133,483

If you have not answered questions about transportation yet, you may not see numbers here yet. Transportation questions are on the 'Services' worksheet.

This is your total FEPP revenue, but DOES NOT include the district's withholding administrative fees.

Historical Reference

Before entering income assumptions, it might be helpful to review the historical data regarding FEPP amounts over the last several years. Below is a chart of how much the state distributed per student. Analyzing this number can show you the percentage increase (or decrease) over the last several years. This will assist you to make an educated decision about what percentage increase or decrease (if any) you wish to assume in your projections.

	State Base FEPP	State Total UFFE	Base Allocation Increase	Other Funds Increase	Miami-Dade's Base Allocation	Miami-Dade's Total UFFE	High School ESE Guarantee	Middle School ESE Guarantee	High School ESE Guarantee
Conference Report	\$ 4,160.71	\$ 7,178.49	0.151%	2.558%	\$ 4,154.05	\$ 7,167.00	\$ 1,013	\$ 1,136	\$ 809
Conference Report	\$ 4,154.45	\$ 7,096.96	3.043%	2.933%	\$ 4,147.80	\$ 7,085.60	\$ 1,013	\$ 1,136	\$ 809
Fourth Calculation	\$ 4,031.77	\$ 6,890.44	7.448%	-5.252%	\$ 4,025.32	\$ 6,879.42	\$ 1,013	\$ 1,136	\$ 809
Final Calculation	\$ 3,752.30	\$ 6,769.44	4.726%	8.070%	\$ 3,746.30	\$ 6,758.61	\$ 1,013	\$ 1,136	\$ 809
Final Calculation	\$ 3,582.98	\$ 6,374.82	2.982%	1.968%	\$ 3,577.25	\$ 6,364.62	\$ 1,013	\$ 1,136	\$ 809
Final Calculation	\$ 3,479.22	\$ 6,217.18	-3.389%	-16.363%	\$ 3,473.65	\$ 6,207.23	\$ 1,013	\$ 1,136	\$ 809
Final Calculation	\$ 3,623.76	\$ 6,897.38	-0.189%	1.780%	\$ 3,617.96	\$ 6,886.34	\$ 1,013	\$ 1,136	\$ 809
Final Calculation	\$ 3,630.62	\$ 6,846.98	-6.575%	8.635%	\$ 3,624.81	\$ 6,836.02	\$ 1,013	\$ 1,136	\$ 809
Final Calculation	\$ 3,886.14	\$ 6,846.84	-4.745%	-3.341%	\$ 3,879.92	\$ 6,835.89	\$ 993	\$ 1,113	\$ 793
Final Calculation	\$ 4,079.74	\$ 7,142.79	2.465%	6.877%	\$ 4,073.21	\$ 7,131.36	\$ 1,013	\$ 1,136	\$ 809
Final Calculation	\$ 3,981.61	\$ 6,847.56	#DIV/0!	#DIV/0!	\$ 3,975.24	\$ 6,836.60	\$ 1,013	\$ 1,136	\$ 809

Revenue amounts are determined by taking the state's base student allocations and student enrollment numbers, and multiply it times the district's allocation, and then by Program Calculator which acknowledges that educating Elementary or High School students are more expensive than middle school students. These numbers have changed every year. The historical program numbers are below. In addition, some charter schools are eligible for Capital Outlay (generally those who have been in existence for more than two years, or those that are accredited). In 2016-17 the methodology for calculating capital outlay have change dramatically. The historical numbers for each of these are below as well. This information is for your information and comparison only.

Program Cost Factors				Capital Outlays Per Student Amounts			
Elm Program Factor	MS Program Factor	HS Program Factor	HS Program Factor	Elm. Capital Outlay	Elm Percent Change	MS Capital Outlay	MS Percent Change
2016-17	1.103	1.000	1.001	2016-17 \$ 250.00	25.608%	2016-17 \$ 250.00	25.608%
2015-16	1.115	1.000	1.005	2015-16 \$ 199.03	-40.822%	2015-16 \$ 196.92	-43.308%
2014-15	1.126	1.000	1.004	2014-15 \$ 336.33	-18.363%	2014-15 \$ 347.34	-76.408%
2013-14	1.125	1.000	1.011	2013-14 \$ 411.98	42.062%	2013-14 \$ 472.56	52.439%
2012-13	1.117	1.000	1.020	2012-13 \$ 290.00	-14.060%	2012-13 \$ 310.00	-20.416%
2011-12	1.102	1.000	1.019	2011-12 \$ 337.44	-14.597%	2011-12 \$ 389.52	-13.785%
2010-11	1.089	1.000	1.031	2010-11 \$ 395.12	-19.574%	2010-11 \$ 451.81	-18.688%
2009-10	1.074	1.000	1.033	2009-10 \$ 491.28	-9.491%	2009-10 \$ 555.65	-9.101%

Total Price Amount	
\$ 1,355,489	\$ 1,355,489
\$ 58,611	\$ 58,611
\$ 59,700	\$ 59,700
\$ -	\$ -
\$ 7,730	\$ 7,730
\$ 6,862	\$ 6,862
\$ 22,314	\$ 22,314
\$ -	\$ -
\$ -	\$ -
\$ 13,739	\$ 13,739
\$ 151,223	\$ 151,223
\$ (607)	\$ (607)
\$ -	\$ -
\$ 411,576	\$ 411,576
\$ 46,846	\$ 46,846
\$ -	\$ -
\$ -	\$ -
\$ 2,133,483	\$ 2,133,483

2008-09	1.066	1.000	1.052	2008-09	\$ 542.80	-13.006%	\$ 611.28	\$ 804.78	-12.539%	\$ 50,000,000
2007-08	1.048	1.000	1.066	2007-08	\$ 623.95	-8.316%	\$ 698.91	\$ 918.60	-7.955%	\$ 50,000,000
2006-07	1.035	1.000	1.088	2006-07	\$ 680.55		\$ 760.03	\$ 998.00		\$ 50,000,000

Custom Income Assumptions

As you can see from the historical numbers, you can not depend on increases in FTE funds each year. Therefore, you must make careful decisions about how you will calculate the FTE amounts each year. This calculator allows you to enter a percentage increase you would like to assume each year of the budget. Be careful to be conservative, it is better to under budget and have more money than expected than to over estimate the annual increases and have less money than you expected. If you assume numbers will be decreasing, be sure to enter a NEGATIVE NUMBER.

	Year 1	Year 2	Year 3	Year 4	Year 5
Base FTEP Increase	0.000%	0.500%	0.500%	0.500%	0.500%
Other Funds Increase	0.000%	0.500%	0.500%	0.500%	0.500%
ESE Guarantee Increase	0.000%	0.000%	0.000%	0.000%	0.000%
Ellen Program Factor	1.103	1.115	1.115	1.115	1.115
MS Program Factor	1.000	1.000	1.000	1.000	1.000
HS Program Factor	1.001	1.003	1.003	1.003	1.003

The numbers listed here for year one are the current numbers from the current revenue estimator. For future years, it uses the average of the last three years. You may change them if you would like, however, in general we recommend you leave

Capital Outlay Estimates

It will be difficult to accurately calculate the amount of capital outlay a school will receive each year. The new law passed in 2016 indicates that all students at eligible schools will be totaled. Those students at schools who have either 25% ESE student population or 75% FRL population will count at a rate of 1.25, and those schools who qualify for both the 25% ESE and 75% FRL rates, those students will count as 1.5. All students are then added together, and the total state allotment will be equally divided by that number of students. In order to accurately calculate this, numerous assumptions need to be made. The columns below provide historical data on each of the required data pieces, and provide the opportunity to estimate the amount. Bear in mind that these calculations go into effect for 2016-17 so while the numbers are calculated back historically, they rates in the reference information above were the actual former numbers

Charter Enrollment At School 3+ years old	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17 - ESTIMATE	2017-18 - ESTIMATE	2018-19 - ESTIMATE	2019-20 - ESTIMATE	2020-21 - ESTIMATE	Percentage To Use For above Estimates:
	167,459	192,760	222,233	236,573	245,094	257,349	270,216	283,727	297,313	312,809	5%
	18.3%	15.1%	15.3%	6.5%	3.6%	5.0%	5.0%	5.0%	5.0%	5.0%	

Students at schools with 25% or more ESE	5,462	5,515	5,508	5,271	5,407	5,542	5,681	5,823	5,988	6,118	2.50%
	1.0%	1.0%	-0.1%	-4.3%	2.6%	2.5%	2.5%	2.5%	2.5%	2.5%	

Students at schools with 75% or more FRL	23,709	31,582	41,009	68,742	64,092	80,115	100,144	125,189	155,475	195,593	25.0%
	33.2%	29.8%	29.8%	67.6%	6.8%	25.0%	25.0%	25.0%	25.0%	25.0%	

Students at schools with both 25% ESE and 75% FRL	670	999	741	1,391	2,390	3,585	5,378	8,066	12,099	18,109	50%
	49.1%	-25.8%	87.7%	87.7%	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%	

State Budget Allotment	\$ 50,000,000	\$ 50,000,000	\$ 100,000,000	\$ 75,000,000	\$ 50,000,000	\$ 75,000,000	\$ 75,000,000	\$ 75,000,000	\$ 75,000,000	\$ 75,000,000	0%
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Weighted Student #	Per Student Estimate
174,082	\$ 287.22
201,035	\$ 248.71
233,121	\$ 428.96
253,683	\$ 295.64
260,079	\$ 192.25
275,178	\$ 272.55
291,295	\$ 257.47
308,411	\$ 243.13
326,423	\$ 229.70
345,088	\$ 217.34

Based on the above estimates you must determine for each year, whether you are eligible for capital outlay funds, and the amount per basic, unweighted students. The calculator will use your enrollment estimates from the Enrollment and Staff page to determine if you are eligible for the ESE or FRL increases. Bear in mind you must have completed your second year or be accredited, not be in a financial emergency, and be performing well to be eligible for capital outlay.

Will you be eligible for Capital Outlay	Year 1	Year 2	Year 3	Year 4	Year 5
Enter the assumed per (unweighted) student allocation	No	No	Yes	Yes	Yes
Your Weighted Capital Outlay Number	\$ 272.55	\$ 257.47	\$ 243.18	\$ 220.76	\$ 217.34
Amount of Estimated Capital Outlay	\$	\$	\$ 112,836.33	\$ 126,823.66	\$ 139,095.12

Title 1 Funds

Title 1 Funds are only for schools that have a high poverty level. Each district sets its own threshold and reimbursement amounts based on their district's Title 1 plan. If Title 1 funds are used as part of the budget for a charter school application, the application must state what the funds will specifically be used for, and if the school does not receive these funds, whatever was indicated as being paid for these funds would not be essential to the operation of the school. If you are using this budget to develop an existing school, be sure to realize that on financial reports, you must utilize fund-based accounting, and that Title 1 Funds must be separated from your general fund. This budget calculator does not do that for you. If you are unsure how to set this up, be sure to speak with your school's CPA.

District's Threshold	70%	Enter the district's threshold to be eligible for Title 1 Funds.
Your school has 50% FRL. You are not eligible based on these assumptions.		

If you are eligible, enter the levels and amounts per eligible student that your district provides you. You will need to contact your district to get this information, unless it is listed above as a

Threshold Levels	0%	0%
70%	0%	0%

If there is more than one threshold, please be sure to enter these in sequential order (the

Facilities Decisions

Ongoing Budget Totals						
	Plng Yr.	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	\$ 90,000	\$ 2,178,442	\$ 2,767,070	\$ 3,476,568	\$ 4,092,392	\$ 4,712,373
Estimated Expense	\$ 87,430	\$ 2,168,284	\$ 2,716,671	\$ 3,327,896	\$ 4,015,022	\$ 4,532,290
Net Revenue	\$ 2,570	\$ 10,158	\$ 50,399	\$ 148,672	\$ 77,370	\$ 180,083
Cash Balance	\$ 2,570	\$ 12,727	\$ 63,126	\$ 211,798	\$ 289,168	\$ 469,251

Building Size Needs

In order to determine the size of the building, we recommend looking at the number of anticipated students, and an estimated square footage per student. At a minimum we recommend you consider at least 55-square feet per student. If you are offering a school with a specialty that requires more space, you will want to consider more space per student. The chart below is the maximum number of students if you meet your limits from the Enrollment page. Enter what square footage you would like per student to calculate the total building size you should be looking for.

Estimated Sq. Ft. per student	55
Year 1	296
Students:	376
Building Size:	16,280
Year 2	464
Year 3	552
Year 4	640
Year 5	35,200

Building Costs

There are a variety of ways charter schools pay for their facilities. Some pay a traditional rental amount per square foot, some pay per student, and other have special deals. If you already operate a school, you likely know the exact amount of building costs, you can enter it on row 28 below. Otherwise, there are three calculators for various ways of calculating the facility costs. BE SURE TO COMPLETE THE METHOD TYPE ON ROW 21 to identify which method you are using, so that the calculator knows which method to use when calculating the budget. Rental costs are represented on the budget on line 7900-960, whereas debt service is on 7900-720.

Facilities Calculation Method	3	Enter the number (1 - 4) to identify which method you are using to calculate facility costs. (See below)
		1 = Exact Costs, 2 = Per Square Foot Calculator, 3 = Per Student Calculator, 4 = Purchase Financing Calculator

[illegible]

Rental Costs - Per Square Foot (Triaditional)

Rental space prices differ widely from one location to another. Rental fees, however, are more uniform than other expenses. Rental fees are usually quoted in dollars per square foot per year. For many properties, the annual rental fee is divided by 12 to give the monthly rental fee. It is also customary for many properties to include a fixed amount for utilities in the rental fee. This amount for utilities varies in the first year of occupancy and then increases significantly in subsequent years.

	Year 1	Year 2	Year 3	Year 4	Year 5
Annual Rental Per Square Foot	12.00	12.00	12.00	12.00	12.00
Monthly Rental Per Square Foot	1.00	1.00	1.00	1.00	1.00
Annual Rental Per Square Foot	12.00	12.00	12.00	12.00	12.00
Monthly Rental Per Square Foot	1.00	1.00	1.00	1.00	1.00

Per Student Facility Estimate

Occasionally charter schools are able to negotiate leases based on a per-student payment as opposed to per square foot. This is particularly helpful to charter schools as it helps to manage

Enrollment Type		Enter 1 if you want to use your MAXIMUM total enrollment, or enter 2 if you want to use your ASSUMED enrollment.						
1		Ping Yr		Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students				296	376	464	552	
Annual Per Student Cost		\$	\$	\$ 675.00	\$ 775.00	\$ 830.00	\$ 1,000.00	\$ 1,000.00

TRUE
TRUE

Total Estimated Annual Cost	\$	-	\$	199,800.00	\$	291,400.00	\$	394,400.00	\$	552,000.00	\$	640,000.00
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Financing Calculator (To Purchase Building)

Enter a PER STUDENT PER YEAR estimate for a four year school building. The calculation is based on the following assumptions:	
1. Building cost: \$2,300,000	
2. Estimated useful life: 40 years	
3. Estimated salvage value: \$500,000	
4. Estimated annual maintenance: \$100,000	
5. Estimated annual utilities: \$100,000	
6. Estimated annual insurance: \$100,000	
7. Estimated annual property taxes: \$100,000	
8. Estimated annual depreciation: \$50,000	
9. Estimated annual interest: \$50,000	
10. Estimated annual income: \$50,000	
11. Estimated annual operating costs: \$50,000	
12. Estimated annual net income: \$50,000	
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100. Estimated annual net income: \$50,000	

Other Facilities Costs

There are several ways we can calculate the costs of operating the facility. Some expenses, such as electricity, can be calculated based on a per-square-foot calculation, others based on the number of classrooms, some based on the number of students and others we need to just make an educated guess. The following costs are included in function 7900 regarding operating your facility.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5	Budget Line: 7900-430
Actual Building Square Footage		20,680	20,680	35,200	35,200	35,200	
Enter the PER SQUARE FOOT amount to assume for electricity.	\$0.00	\$1.15	\$1.17	\$1.20	\$1.22	\$1.24	
Enter a PER STUDENT PER YEAR estimate for water and sewer utilities.	\$0.00	\$23,732.00	\$24,257.64	\$24,115.34	\$23,957.70	\$23,816.85	
Enter a PER CLASSROOM estimate for other services (i.e. fire alarm, pest control, etc.)	\$0.00	\$3,552.00	\$4,602.24	\$5,792.95	\$7,029.44	\$8,311.08	Budget Line: 7900-380
Enter an anticipated PER YEAR amount for HVAC maintenance and service contract.	\$0.00	\$300.00	\$306.00	\$312.12	\$318.36	\$324.74	Budget Line: 7900-390
Enter an anticipated PER YEAR amount for annual inspections (i.e. sprinkler, fire, etc.)	\$0.00	\$5,000.00	\$5,100.00	\$5,202.00	\$5,306.04	\$5,412.16	Budget Line: 7900-390
Enter an anticipated PER YEAR amount for general repairs and maint. to the facility	\$0.00	\$2,500.00	\$2,550.00	\$2,601.00	\$2,653.02	\$2,706.08	Budget Line: 7900-390
Enter an anticipated PER YEAR amount on remodeling and renovations.	\$0.00	\$5,000.00	\$5,000.00	\$5,100.00	\$5,202.00	\$5,306.04	Budget Line: 7900-350
	\$0.00	\$0.00	\$5,000.00	\$5,100.00	\$5,202.00	\$5,306.04	Budget Line: 7900-580
	\$0.00	\$0.00	\$5,000.00	\$5,100.00	\$5,202.00	\$5,306.04	

Enter a PER STUDENT estimate for building supplies for the year (i.e. toilet paper, cleaning supplies, paper towels, etc.)	\$0.00	\$7,400.00	\$25.00	\$25.50	\$26.01	\$26.53	\$27.06	Budget Line: 7900-510
	\$0.00	\$7,400.00	\$25.00	\$9,588.00	\$12,068.64	\$14,644.67	\$17,318.91	
Enter the PER SQUARE FOOT amount to assume for cleaning services (if you are hiring it out instead of having your own staff)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	Budget Line: 7900-390
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Services

Ongoing Budget Totals		Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
	Estimated Income	\$	90,000	\$	2,178,442	\$	4,712,373
	Estimated Expense	\$	87,430	\$	2,168,284	\$	4,532,290
	Net Revenue	\$	2,570	\$	10,158	\$	180,083
	Cash Balance	\$	2,570	\$	12,727	\$	469,251

Professional Services (i.e. Management, Network, Consulting, Financial & Legal Fees)

District Administrative Fee

In general, state law currently allows districts to take up to a 5% fee on the first 250 students for charter schools, unless they are high performing in which case the rate is 2% on the first 250 students. It is possible (however, extremely improbable) to negotiate a different rate as part of your contract negotiations. There are also special considerations for charter districts and schools who have more than 75% of students with special needs. Please see Florida Statute 1002.33(20) if you think one of these might apply to you.

	Year 1	Year 2	Year 3	Year 4	Year 5
Maximum Number Of Students For Fees	250	250	250	250	250
Percentage To Use	5.00%	5.00%	5.00%	5.00%	5.00%
Cost	\$89,492.65	\$89,493.82	\$88,119.50	\$79,543.43	\$79,559.77
Savings that must be used for Capital Outlay	\$16,466.65	\$45,104.88	\$75,430.30	\$113,215.92	\$142,703.33

Management, Network or Professional Services Organizations

If you are using a CMO / EMO or Charter Network, fees can be calculated in a variety of different ways. Below are four options. Enter the amount for any or multiple of the options available. For example, if you are paying an EMO 7% and also hiring another group to manage your back office support for a flat fee, you can enter both options, and the calculator will add them together. For many option not being used, be sure to enter 0. You should be able to get these amounts from the company you are working with, and fees can vary widely based on the contracts you have with the company. Anything entered here will be put onto the budget in the "Administrative Professional Services" budget line item.

	Plan 50	Year 1	Year 2	Year 3	Year 4	Year 5
Per Student Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Percent of FFP Income	0.000%	0.000%	0.002%	0.000%	0.000%	0.000%
Percent of Total Revenue	0.000%	12.000%	12.000%	12.000%	12.000%	12.000%
Per Annual Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$261,413.04	\$262,046.40	\$417,188.20	\$491,087.00	\$500,000.00

Accounting Fees

Effectively managing the school's financial resources is an important component of operating the school. Many charter schools will hire an accountant to either manage the finances, or to at least conduct monthly reconciliations and closings. In addition, Charter schools are required to complete an annual audit by an independent auditor. These costs can be calculated below:

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Flat Rate Accounting Fees (Annual Amount)	\$	-	\$	-	-	-
Per Student Accounting Fees	\$	-	\$	-	-	-
Flat Rate Auditor Fees (Annual Amount)	\$	-	\$	7,803.00	7,959.06	8,118.24
	50.00	\$7,500.00	\$7,650.00	\$7,803.00	\$7,959.06	\$8,118.24

Legal Fees

Charter schools usually run into issues that they may need legal assistance and advice, so we recommend setting aside funds to consult with an attorney if necessary. Attorney fees generally range from \$300 - \$600 per hour. Enter an annual budget estimate

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Lease Fees	\$	3,000.00	\$ 2,500.00	\$ 2,625.00	\$ 2,894.06	\$ 3,038.77

Professional Development for Staff

Professional development is an important thing to provide. The following items should be estimated and put in an annual amount for each category.

Prior Yr	Year 1	Year 2	Year 3	Year 4	Year 5

Workshop / Conference Registration	\$	5,000.00	\$	5,000.00
District Professional Development	\$	5,000.00	\$	5,000.00
PD Supplies (i.e. books, materials, etc.)	\$	2,000.00	\$	2,000.00
Substitute Teachers for Professional Dev.	\$	800.00	\$	800.00
Travel Expenses for Professional Dev.	\$	1,000.00	\$	1,000.00
	\$10,000.00	\$15,000.00		\$15,000.00

\$15,150.00

\$	5,000.00
\$	6,000.00
\$	2,000.00
\$	800.00
\$	1,000.00
\$	15,000.00

\$15,301.50

\$	5,000.00
\$	6,000.00
\$	2,000.00
\$	800.00
\$	1,000.00
\$	15,000.00

\$15,454.52

\$	5,151.51
\$	6,181.81
\$	2,060.50
\$	515.15
\$	1,545.45
\$	15,609.06

\$15,609.06

\$	5,209.02
\$	6,243.62
\$	2,081.21
\$	520.80
\$	1,590.81
\$	15,609.06

Exceptional Education Services - Contracted Services

Many charter schools will contract with outside companies to assist with covering the special needs of students at the school. For example, often schools do not have enough students to justify hiring a speech and language therapist, but the school is still required to offer these services. So the school can contract with a third party to have a therapist come to the school to provide the services. Typical services that are contracted out are: Speech and Language, Occupational Therapy, Physical Therapy, Vision or Hearing Experts, etc. The calculator below will assist you with estimating the budget amount.

Assumed Hourly Rate	\$	65.00	Year 1	4
Assumed Hours PER WEEK	\$0.00	\$9,360.00	Year 2	6
			Year 3	7
			Year 4	8
			Year 5	10
				\$25,328.91

Budget Line: 5200-310

Corporate Insurance Policies

Charter schools are required to carry their own insurance policies in compliance with their charter school contract. The calculator below allows you to estimate the budget in two categories, the first is liability and professional insurance which would cover things like student accident, operational, a general umbrella policy, directors insurance, etc. The second category is for property and renters insurance. Rows 62 and 64 will help you to estimate your insurance costs. Be sure to enter the total annual costs in rows 67 and 68, as these are the official numbers that will be used in the final budget. This way, if you already have your insurance policy quotes, you can enter the numbers directly on rows 67 and 68, otherwise just use the gray numbers created by rows 62 and 64 to set your annual costs.

Estimate Liability / Professional Insurance	Ping Yr	\$	20.00	Year 1	20.00
	\$0.00	\$5,920.00	Year 2	20.00	20.00
			Year 3	20.00	20.00
			Year 4	20.00	20.00
			Year 5	20.00	20.00
Estimate Property / Renters Insurance	\$	0.80	Year 1	0.80	0.80
	\$0.00	\$16,544.00	Year 2	0.80	0.80
			Year 3	0.80	0.80
			Year 4	0.80	0.80
			Year 5	0.80	0.80
				\$30,481.29	\$30,481.29

Budget Line: 7100-320
Budget Line: 7900-320

Board of Directors Expenses

Charter schools are prohibited from compensating Board members for their contributions to the school, however reasonable expenses may be reimbursed. For example, if you have board meetings at various locations, mileage reimbursement to meetings would be reasonable. If a Board member attends the charter school conference, the school can reimburse those expenses. Additionally, you should plan to provide some professional development to the Board, each Board Member is required to do 4-hours of training at the start of their term and a 2-hour follow up every three years.

Travel reimbursement (Annual Amount)	Ping Yr	\$	2,000.00	Year 1	2,000.00
Professional Development (Annual Amount)	\$	500.00	Year 2	2,030.00	2,030.00
Board Meeting Supplies (Annual Amount)	\$	500.00	Year 3	2,060.45	2,060.45
	\$500.00	\$2,000.00	Year 4	2,091.36	2,091.36
			Year 5	2,122.73	2,122.73
				\$2,122.73	\$2,122.73

Budget Line: 7100-330
Budget Line: 7100-310
Budget Line: 7100-510

Transportation Services

There are a variety of ways to handle transportation for your students. You could purchase bus passes for older students if your area has a strong public transit system, you could buy or lease a bus and hire your own bus driver and do the transportation yourself, you could contract with your district. Fill in any of the applicable areas below, and they will be added together, you do not need to use all areas. For example, if you are contracting with your district for a per-student charge, you would not need to hire your own driver and lease your own bus. Only fill in the applicable areas, as the calculator will add all of the totals together to use in the budget.

Percentage of students to transport	40.0%	Estimate the percentage of your total students who will require transportation.
Number of students on one bus	65	Enter the number of students you can transport on a single bus on a single trip. (See comment)

Public Transportation

Some charter schools are able to effectively utilize public transportation for their students by purchasing bus passes for the students to get to and from the school. This will depend on your area (the availability of public transportation) and the age of your students. The following will calculate the cost of purchasing passes if you choose to use this option.

Public Transportation Pass					
		Year 1	Year 2	Year 3	Year 4
Number of students utilizing		\$ 65.00	\$ 68.25	\$ 71.66	\$ 75.25
Number of Months Passes Are Needed For		10	10	10	10
		\$0.00	\$66,960.00	\$107,100.00	\$115,500.00
					\$213,840.00

Budget Line: 7800-390

Reimbursements

The state reimburses schools on a per student basis. The amount they reimburse is published on their website at: <http://www.fidoe.org/transportation/transprof.asp>

Number of Students Reimbursed					
		Year 1	Year 2	Year 3	Year 4
Reimbursement Rate		\$ 118	\$ 150	\$ 186	\$ 221
		\$397.00	\$398.99	\$400.98	\$402.98
		\$46,846.00	\$59,848.00	\$74,582.00	\$89,060.00
					\$103,680.00

Income Line: 3492

ESE Transportation

In rare circumstances, some ESE students are eligible for additional funding. Please see the state's Transportation Instructions for more information, but essentially the student must meet one of the following criteria and the established need must be clearly documented in the student's IEP: 1) Require medical equipment (i.e. wheelchair), 2) Have a special medical condition requiring special transportation (i.e. tinted windows, dust-controlled atmosphere, etc.) documented by a physician's orders, 3) Require an attendant (aid) or monitor while on the bus, 4) Require a shortened day due to disability, or 5) Be assigned to a school outside of the district. Most charter schools do not have students who meet these conditions, however, if you do, you are eligible for additional funding. Include the following information to assist with budgeting for these students. Given the significantly higher income level, if you are not certain you will have these students, we recommend leaving this at zero.

Number of students who meet qualifications above:					
		Year 1	Year 2	Year 3	Year 4
Per student Reimbursement Rate:		\$ 1,475.00	\$ 1,482.38	\$ 1,489.79	\$ 1,497.24
Estimated Additional Annual Expenses For Students:		\$0.00	\$0.00	\$0.00	\$0.00
		\$0.00	\$0.00	\$0.00	\$0.00

Income Line: 3492

Budget Line: 7800-390

Transportation Totals					
Transportation Income		\$46,846.00	\$59,848.00	\$74,582.00	\$89,060.00
Transportation Expenses		\$51,082.46	\$77,441.96	\$78,272.95	\$105,489.16
					\$103,680.00
					\$106,631.89

School Lunch Calculator

Charter schools are required to offer free/reduced lunch to those students who qualify, and must provide comparable lunches to all other students for a fee in such a way that does not alienate those students who are receiving the free and reduced lunch. Many charter schools are able to contract with their local school districts to provide the service, and it essentially is a wash and there is no need to budget anything for school lunch. However, if your district is unwilling or you decide not to contract with the district you will need to complete the following assumptions or work with another provider who is willing to work with you.

Percent FRL Students Ordering Lunch					
		Year 1	Year 2	Year 3	Year 4
How much is charged for Reduced Lunch		\$ 0.40	\$ 0.40	\$ 0.40	\$ 0.40
Percent Other Students Order Lunch		75.0%	75.0%	75.0%	75.0%
Other Students Full Price Lunch Rate		\$ 2.80	\$ 2.80	\$ 2.80	\$ 2.80
How much does each lunch cost?		\$ 2.75	\$ 2.75	\$ 2.75	\$ 2.75
Federal NSIP Reimbursement Rate		\$ 2.40	\$ 2.40	\$ 2.40	\$ 2.40
		\$66,024.00	\$83,664.00	\$103,340.00	\$122,976.00
					\$141,632.00

Income Lines: 3261 & 3262

Budget Line: 7600-570

Other Expenses

Ongoing Budget Totals						
	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	\$ 90,000	\$ 2,178,442	\$ 2,767,070	\$ 3,476,568	\$ 4,092,392	\$ 4,712,373
Estimated Expense	\$ 87,430	\$ 2,168,284	\$ 2,716,671	\$ 3,327,896	\$ 4,015,022	\$ 4,532,290
Net Revenue	\$ 2,570	\$ 10,158	\$ 50,399	\$ 148,672	\$ 77,370	\$ 180,083
Cash Balance	\$ 2,570	\$ 12,727	\$ 63,126	\$ 211,798	\$ 289,168	\$ 469,251

Textbooks / Curricular Materials / Assessments

Generally most textbook companies sell their textbook series by student editions, and then provide all of the teacher's manuals and consumables for free. The calculator below allows you to indicate how many books you are purchasing and an average amount per book (generally books cost around \$50-80 depending on the subject and publisher). A good place to look for the costs for textbooks is the Florida School Book Depository (<http://www.fbsd.com/>). You are not required to purchase books from this source, however, it is a good place to find pricing information on a variety of options.

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Total Possible Students	0	296	376	464	552	640

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Average Cost Per Textbook	\$ 75.00	\$ 70.00	\$ 75.75	\$ 76.51	\$ 77.27	\$ 78.05

Books For New Students / Additional Enrollment

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
New Student Seats (by Grade Level)		296	80	88	88	88
Total Students To Buy Books For	0	296	80	88	88	88
Books To Buy Per Student	0	3	3	3	3	3
	\$0.00	\$62,160.00	\$18,180.00	\$20,197.98	\$20,399.96	\$20,603.96

Budget Line: 5100

Replacement Books

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Replacement Books To Purchase	0	0	9	23	42	66
	\$0.00	\$0.00	\$681.75	\$1,759.67	\$3,245.45	\$5,150.99

Budget Line: 5100

New Textbook Adoption

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Textbook Adoptions (New Series)	0	0	0	0	640	640
	\$0.00	\$0.00	\$0.00	\$0.00	\$49,454.45	\$49,948.99

Budget Line: 5100

Consumable Books

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Consumable Books To Purchase	0	0	0	0	0	0
Average Consumable Cost	\$ 7.00	\$ 7.00	\$ 7.07	\$ 7.14	\$ 7.21	\$ 7.28
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 5100

Many charter schools are using subscription services for curricular materials. These could come in a variety of services. Some schools utilize a "Blended Model" where curriculum is provided online, and no textbooks are necessary. Other examples are subscription based software programs that provide curricular materials online. Below you can enter the total amount of annual subscriptions for curriculum.

Academic Software

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Curricular Provider Subscriptions PER STUDENT		\$ 50.00	\$ 50.50	\$ 51.01	\$ 51.52	\$ 52.03
Software Subscriptions PER STUDENT		\$ 10.00	\$ 10.10	\$ 10.20	\$ 10.30	\$ 10.41
Software Subscriptions PER SCHOOL	\$ 50.00	\$ 17,760.00	\$ 22,785.60	\$ 28,399.58	\$ 34,123.57	\$ 39,959.19

Budget Line: 6300

Budget Line: 5100

Budget Line: 5100

Many assessments, such as the FSA, EOCs and FAIR are provided to Charter Schools through the district. Other assessments that schools may wish to utilize need to be purchased (such as Stanford Achievement Test, NWEA MAP, Discovery Assessments, etc.). The materials could include the test itself, consumable materials (such as answer sheets), and the costs for scoring the assessments. Enter the total amount PER STUDENT you anticipate for assessments.

Assessments

	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
PER STUDENT Assessment Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Technology / Equipment

Copy Machine Lease - PER STUDENT	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
	\$0.00	\$20.00	\$20.00	\$20.00	\$22.00	\$22.00
		\$5,920.00	\$7,520.00	\$9,280.00	\$12,144.00	\$14,080.00

Budget Line: 7300

Computers are an important educational tool in schools today. Schools must have computers on which to provide the new state assessments, and it is recommended you review the state of Florida's accountability plans to determine what those needs may be at your school. (<http://fcit.fldoe.org/fcat2/>). Computers can be purchased or leased by a school, and the calculator below will allow you to calculate the costs. For both options there are two types of computers to allow you to plan for multiple types of computers (i.e. desktop computers for a lab or classroom use, student laptops and teacher laptops for example). All of the following computers will be put into the ACADEMIC section of the budget (\$100), so only include student and teacher computers, not office staff (that will come next).

PURCHASING Academic Computers

Type 1 - Number of Machines	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
	0	99	36	33	121	75
Type 1 - Estimated Cost Per Machine/Station	\$0.00	\$24,750.00	\$9,090.00	\$8,415.83	\$31,166.61	\$260.15
Type 2 - Number of Machines	0	0	0	0	0	0
Type 2 - Estimated Cost Per Machine/Station	\$0.00	\$800.00	\$816.00	\$832.32	\$848.97	\$865.95

Budget Line: 5100

Budget Line: 5100

LEASING Academic Computers

Type 3 - Number of Machines	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
	0	0	0	0	0	0
Type 3 - Estimated Cost Per Machine/Station	\$0.00	\$325.00	\$331.50	\$338.13	\$344.89	\$351.79
Type 4 - Number of Machines	0	0	0	0	0	0
Type 4 - Estimated Cost Per Machine/Station	\$0.00	\$300.00	\$306.00	\$312.12	\$318.36	\$324.73

Budget Line: 5100

Budget Line: 5100

If you need additional machines for ADMINISTRATIVE purposes (such as secretaries, administrators, etc.) Enter the number of machines to purchase or lease below. These will be put into the administrative section of the budget (7300).

PURCHASING Admin. Computers

Admin Purchase - Number of Machines	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
	4	0	0	0	0	0
Admin Pur - Estimated Cost Per Machine/Station	\$850.00	\$850.00	\$867.00	\$884.34	\$902.03	\$920.07

Budget Line: 7300

LEASEING Admin. Computers

Admin Lease - Number of Machines	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
	0	0	0	0	0	0
Admin Lea- Estimated Cost Per Machine/Station	\$0.00	\$350.00	\$357.00	\$364.14	\$371.42	\$378.85

Budget Line: 7300

Classroom instructional technology is often a part of a school's overall technology plan. If you intend to purchase technology the calculator below will assist you in assuming the amount of costs involved. You should figure out what technology you want in each classroom, and then estimate the COST PER CLASSROOM. For example, a SMART board with all of the equipment and supplies can easily range \$3,000 - \$4,000 per classroom. Less expensive alternatives are available where you may be able to outfit a classroom for closer to \$1,500 depending on the needs of your school.

First determine the estimated cost per classroom, then you indicate the number of classrooms you want to purchase below.

Instructional Technology

Cost PER CLASSROOM	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
	1,800.00	1,200.00	1,274.00	1,248.48	1,273.45	1,298.92
Number of Classrooms	0	16	4	4	4	4
Additional ANNUAL Instructional Tech Money	\$0.00	\$19,200.00	\$4,896.00	\$4,993.92	\$5,093.80	\$5,195.67

Budget Line: 5100

Some schools hire their own inhouse IT support staff to manage their computer infrastructure (which would be indicated on the Enrollment and Staffing page of this calculator), where others have a contract with a third party to provide these services. Some management companies provide this service as part of their overall contract. Contracts can be an annual fixed amount, or you may purchase hours in advance. Generally these services are around \$120 per hour and depending the technical savvy of your staff, you could easily go through 100+ hours a year to support the computers and network within your building.

IT Service Provider

ANNUAL IT Service Provider Contract Amount	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
	\$	\$ 3,000.00	\$ 3,150.00	\$ 3,307.50	\$ 3,472.88	\$ 3,646.52

Budget Line: 650C

Above you indicate the amount of money you wish to set aside for curricular software. In addition, you may have other software expenses as well, such as software to setup your server, productivity software (such as Microsoft Office) for your staff, and other software needs to support the computers at your school. Enter the total amount you want to set aside for software each year. As you are researching amounts, we recommend you look into Volume Licensing Agreements as this is usually the most cost efficient way to purchase multiple copies of software.

Software

ANNUAL amount for software each year	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
	\$	\$	\$	\$	\$	\$

Budget Line: 730C

Furniture and Classroom/Office Equipment

You will need to have furniture for your students, teachers and other staff members. Sometimes schools are able to obtain funding that includes "FF&E" (Furniture, Fixtures & Equipment) when they finance a building. More often, the school needs to either purchase or borrow furniture for their school. The following calculator will allow you to figure out furniture costs based on either a purchase or a lease option. Some vendors will lease furniture allowing the school to spread out the expenses over the course of a few years, however, you may want to investigate this before relying on it as an option.

Estimated Per Classroom Furniture Budget	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
	\$	\$ 2,600.00	\$ 2,652.24	\$ 2,704.48	\$ 2,756.72	\$ 2,808.96
Number of student classes each year		16	24	32	40	48
Number of teachers to staff each year		15	4	4	4	4
Postsecondary Classroom Furniture	Lease	Lease	Lease	Lease	Lease	Lease
	\$0.00	\$10,868.00	\$13,178.88	\$15,489.76	\$17,800.64	\$20,111.52
Estimate Total Office Furniture Needs	\$	\$ 5,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Purchase or Lease Office Furniture?	Purchase	Purchase	Purchase	Purchase	Purchase	Purchase
	\$0.00	\$5,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
Media Center Furniture	\$	\$	\$	\$	\$	\$
Purchase or Lease Media Center Furniture?	Purchase	Purchase	Purchase	Purchase	Purchase	Purchase
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 510C

Budget Line: 730C

Budget Line: 620C

Other General Expenses

The following items are general expenses that you will want to consider in your budget which usually are based on the size and number of students at your school. This calculator will give you an option to set each of the following items based on the number of students at your school. If you have operating history, we recommend you look at the amount you have spent on these areas in the past, otherwise recommendations for each item are in the comments of the title fields. For the planning year, enter the total budget amount you anticipate for the planning year (if any) for the budget line.

Academic Supplies	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
	\$	\$ 40.00	\$ 42.84	\$ 43.70	\$ 44.57	\$ 45.46
Academic Dues and Fees	\$	\$ 0.00	\$ 16,107.84	\$ 20,275.32	\$ 24,603.05	\$ 29,095.78
	\$	\$ 0.00	\$ 0.51	\$ 0.52	\$ 0.53	\$ 0.54
Library Books, Supplies and Equipment	\$	\$ 4.50	\$ 4.59	\$ 4.68	\$ 4.78	\$ 4.87
	\$	\$ 184.50	\$ 238.68	\$ 304.32	\$ 372.48	\$ 443.26
ESE Supplies and Materials (Per ESE kid)	\$	\$ 15.00	\$ 15.30	\$ 15.61	\$ 15.92	\$ 16.24
	\$	\$ 4,440.00	\$ 5,752.80	\$ 7,241.18	\$ 8,786.80	\$ 10,391.35
Professional Administrative Services	\$	\$ 3.00	\$ 3.06	\$ 3.12	\$ 3.18	\$ 3.25

Budget Line: 510C

Budget Line: 510C

Budget Line: 620C

Budget Line: 520C

Non Professional Admin. Services	\$0.00	\$888.00	\$1,150.56	\$1,448.74	\$1,757.36	\$2,078.27	Budget Line: 7300
	\$	\$	\$	\$	\$	\$	
Office Supplies and Minor Equipment	\$0.00	\$2,960.00	\$3,835.20	\$4,827.46	\$5,857.87	\$6,927.57	Budget Line: 7300
	\$	\$	\$	\$	\$	\$	
Administrative Dues and Fees	\$0.00	\$5,920.00	\$8,437.44	\$10,620.40	\$12,887.31	\$15,240.64	Budget Line: 7300
	\$	\$	\$	\$	\$	\$	
Communications Utilis (i.e. Phones, Internet)	\$0.00	\$1,184.00	\$1,534.08	\$1,930.98	\$2,343.15	\$2,771.03	Budget Line: 7300
	\$	\$	\$	\$	\$	\$	
Communications (i.e. postage)	\$0.00	\$3,552.00	\$4,602.24	\$5,792.95	\$7,029.44	\$8,313.08	Budget Line: 7900
	\$	\$	\$	\$	\$	\$	
Administrative Equipment	\$0.00	\$2,146.00	\$2,780.52	\$3,499.91	\$4,246.95	\$5,022.49	Budget Line: 7300
	\$	\$	\$	\$	\$	\$	
	\$0.00	\$1,184.00	\$1,534.08	\$1,930.98	\$2,343.15	\$2,771.03	Budget Line: 7300

Reserve Fund / Undesignated Expenditures

Some districts like to see a "Reserve Fund" line on the charter school budget ranging from 3-10% of the state FEFP funds. Not all districts require this, however, you can set either a percentage or a dollar amount below to put into a reserve fund. You can enter one or the other or both, and the gray number underneath will show you the total of the two. This money will be listed as an expense on your budget, but without a specific purpose. Hopefully you will not use this money and it will be carried over, however, if you forgot to include something in your overall budget, this provides you with a cushion for unexpected expenses. Your Board should have a policy about how to spend money that is not listed in the budget, or that is coming from the reserve fund.

Reserve Fund - PERCENT OF FEFP	0.00%	2.50%	3.00%	3.00%	3.00%	3.00%
Reserve Fund - Total Dollars	\$	\$	\$	\$	\$	\$
	\$0.00	\$52,979.65	\$80,759.22	\$98,129.88	\$115,655.61	\$133,357.86

Custom Expenses

Ongoing Budget Totals						
	Ping Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	\$ 90,000	\$ 2,178,442	\$ 2,767,070	\$ 3,476,568	\$ 4,093,392	\$ 4,712,373
Estimated Expense	\$ 87,430	\$ 2,169,284	\$ 2,716,671	\$ 3,327,896	\$ 4,015,022	\$ 4,532,290
Net Revenue	\$ 2,570	\$ 10,158	\$ 50,399	\$ 148,672	\$ 77,370	\$ 180,083
Cash Balance	\$ 2,570	\$ 12,727	\$ 63,126	\$ 211,798	\$ 289,168	\$ 469,251

Custom Expenses

Most typical charter school expenses have been covered through the surveys within this calculator. However, some charter schools have specific unique situations that they wish to account for within their budget. This spreadsheet will allow you to enter specific expenses that you do not feel were adequately covered within the survey. Please include a description of the expense for the benefit of those reviewing your budget.

[illegible]

Attachment Y

Parrish Charter Academy

Planning Year Cash Flow

Complete Budget - Manatee County

Func	Obj	Description	Pln Yr Total	Jan.	Feb.	Mar.	Apr.	May	June
Income Estimates									
FEFP Calculations									
Other Income									
3440		Gifts, Grants and Requests	\$ 90,000	\$ -	\$ 25,000	\$ 10,000	\$ 10,000	\$ 15,000	\$ 30,000
Total Income			\$ 90,000	\$ -	\$ 25,000	\$ 10,000	\$ 10,000	\$ 15,000	\$ 30,000

Expense Estimates									
Function 6300 - Instructional/Curriculum Development									
6300	690	Computer Software	\$ 17,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 17,500
6300 Sub Total			\$ 17,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 17,500
Function 6400 - Instructional Staff Training									
6400	310	Professional and Technical Services	\$ 10,000	\$ -	\$ 5,000	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250
6400 Sub Total			\$ 10,000	\$ -	\$ 5,000	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250
Function 7100 - Board									
7100	310	Professional and Technical Services	\$ 3,500	\$ -	\$ 2,000	\$ 375	\$ 375	\$ 375	\$ 375
7100 Sub Total			\$ 3,500	\$ -	\$ 2,000	\$ 375	\$ 375	\$ 375	\$ 375
Function 7300 - School Administration									
7300	110	Administrator Salaries	\$ 27,083	\$ -	\$ 5,417	\$ 5,417	\$ 5,417	\$ 5,417	\$ 5,417
7300	160	Other Support Personnel	\$ 3,840	\$ -	\$ -	\$ -	\$ -	\$ 1,920	\$ 1,920
7300	210	Retirement	\$ 839	\$ -	\$ 167.80	\$ 166.90	\$ 166.90	\$ 198.97	\$ 198.97
7300	220	FICA	\$ 2,366	\$ -	\$ 419.38	\$ 414.38	\$ 414.38	\$ 561.26	\$ 561.26
7300	230	Group Insurance	\$ 1,558	\$ -	\$ 272.82	\$ 272.82	\$ 272.82	\$ 369.52	\$ 369.52
7300	240	Worker's Compensation	\$ 526	\$ -	\$ 92.08	\$ 92.08	\$ 92.08	\$ 124.72	\$ 124.72
7300	250	Unemployment Compensation	\$ 320	\$ -	\$ 56.00	\$ 56.00	\$ 56.00	\$ 75.85	\$ 75.85
7300	390	Other Purchased Services	\$ 12,500	\$ -	\$ 5,000	\$ 1,875	\$ 1,875	\$ 1,875	\$ 1,875
7300	644	Computer Hardware (Non Capitalized)	\$ 3,400	\$ -	\$ 2,000	\$ -	\$ -	\$ 1,400	\$ -
7300 Sub Total			\$ 56,430	\$ -	\$ 13,399	\$ 8,274	\$ 8,274	\$ 13,947	\$ 12,542
Total Expenses			\$ 87,430	\$ -	\$ 20,399	\$ 9,899	\$ 9,899	\$ 15,567	\$ 31,667

Totals									
Revenue			\$ 90,000	\$ -	\$ 25,000	\$ 10,000	\$ 10,000	\$ 15,000	\$ 30,000
Expenses			\$ 87,430	\$ -	\$ 20,399	\$ 9,899	\$ 9,899	\$ 15,567	\$ 31,667
Net Revenue			\$ 2,570	\$ -	\$ 4,601	\$ 101	\$ 101	\$ (567)	\$ (1,667)
Cash Balance			\$ 2,570	\$ -	\$ 4,601	\$ 4,702	\$ 4,803	\$ 4,236	\$ 2,570



Charles S. Malatesta M.Ed.

Chief Executive Officer (CEO)
cmalatesta@forzaedu.com

Pepar R. Anspaugh EdD abd

Chief Operating Officer (COO)
panspaugh@forzaedu.com

January 16, 2017

To Whom It May Concern:

FORZA Education Management has agreed to contribute \$90,000 to the Parrish Charter Academy (PCA) Start-up Budget. These funds will be distributed to Parrish Charter Academy as a grant and there will be no remuneration required of said funds to FORZA. The PCA Charter Application presents a planning budget which states the anticipated funding schedule. Furthermore, FORZA has agreed to grant additional funds to the school if a financial shortfall occurs or if the school needs supplemental funding regarding start-up costs.

Sincerely,

A handwritten signature in black ink, appearing to read 'Chuck S. Malatesta', is written over the printed name.

Chuck S. Malatesta M.Ed.
FORZA Education Management

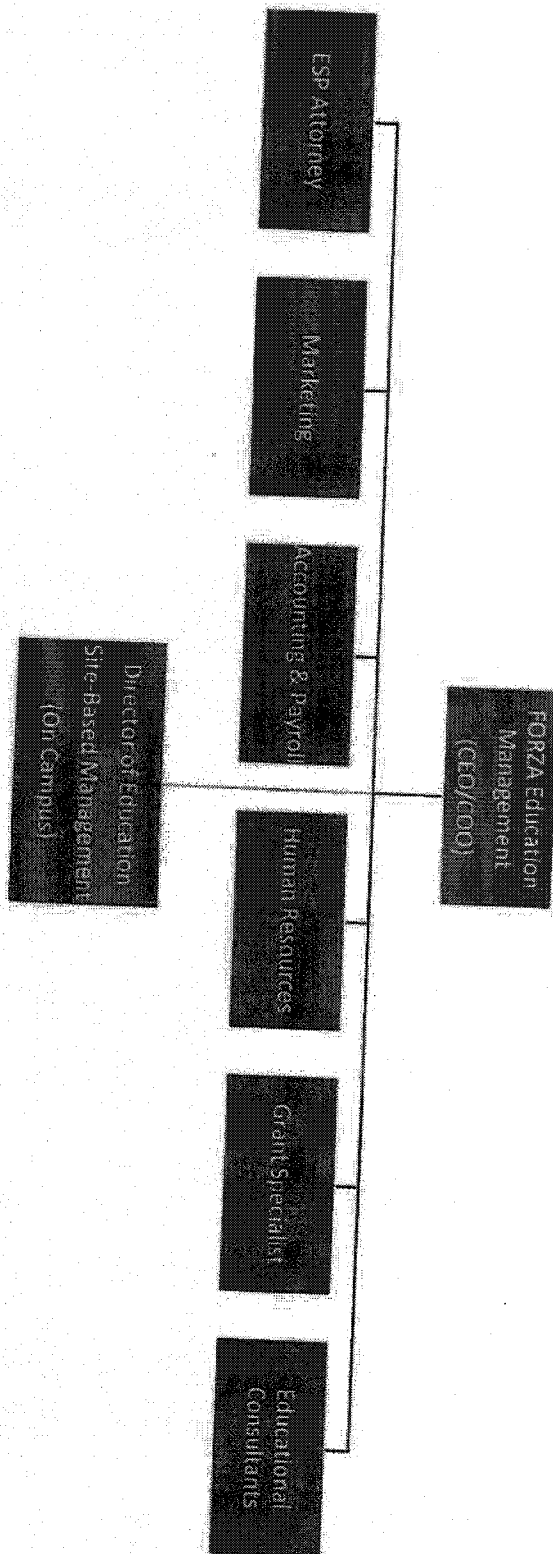
"Giving Parents a Choice and Children a Chance"

FORZA Education Management, L.L.C. . 7815 111st Terrace East . Parrish, FL 34219
www.forzaedu.com . 727-642-9319

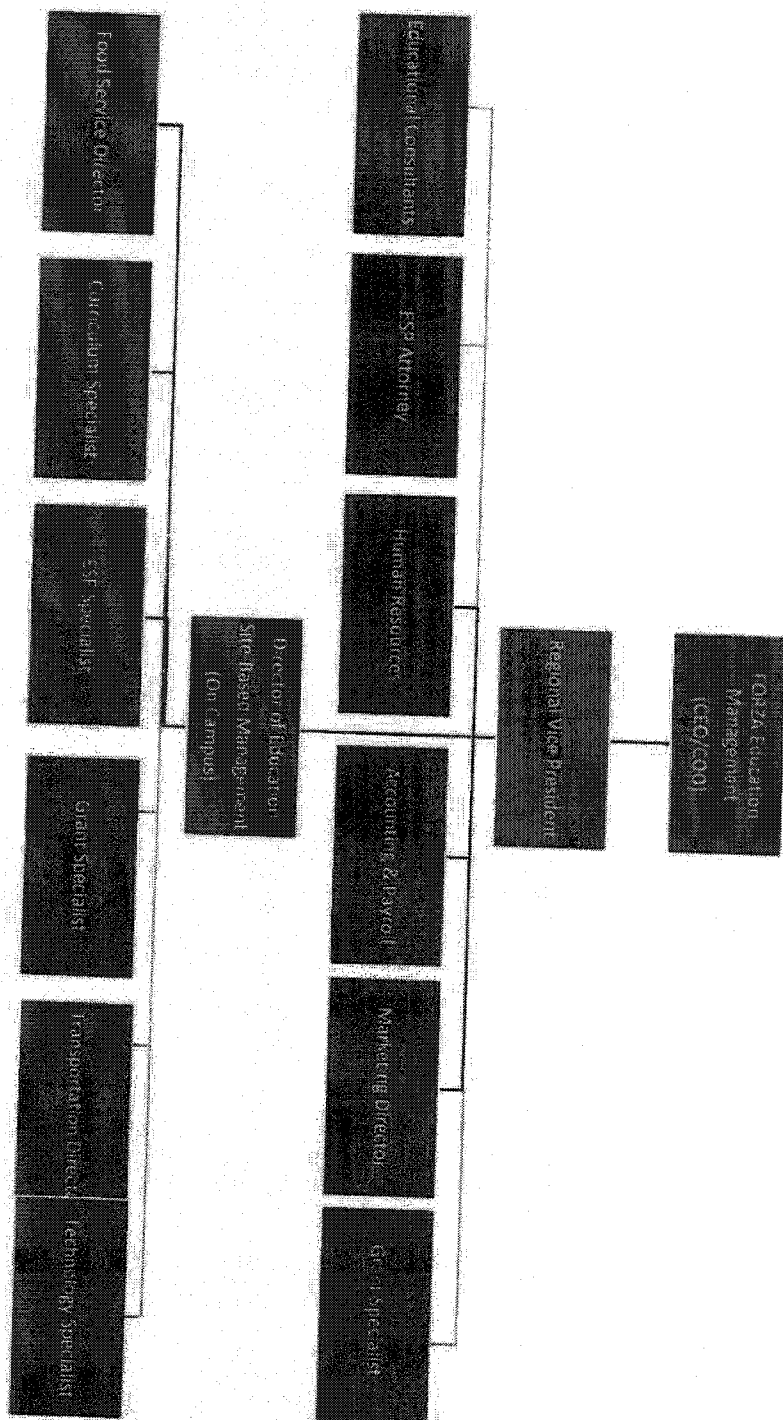
Attachment AA

N/A

Attachment BB



Attachment CC



Attachment DD

Form IEP-C-M1A
Rule 6A-6.0786
August 2015

[illegible]

Form IEP-C-M1A
Rule 6A-6.0786
August 2015

PCA Charter Appeal - Exh. 2 - Pg. 618

Form IEP-C-MIA
Rule 5A-6.0786
August 2015

[illegible]

Year -3- 2015-2016

[illegible]

Form JEP-C-M1A
Rule 6A-5.0786
August 2015

PCA Charter Appeal - Exh. 2 - Pg. 621

Oak Creek Charter School of Bonita Springs
28011 Performance Lane
Bonita Springs, FL 34135
Oakcreekcharter.org

**Building Enhancements and Additional
Resources**

1. Renegotiated the lease from \$432,000/year to \$381,000/year. \$51,000 Saving per year
2. Purchasing three buses saving the school \$150,000.00 in contracted service fees.
3. Renovated bathrooms.
4. New interior paint throughout the school facility.
5. New VCT flooring in every classroom and bathroom.
6. New desktop computers for each classroom.
7. New student headphones for testing and additional software.
8. New mounted projectors for each classroom.
9. New 2 - View Doc Cameras for each classroom.
10. New Student Tablets.
11. New Digital On-line Library.
12. New Server and Wireless Access Points throughout the building.
13. Two additional Copy Machines.
14. New Emergency Phone System installed in each classroom and offices.
15. New laptops for every employee.
16. New Playground including shade structures as well as benches and picnic tables.
17. New mag lock and key pad for main entrance door.
18. Free Afterschool Tutoring for the lower 30% from September through the FSA.
19. Adding Before and Aftercare for working parents.
20. Enhanced afterschool academic and service clubs and team sports
21. New covered basketball area – Year Two
22. Interactive White Boards for each classroom – Year Two

Software: Effective and ongoing student monitoring and educational tools;

- a. iReady- CurriculumAssociates.com
- b. Reading A to Z- Reading AtoZ.com
- c. MyOn Reading- MyOn.com
- d. NewsELA - NewsELA.com
- e. Mastery Connect- MasteryConnect.com
- f. Pearson Reading Street- Pearson.com
- g. GoMath- HMH.com
- h. Science Fusion- HMH.com
- i. E Studies Weekly- Studiesweekly.com



**SAMPLE
MANAGEMENT AGREEMENT**

This Management Agreement (the "Agreement") is made and entered into as of the last date set forth below and effective July 1, 2017, by and between Parrish Charter Academy, Inc., a Florida non-profit corporation ("SCHOOL") and Forza Education Management, L.L.C. a Florida limited liability company ("MANAGER").

RECITALS

- A. SCHOOL has submitted a Charter Application to the Manatee County School District (the "Authorizing District" or "Sponsor") to operate a charter school pursuant to a Charter School Contract ("Charter Contract") in accordance with the Florida Statutes Section 1002.33 et. seq. and other laws applicable to Florida Charter Schools ("Applicable Laws") in Manatee County, Florida, under the name of "Parrish Charter Academy" ("Charter School").
- B. SCHOOL and MANAGER desire to create an enduring educational partnership, whereby SCHOOL and MANAGER will work together to develop an environment of educational excellence and innovation at SCHOOL, based upon MANAGER's ability and capacity to implement and manage a comprehensive educational program and school design ("Educational Program"), all as included in SCHOOL' Charter Application, approved by the Authorizing District.
- C. After conducting all appropriate due diligence, including review of MANAGER'S experience as well as the experience of MANAGER'S staff, verification that the management fee is reasonable and consistent with the market for such services, and review of the need for educational management services, the SCHOOL agrees that it is in the best interest of SCHOOL to enter into this Agreement with MANAGER.

THEREFORE, the parties mutually agree as follows:

CONTRACTING RELATIONSHIP

1. **Recitals-**The forgoing recitals are true, correct and incorporated herein by reference.

2. **Authority and Compliance with Charter Contract and Applicable Laws**-The Charter School represents that it is authorized by law to contract with Manager and for Manager to provide management services to the Charter School. The parties acknowledge that all such services must be provided in accordance with the Charter Contract and all State and Federal laws governing public charter schools (referred to collectively herein as "Applicable Laws"). The Parties acknowledge that this Agreement will be provided to the Sponsor for review after it has been approved by both of the Parties but at least thirty days prior to its effective date. In the event the Sponsor expresses concerns regarding any of the provisions in this Agreement, the Parties agree to work together and with the Sponsor to resolve such concerns.

3. **Agreement-Manager's obligations to the Charter School and rights with respect to the operation of the Charter School** shall be only as expressly set forth in this Agreement. Duties required to be carried out for the operation of the Charter School which are not expressly set forth herein as being Manager's responsibility shall remain the sole responsibility of the Charter School's Governing Board. Notwithstanding the foregoing, Manager acknowledges that it shall be engaged by the Board to perform the services set forth in this Agreement on the basis of the knowledge and expertise of the Manager. Each party represents and warrants to the other that it has disclosed all matters relevant to the services Manager might provide to the Charter School.

4. **Designation of Agents**-The Board designates the employees of Manager as agents of the Charter School having a legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. §1232g, the Family Rights and Privacy Act ("FERPA") and other applicable law. The Board hereby authorizes Manager to communicate with and negotiate on the Board's behalf with all Federal, state and local government agencies and the Sponsor unless specifically instructed otherwise by the Charter School. Manager shall communicate with the Charter School prior to its communication and negotiation with any Federal, state and local governmental agency on behalf of the Board to ensure no duplication of efforts.

5. **Status of the Parties**-Manager is a Florida limited liability company and is not a division or a part of the Charter School. The Charter School is a Florida non-profit corporation, authorized by the Charter to operate a charter school and is not a division or part of Manager. Neither members nor employees of Manager, nor members of the families of the members and employees of Manager, as those relationships are defined by Florida Statutes, §1002.33, shall sit on the Board or serve as officers of the Charter School. The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and does not create an employer-employee relationship. Except as expressly provided in this Agreement, no agent or employee of Manager shall be deemed to be an agent or employee of the Charter School. Manager shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between Manager and the Charter School is based solely on the terms of this Agreement, and the terms of any other written agreements between Manager and the Charter School, which in all cases shall ensure an "arms-length" performance-based relationship exists between the Board and Manager.

6. **Background Screening**-Manager agrees that each of its owners, board members, officers, employees, and agents who will be accessing Charter School grounds when students are present or who have direct contact with students, will undergo and meet Level 2 screening and fingerprint requirements as described in Fla. Stat. §§ 1012.32 and 435.04 and as conducted by the Charter School or Sponsor. Manager also agrees that any of its employees or contractors

handling funds or finances of the Charter School will be subjected to the screening and fingerprinting requirements required by law for such positions.

7. No Related Parties or Common Control-MANAGER will not have any role or relationship with SCHOOL that, in effect, substantially limits SCHOOL's ability to exercise its rights, including termination rights, under this Agreement. SCHOOL and MANAGER will not be members of the same control group, as defined in Section 1.150-1(e) of the Treasury Regulations under the 1986 Applicable Laws, or related persons, as defined in Section 144(a)(3) of the 1986 Applicable Laws.

8. Proprietary Rights and Intellectual Property-The Charter School will own all proprietary rights to curriculum or educational materials that are developed on its behalf or paid for by the Charter School. Manager shall own all proprietary rights to, and the Charter School's proprietary interest shall not include, systems, procedures and other intellectual property that are developed or copyrighted or similarly protected by Manager that are both directly developed and paid for by Manager.

9. No Disparagement-The parties agree that a good working relationship involves mutual respect and decorum. Therefore, during the Term of this Agreement, no party will make (or cause or encourage anyone else to make) any disparaging, untrue, or misleading written or oral statements about or relating to the other party or about or relating to any officer, director, shareholder, agent, employee, or other person acting on such party's behalf. This provision is not intended to prevent or curtail truthful and factual statements made in order to redress issues related to performance of duties under this Agreement by either Party.

RESPONSIBILITIES AND SERVICES OF MANAGER

10. Attendance of Governing Board Meetings and Communication with Governing Board-A representative of Manager shall attend all meetings of the Board. The Manager will coordinate with the chairperson of the Board and Charter School Principal as to items that need to be placed on the Agenda. The Manager will also coordinate with the Board as to its schedule and arrange for proper notice of Board meetings as such notice is required by the Charter Contract and Applicable Laws. The Manager will provide monthly financial reports to the Board, as described herein. The Manager will also provide back-up items to the Board a sufficient number of days prior to each Board Meeting to allow for review by Board Members to be prepared for the Board Meeting.

11. Educational Services-For the Term of this Agreement, MANAGER will provide to SCHOOL the following educational services consistent with the Charter School Contract (the "Educational Services"):

11.1 Curriculum-The development and implementation of the curriculum used at SCHOOL.

11.2 Instruction-Oversight and coordination with the School Leader(s) of the services to be provided by instructional personnel, its teachers and support staff, all in accordance with this Agreement.

11.3 Instructional Tools-The selection of instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools.

11.4 Extra-Curricular and Co-Curricular Programs-The development and implementation of appropriate extra-curricular and co-curricular activities and programs.

11.5 Additional Educational Services-Any other services required by the Authorizing District or the State of Florida Department of Education and such other services as are necessary or expedient for the improvement of teaching and learning at SCHOOL as agreed to from time to time between MANAGER and SCHOOL ("Supplemental Programs").

12. Administrative Services-For the Term of this Agreement, subject to the Charter School Contract and the approval of the Board of Directors of SCHOOL (the "Board"), MANAGER will provide to SCHOOL for the Charter School the following administrative services (the "Administrative Services"):

12.1 Personnel Management-Management and professional development of all personnel providing Educational Services and Administrative Services in accordance with this Agreement. All Charter School personnel shall be employees of SCHOOL. MANAGER will assist the SCHOOL Board in hiring and evaluation of all instructional and non-instructional personnel, including the School Leader. However, the final evaluation and hiring decisions will be made by the Board, and as appropriate, the School Leader. MANAGER will also make recommendations regarding firing and disciplinary decisions, but responsibility for final decisions on such matters shall be for the School Leader and SCHOOL Board, as appropriate.

12.2 Facility Operation and Maintenance-Coordination with entities with which MANAGER contracts on behalf of SCHOOL for the Charter School for the provision of operation and maintenance services for the Charter School's facility (the "Facility") to the extent consistent with any and all documents pertaining to the Facility, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved in providing such services.

12.3 Technology and Professional Development-Coordination with entities with which MANAGER contracts on behalf of SCHOOL for the Charter School for the provision of technology and professional development services for the Charter School, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved in providing such services.

12.4 Business Administration-Administration of all business aspects of SCHOOL operation, including by way of example and not limitation, financial management, compliance management, and management of equipment/furniture/property. Administration of business by MANAGER will only be conducted as allowed by the Charter Contract.

12.5 Transportation and Food Services-Coordination with entities with which MANAGER contracts on behalf of SCHOOL for the Charter School for the provision of transportation and food services for the students enrolled at SCHOOL, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved providing such services.

12.6 Public Relations-Coordination and assistance with any and all advertising, media and public relations efforts, including outreach programs. All public relations will be subject to the mutual approval by SCHOOL and MANAGER, which approval may not be unreasonably withheld.

12.7 Budgeting, Budgeting Process, Financial and Other Reporting. Preparation of a proposed annual budget (the "Charter School Budget") for each School Year, subject to the reasonable approval of the Board acting in its fiduciary capacity. For purposes of this Agreement, the term "School Year" shall have the meaning as provided in the application for the Charter School Contract submitted to and approved by the Authorizing District. The projected Charter School Budget will include, but not be limited to, the financial details relating to the Educational Services and Administrative Services to be provided pursuant to this Agreement.

12.7.1 MANAGER shall deliver a draft of the Charter School Budget for each School Year to the Board not less than forty-five (45) days prior to the date on which the Charter School Budget for any School Year must be submitted to Authorizing District and/or any State governmental agency. The Board shall review the Charter School Budget within ten (10) business days following the receipt thereof (the "Budget Review Period") which review may include an independent evaluation of the Charter School Budget by such accountants, attorneys, and other financial advisors that the Board deems necessary or desirable. The Board shall deliver any comments or objections to the Charter School Budget prior to the expiration of the Budget Review Period. Within five (5) business days following the expiration of the Budget Review Period, the President of SCHOOL and the Chief Executive Officer of MANAGER shall reconcile any comments or objections made by the Board during the Budget Review Period. MANAGER and SCHOOL shall agree to a final Charter School Budget for each such year not later than two (2) business days prior to the date on which the Charter School Budget must be submitted to the Authorizing District and/or any other State governmental agency.

12.7.2 Working in cooperation with the Board, MANAGER shall prepare, for Board approval, modifications or amendments to the Charter School Budget which may be necessitated by changes in projections or circumstances or the occurrence of unexpected events, which impact projected revenue and/or expense items contained in the approved Charter School Budget.

12.7.3 MANAGER shall provide the Board with an enrollment report stating the number of actual students enrolled at the Charter School (an "Enrollment Report"). If an Enrollment Report indicates that enrollment is lower than that which was projected in the Charter School Budget and such lower enrollment number shall materially adversely impact the Charter School Budget for such School Year, MANAGER shall propose a student recruitment plan to restore the enrollment level to the projected enrollment reported to the Authorizing District and or any other governmental agency prior to the commencement of the next following School Year.

12.8 The preparation of detailed statements of all revenues received, from whatever source, with respect to the Charter School, and detailed statements of all expenses, including an accounting of all expenditures for services rendered to, or on behalf of, the Charter School by MANAGER, whether incurred on-site or off-site.

12.9 The preparation of other financial statements as required by and in compliance with the Charter School Contract, the Applicable Laws and other applicable laws and regulations, including such documentation as may be reasonably required by the independent certified public accountants retained by the Board to perform annual audits of SCHOOL's financial statements. The cost for preparation of the financial statements and audits will be responsibility of SCHOOL and will be provided for in the Charter School Budget.

12.10 The preparation of such other reports on a periodic basis, relative to the finances and operation of SCHOOL, as the same may be requested or required by the Florida Department of Education or the Authorizing District to ensure compliance with the terms of the Charter School Contract and applicable law.

12.11 Other information: on a periodic basis reasonably necessary to enable SCHOOL to monitor MANAGER's performance under this and related agreements including the effectiveness and efficiency of its operations at SCHOOL.

13. Maintenance of Financial and Student Records-MANAGER will maintain accurate financial and student records pertaining to its operation of SCHOOL, together with all SCHOOL financial records prepared by MANAGER. Such records will be the property of SCHOOL. Such records shall be maintained by MANAGER at SCHOOL in physical or electronic form and will be made available to the Authorizing District and the SCHOOL Governing Board's Auditor within no more than 48 hours of a request. Such records shall otherwise be made available and retained in accordance with Florida's Public Records Act.

13.1 MANAGER will maintain accurate student records pertaining to the students enrolled at the Charter School as is required and in the manner provided by the Charter School Contract, the Applicable Laws and applicable laws and regulations and retain such records permanently on behalf of SCHOOL or until this Agreement or its successor (if any) is terminated, at which time such records will be transferred to SCHOOL and become the sole responsibility of the Board. MANAGER and SCHOOL will maintain the proper confidentiality of personnel, students and other records as required by law and the Charter Contract.

13.2 SCHOOL shall be entitled at any time upon reasonable written notice to MANAGER to audit the books and records of MANAGER pertaining to its operation of the Charter School pursuant to this Agreement (including, without limitation, the financial records relating thereto), provided that any such audit shall be at the sole expense of SCHOOL.

13.3 Admissions-MANAGER will be responsible for Implementation of SCHOOL's admission policy per the Charter School Contract with the authorizer.

13.4 Student Hearings-Consultation with the School Leader on administration and enforcement of student disciplinary and special education hearings in conformity with the requirements of the Applicable Laws and other applicable laws and regulations (including, but not limited to, requirements involving due process and confidentiality) to the extent consistent with SCHOOL's duties and obligations under the Applicable Laws, the Charter Contract, and other applicable laws and regulations. Student expulsions will be recommended by the School Leader and hearings relating to same will be conducted by the Authorizing District.

13.5 Academic Progress Reports-MANAGER will provide to SCHOOL on a periodic basis, as necessary or appropriate for SCHOOL to satisfy its obligations under the Charter School Contract, the Applicable Laws and other applicable laws and regulations, a report detailing (I) the Charter School's students' academic performance, and (ii) MANAGER's performance of the Educational Services and Administrative Services.

13.6 Rules and Procedures-MANAGER will recommend rules, regulations and procedures applicable to the Charter School for consideration and approval by the SCHOOL Board.

13.7 Additional Administrative Services-Any other services reasonably necessary or expedient for the effective administration of SCHOOL as agreed to, in writing, from time to time by MANAGER and the Board.

14. Provision of Educational Services and Administrative Services-The Educational Services will be provided in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule and age and grade range of pupils to be enrolled at SCHOOL as proposed by MANAGER and adopted by the Board, all in compliance with the Charter School Contract and the Applicable Laws. The Administrative Services will be provided in a manner consistent with the Educational Program, the Applicable Laws and the Charter School Contract with the Sponsor.

15. Modification of Educational Services and Administrative Services-Subject to this Agreement, the Charter School Contract, Authorizing District oversight and approval, as applicable, and the Applicable Laws, MANAGER may modify (I) the Educational Services, provided that any material modification of the Educational Services will be subject to the prior approval of the Board and (ii) the methods, means and manner by which such Administrative Services are provided at any time, provided that SCHOOL will have the right to approve all material changes.

16. Budgeting for Educational Services and Administrative Services-MANAGER will be responsible and accountable to the Board for the provision of all Educational Services and Administrative Services, provided, that such obligations, duties and responsibilities are expressly limited by the Charter School Budget. MANAGER will not be required to expend funds on such services in excess of the amounts set forth in such Charter School Budget.

17. Place of Performance; Subcontracting-MANAGER will provide instructional, extra-curricular and co-curricular services at the Charter School Facility. MANAGER may provide other services elsewhere, or through subcontracts at its own expense, unless prohibited by the Charter School Contract, the Applicable Laws and other applicable laws and regulations.

18. Other Charter Schools-The Charter School acknowledges that Manager may enter into similar management agreements with other charter schools and/or charter school-related entities. The performance of Manager's duties for any other charter school shall not interfere with the performance of Manager's duties under this Agreement, and Manager shall be efficiently staffed to accommodate all charter schools with which it has contracted to manage at no additional cost or expense to Charter School. Manager shall maintain separate accounts for

expenses incurred by and behalf of the Charter School and such other charter schools, and shall only charge the Charter School for expenses incurred by or on behalf of the Charter School.

19. **Authority-**By this Agreement, SCHOOL provides MANAGER such authority and power as is reasonably necessary or proper for MANAGER to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated by the Applicable Laws and other applicable laws and regulations.

RESPONSIBILITIES OF SCHOOL

20. **Good Faith Obligation-**The Board shall be responsible for its fiscal and academic policy of the Charter School. The Board shall exercise good faith in considering the recommendations of Manager, including but not limited to, Manager's recommendations concerning policies, rules, regulations and budgets. The Board remains ultimately responsible for fiduciary oversight and management for the operations of the Charter School.

21. **Assistance to Manager-**The Charter School and Board shall cooperate with Manager in furnishing all information and submitting all forms and reports required in association with this Agreement, including timely notice of all Board meetings. The Charter School shall timely furnish Manager all documents and records necessary for Manager to properly perform its responsibilities under this Agreement. The Board will provide to Manager access to all account information for Charter School, as well as all information related to revenues received by the Charter School from any source.

22. **Unusual Events and Potential Charter Violations-**The Charter School agrees to timely notify Manager of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect Manager in complying with its responsibilities hereunder or compliance with the Charter Contract.

23. **Retained Authority-**The Board shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Charter School, including regulations relative to the conduct of pupils while in attendance at the Charter School or en route to and from the Charter School. The Board shall also retain all authority that cannot be delegated pursuant to Applicable Laws, including, without limitation, adoption of the budget, budget amendments and policies; hiring of independent financial auditor; and approval of contracts.

24. **Annual Review and Feedback to Manager.** The Board will annually review the Manager's performance and provide feedback on such performance to Manager at a publicly noticed meeting. Notwithstanding the foregoing, the parties recognize the importance of ongoing communication of expectations and feedback is critical to a successful working relationship. The Board will strive to communicate any concerns it may have throughout the year rather than reserve such comments for the Annual Review. The annual and continual feedback and review of Manager will be based, at a minimum, on the following: (1) Student academic performance and growth as measured by goals set forth in the Charter and any School Improvement Plan, as applicable; (2) Student enrollment and retention trends (3) Financial

performance (based on budget reports and the annual audit); (4) Achievement of mission and vision; (5) Compliance with Sponsor, state, and local laws and regulations; and (6) Performance of all responsibilities in this Agreement. Inadequate performance as reported in an Annual Review shall be a basis for termination as set forth herein.

TERM, FEES, FEE PAYMENT AND REIMBURSEMENT

25. Term-This Agreement will be effective on the date hereof and shall remain in effect through the last day of the Charter Contract, as that term may be amended from time to time (the "Term"). This Agreement may be terminated by the SCHOOL prior to the expiration of the term as set forth in this Agreement.

26. Renewal-The Term of this Agreement will be renewed upon renewal of the Charter Contract and extend through the length of such renewed Charter Contract, unless, unless (i) written notice of intent to terminate or renegotiate is given by either party not less than 180 days prior to the expiration of the Term, or (ii) this Agreement is earlier terminated.

27. Further Assurance-SCHOOL and MANAGER shall do and cause to be done all such acts, matters and things and shall execute and deliver all such documents and instruments as shall be required to enable the parties to perform their respective obligations under, and to give effect to the transactions contemplated by, this Agreement. Notwithstanding the foregoing, MANAGER shall have no obligation to agree to any changes which (a) materially increase MANAGER's obligations or materially reduce its rights under this Agreement, (b) materially alter any terms of the Agreement, including without limitation the economic terms, (c) would jeopardize MANAGER's receipt of the Management Fee, (d) would prevent MANAGER from meeting SCHOOL and MANAGER's educational goals.

28. Management Fee-For the Term of this Agreement, SCHOOL will pay MANAGER an annual fee equal to fourteen (14%) of SCHOOL's Gross Revenue for each School Year ("Management Fee"), payable in twelve monthly installments. The monthly payments shall be adjusted throughout the year to reflect actual Gross Revenue. For purposes of this Agreement the term "Gross Revenue" shall mean all receipts of SCHOOL of whatsoever kind or nature, excluding any proceeds from borrowings undertaken by SCHOOL.

29. Reasonable Compensation and Ownership of Funds-The Management Fee under this Agreement is reasonable compensation for services rendered. MANAGER's compensation for services under this Agreement will not be based, in whole or in part, on a share of net surplus or profits from the operation of the Charter School. Any funds received by SCHOOL, and not spent on its behalf, belong with SCHOOL, and not to MANAGER. Any funds advanced to MANAGER for payments on behalf of SCHOOL belong to SCHOOL until the point that they are legally expended by MANAGER on behalf of SCHOOL.

30. Order of Payment of Expenses and Fee Deferral and Forgiveness. Expenses of the Charter School shall be paid each month in accordance with the approved Budget and in the following order of priority: (1) Facility Lease, (2) Salaries and Benefits, (3) other operating expenses, and (4) monthly prorated Management Fee for Services. In the event there are insufficient funds to pay Management Fees in a month to pay the monthly prorated Management Fee, such Fees will be deferred and accrue as an account payable until such time as there are

sufficient funds to make payment. In the event that there are insufficient funds at the end of any fiscal year of the Charter School to pay the monthly or deferred Management Fees, such outstanding Management Fees shall be forgiven in full by Manager.

31. Reimbursements-In addition to the Management Fee, SCHOOL will reimburse MANAGER for all commercially reasonable costs incurred and paid by MANAGER in providing the Educational Services and Administrative Services to SCHOOL for the Charter School. MANAGER will not add any fees or charges to the costs of equipment, services, materials, or supplies that MANAGER purchases with SCHOOL funds, on behalf of SCHOOL or as SCHOOL's agent, from a third party vendor.

32. Payments to MANAGER-MANAGER will receive the monthly installment of its Management Fee on or before the fifteenth (15th) day of each month (but in no event later than the date that SCHOOL receives payments from the State of Florida through the Authorizing District).

33. No Transfer of Assets-No Charter School assets will be transferred to the Manager except for payment of the fee for services set forth herein, reimbursement of expenses as allowed by this Agreement and other assets transferred upon approval of Charter School Board and Manager and payment by Manager to Charter School of a fair market value for such assets.

34. Other Revenue Sources-SCHOOL and MANAGER may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission of the SCHOOL and in the name of the SCHOOL; provided, however, that (i) any solicitation of such grants by MANAGER that are in excess of One Hundred Thousand Dollars (\$100,000) shall be subject to the prior approval of the Board, (ii) all such funds received by MANAGER or SCHOOL from such other revenue sources shall be deemed to be SCHOOL funds, and (iii) MANAGER shall not be required to administer any grants that are not specifically approved, in writing, by MANAGER, in advance.

SCHOOL EMPLOYEES AND TRAINING

35. Personnel Responsibility-Subject to the limitations of this Agreement, the Charter School Contract, the Applicable Laws and other applicable laws and regulations, MANAGER will partner with the charter board to assist in determine staffing levels, and to select, evaluate, assign, discipline, supervise, manage, transfer and terminate personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs (if any) and all other services provided under this Agreement, all within the financial constraints of the Charter School Budget approved by the Board.

36. Employment Status-The Principal, teachers and support staff/non-instructional personnel selected by MANAGER and the Board pursuant to this Agreement ("Employees") will be employees of SCHOOL. MANAGER will be responsible for conducting all reference, employment checks, criminal background checks and unprofessional conduct checks on all employees and other personnel working or providing services at SCHOOL to the extent required under the Applicable Laws and other applicable laws and regulations. Upon request, MANAGER will provide or cause to be provided to SCHOOL documentary evidence of such background checks. In the event that SCHOOL and MANAGER agree in the future to an

arrangement in which MANAGER leases employees to the School, the leasing company must accept full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for employees leased to SCHOOL or working on SCHOOL operations.

37. Employee Benefits-MANAGER will work with the Principal to develop a package of employee benefits that will be provided to SCHOOL Employees.

38. Principal-SCHOOL and MANAGER acknowledge and agree that the accountability of MANAGER to SCHOOL is an essential foundation of this Agreement, and the responsibility of the administrator of SCHOOL (the "Principal") is critical to the success of SCHOOL. The charter board and MANAGER will work together to select and supervise the Principal and hold the Principal accountable for the success of SCHOOL. MANAGER will recommend the employment contract with the Principal to the SCHOOL's Governing Board for its approval, including the proposed duties and compensation of the Principal. MANAGER will conduct an annual evaluation of the Principal for presentation to the Board. The Principal and MANAGER, in turn, will have similar authority to select and hold accountable the teachers and non-instructional staff who will be employed by the SCHOOL.

39. Teachers-MANAGER will work with the Principal to select the teachers for employment by SCHOOL. MANAGER and the Principal will determine the number and assignments of such teachers. Such teachers may work at SCHOOL on a full or part time basis. Each teacher assigned to SCHOOL will be qualified in his or her grade levels and subject areas, hold a valid teaching certificate issued by the Florida Department of Education under the Applicable Laws, to the extent required under the Applicable Laws and other applicable laws and regulations. The Principal will not make any hiring offers or terminate any teachers without prior consultation with the MANAGER. All teacher evaluations will be coordinated and conducted jointly with the MANAGER.

40. Support Staff-MANAGER will work with the Principal to select the support staff/non-instructional personnel for employment by SCHOOL. MANAGER and the Principal will determine the number and assignments of the support staff. Such support staff may include, among others, teachers' aides, clerical staff and administrative assistants to the Principal, bookkeepers and maintenance personnel. Such support staff may work at SCHOOL on a full or part time basis. The Principal will not make any hiring offers or terminate any support staff/non-instructional personnel without prior consultation with the MANAGER. All evaluations of such staff will be coordinated and conducted jointly with the MANAGER.

41. Training-MANAGER will provide or arrange for training (i) in the instructional methods and curriculum, which comprise the Educational Program, and (ii) with regard to support technology to the teachers and other instructional personnel on a regular and continuous basis, as stated in the Charter School Contract and consistent with MANAGER's past practices. Non-instructional personnel will receive such training as MANAGER determines to be reasonable and necessary under the circumstances. SCHOOL shall be responsible for paying any training costs for instructional and non-instructional personnel.

DEFAULT AND TERMINATION

42. Termination for Cause-This Agreement may be terminated for cause by either party at any time upon the occurrence of the any of the reasons for Default, following the requisite notice and time period for opportunity for cure, if applicable, as set forth in this Agreement, and provision of written notice of such termination of same to the other party.

43. Default-In addition to the events of default ("Material Default") described above, the following shall be the only other events of Material Default under this Agreement:

43.1 The SCHOOL fails to make any payment due hereunder to the MANAGER within ten (10) days after the date such payment was due.

43.2 The SCHOOL materially breaches any of its other obligations under this Agreement and fails to cure such material breach within thirty (30) days after receipt of written notice of such breach.

43.3 MANAGER or SCHOOL commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or apply to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property; or if there shall be commenced against it any such action and the same shall remain un-dismissed for more than sixty (60) days.

43.4 MANAGER is found by an administrative or judicial body to have made fraudulent use of funds, or if an administrative or judicial body has revoked any license which is required for Manager to carry on its business and perform its obligations and functions under this Agreement.

43.5 MANAGER materially breaches this Agreement, which Material Breach would include, without limitation: (i) failure to account for the MANAGER's or SCHOOL's expenditures or pay the SCHOOL's operating costs (provided funds are available to do so), (ii) failure to follow policies, procedures, rules and curriculum duly adopted by the Board which is not in violation of this Agreement or Applicable Laws, (iii) receipt by the Board of unsatisfactory reports concerning MANAGER's performance or the performance of the staff which are not adequately corrected or explained to the satisfaction of the SCHOOL, (iv) failure of MANAGER to perform its duties and obligations under this Agreement as set forth in an Annual Review or as determined, in the discretion of the Board, including but not limited to MANAGER's failure to adequately advise the Board of its obligations to operate the Charter School, or (v) there is a going concern finding in an independent financial audit of the SCHOOL. In the event of a Material Breach, MANAGER shall have thirty (30) days after receipt of written notice from SCHOOL to remedy said breach, unless the SCHOOL approves a longer time to cure such breach.

44. Termination or Non-Renewal of Charter-If the Sponsor cancels, non-renews or otherwise revokes the Charter for the Charter School, MANAGER and SCHOOL agree that such cancellation, non-renewal or revocation shall result in termination of this Agreement.

45. Duties Upon Termination or Expiration-

45.1 Personal Property-Upon termination or expiration of this Agreement, the MANAGER shall have the right to: (a) remove equipment and other assets owned or leased by MANAGER; or (b) the SCHOOL may retain such equipment or assets if it reimburses MANAGER for the actual cost, less depreciation, of any equipment purchased by Manager with MANAGER funds and used for purposes of the SCHOOL. Equipment and other assets purchased with SCHOOL or other public funds is owned by the SCHOOL and shall remain the property of the SCHOOL upon termination or expiration of this Agreement. Such equipment and other assets shall not be removed from the Charter School site.

45.2 Proprietary Interests and Intellectual Property-Ownership of intellectual property shall be as set forth in Paragraph 8. Upon termination or expiration of this Agreement for any reason, each party shall, within fifteen (15) days of the effective date of such termination, return, or at the request of the other party destroy, all curriculums, educational materials, and other legally protected intellectual property of such other party.

45.3 No Disparagement-In the event of any termination or notice of termination of this Agreement, the parties agree that no party will make (or cause or encourage anyone else to make) any disparaging, untrue, or misleading written or oral statements about or relating to the other party or about or relating to any officer, director, shareholder, agent, employee, or other person acting on such party's behalf. This provision is not intended to prevent or curtail truthful and factual statements made in order to redress issues related to performance of duties under this Agreement by either Party.

46. Change in Law-If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion, including any change in law or appropriations relating to charter schools (a "Change in Law") has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith and may include the use of a third party mediator for voluntary mediation, under the terms set forth in Paragraph 55, below. If the parties are unable to renegotiate the terms within 90 days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement on 120 days' further written notice or at the end of a School Year, whichever is earlier.

INDEMNIFICATION AND INSURANCE

47. Indemnification- Each party to this Agreement does hereby indemnify, defend and hold harmless the other, and the Sponsor, and their respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses or awards, including attorneys' fees and costs, which arise out of (i) the negligence or intentional acts or omissions of the other party, (ii) any action taken or not taken by the other party, or (iii) any noncompliance or breach by the other party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, "party" shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. Such indemnification may be achieved by the joint purchase of general liability and property insurance policies, or by such

other means as the parties may mutually agree. This duty to indemnify shall survive termination of this Agreement. Nothing herein is intended as a waiver of sovereign immunity.

48. Insurance Coverage-SCHOOL-The SCHOOL shall maintain such insurance in the coverage amounts as may be required by the Charter Contract and such additional insurance as is commercially reasonable, with the Manager listed as an additional insured. Insurance for the building and related capital facilities remain the financial responsibility of the Board of the SCHOOL, and the Board shall cover its property with insurance.

49. Insurance-MANAGER-The MANAGER will maintain general liability insurance, including directors and officer's liability coverage with respect to performance of its duties pursuant to this Agreement, with the SCHOOL listed as an additional insured.

50. Workers' Compensation Insurance-Each party will maintain and pay for workers' compensation insurance as required by law, covering their respective employees.

51. Notices of Insurance Coverage-At the beginning of this Agreement, and no later than June 1 each year thereafter, each party shall provide to the other certificates of insurance evidencing the insurance required by this Agreement. Each party shall also, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Agreement. Each party shall comply with any information or reporting requirements required by the other party's insurers, to the extent reasonably practicable.

WARRANTIES AND REPRESENTATIONS

52. Representations and Warranties of MANAGER-MANAGER hereby represents and warrants to SCHOOL:

52.1 MANAGER is a duly organized limited liability company in good standing and is authorized to conduct business in the State of Florida, Manager will continue compliance with all registration and licensing requirements relating to conducting its business as required by this Agreement.

52.2 MANAGER has the authority under the Applicable Laws and other applicable laws and regulations to execute, deliver, perform this Agreement, and to incur the obligations provided for under this Agreement.

53. Representations and Warranties of SCHOOL-SCHOOL hereby represents and warrants to MANAGER:

53.1 SCHOOL is a duly organized non-profit corporation in good standing and is authorized to conduct business in the State of Florida, and that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement.

53.2 SCHOOL'S actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

54. Mutual Warranties-Each party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

MISCELLANEOUS

55. Dispute Resolution-

55.1 In the event of any dispute between the parties hereto, the parties shall first attempt to settle the dispute through direct negotiation or informal mediation.

55.2 The parties may agree to voluntary mediation, with the cost of the mediator shared between the parties and each party paying the cost of its own attorney(s).

55.3 If the parties are unable to settle a dispute through direct negotiation or informal or formal voluntary mediation, the parties will be permitted to pursue their remedies in a court of competent jurisdiction.

56. Costs and Attorneys' Fees-If a party hereto fails to proceed with mediation or arbitration as provided herein or unsuccessfully seeks to stay such mediation or arbitration, or fails to comply with any arbitration award, or is unsuccessful in vacating or modifying the award pursuant to a petition or application for judicial review, the other party shall be entitled to be awarded costs, including reasonable attorneys' fees, paid or incurred by such other party in successfully compelling such arbitration or defending against the attempt to stay, vacate or modify such arbitration award and/or successfully defending or enforcing the award.

57. Sole Agreement-This Agreement supersedes and replaces any and all prior agreements and understandings between SCHOOL and MANAGER regarding the Charter School.

58. Force Majeure-Notwithstanding any other sections of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike or other acts beyond its reasonable control, provided either party may terminate this Agreement in accordance with the termination provisions contained in this Agreement if sufficient grounds exist as provided in the Article of this Agreement governing termination

59. Governing Law and Venue-The laws of the State of Florida will govern this Agreement, its construction and the determination of any rights, duties and remedies of the parties arising out of or relating to this Agreement with venue lying solely in the county where the School is located.

60. Agreement in Entirety-This Agreement constitutes the entire agreement of the parties regarding the Charter School.

61. Official Notices-All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given

by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) facsimile (with confirmation of transmission by sender's facsimile machine) or (iii) personal delivery. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day thereafter). The addresses of the parties are:

To SCHOOL:

Parrish Charter Academy, Inc.
9006 69th Ave E
Palmetto, FL 34221
Attn.: Governing Board Chair
Tel:

To MANAGER:

FORZA Education Management, L.L.C.
7815 111th Terrace East
Parrish, FL 34219
Attn.: Charles Malatesta, CEO
Tel: 727-642-9319

62. Assignment- This Agreement shall not be assigned by either party without the prior written consent of the other party.

63. Amendment -This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Board, signed by authorized officers of both SCHOOL and of MANAGER and provided to the Sponsor for review and approval, as applicable and as required in the Charter Contract.

64. Waiver-No waiver of any provision of this Agreement will be deemed to be, nor will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

65. No Third Party Rights-This Agreement is made for the sole benefit of SCHOOL and MANAGER, and their affiliates, successors and assigns. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

66. Capitalized Terms- Capitalized terms shall have the meanings defined in the Contract unless otherwise defined herein.

67. Survival of Termination-All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

68. Binding Effect; Counterparts-This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original and all of which together shall be deemed one and the same instrument.

69. Compliance with Florida's Public Records Act ("Act")-In accordance with Section 119.0701, Florida Statutes, Manager will comply with the following requirements and the Act

(Chapter 119, Florida Statutes) with respect to any records maintained by the Manager relating to the School and any other records maintained by Manager which are subject to such Act:

69.1 Provide the public with access to such records on the same terms and conditions that the School would be required to provide the records and at a cost that does not exceed the cost provided in the Act or as otherwise provided by Florida law.

69.2 Ensure that such public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by Florida law

69.3 Meet all requirements for retaining public records and transfers, at no cost, to the School all public records in possession of the Manager upon termination of the Agreement and destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. All records stored electronically must be provided to the School in a format that is compatible with the information technology systems of the School.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the *last* date set forth below and effective July 1, 2016.

"SCHOOL"
Parrish Charter Academy, Inc.

"MANAGER"
FORZA Education Management L.L.C.

By: _____
Its: _____

By: _____
Its: _____

Exhibit 3

Evaluation Instrument,
Dated 3/3/17 and signed by
Frank Pistella

Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

Capacity Interview:

Applicants may have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.

The following definitions should guide the ratings:

Meets the Standard:

The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard:

The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

Does Not Meet the Standard:

The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept or ability to meet the requirement in practice.

Authorizers are encouraged to align their application review process with the Florida Principles and Standards for Quality Authorizing.

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

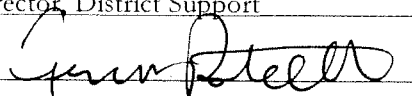
Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

DENY	APPROVE
<input checked="checked" type="checkbox"/>	<input type="checkbox"/>

PARRISH CHARTER ACADEMY

Name of Person Completing Assessment: Frank Pistella Date: March 3, 2017

Title: Director, District Support

Signature: 

I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:

s. 1002.33(2)

Evaluation Criteria:

A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	
Concerns and Additional Questions	
Mills Elementary School is not a "lower-performing school" (p.6)	

2. Target Population and Student Body

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school's charter.

Statutory Reference(s):

s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.

- Alignment of the targeted student body with the overall mission of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	

Concerns and Additional Questions	
<p><u>CAPACITY INTERVIEW</u></p> <p>QUESTION: Since charter schools serve students with varying needs and abilities, what are your plans to differentiate instruction among the targeted population? (p.11, 34, 35)</p> <p>CONCERNS: Response included discussion about 152 Experiential Learning schools in the US, and reference to page numbers that discuss Differentiated Instruction in application. However, how Differentiated Instruction would work, what it looks like in a classroom was not discussed. Small groups were mentioned, but this does not necessarily constitute Differentiated Instruction. Education Consultant responded that she has visited one Experiential Learning school in Idaho, but no other person represented in the interview has seen Experiential Learning curriculum in action. The applicant did not respond with specific examples of differentiated instruction for their targeted population; thus, alignment of the targeted student body with the overall mission of the school was not evident.</p>	

3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s):

s. 1002.33(7)(a)2.

Evaluation Criteria:

A response that meets the standard will present an educational program design that:

- An educational program design that:
 - Is clear and coherent;
 - Is based on effective, experience or research-based educational practices and teaching methods, and high standards for student learning;
 - Aligns with the school's mission and responds to the needs of the school's target population, and
 - Is likely lead to improved student performance for the school's target population.
- A proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	

Concerns and Additional Questions	
<p><u>CAPACITY INTERVIEW</u></p> <p>“The mission of Parrish Charter Academy (PCA) is to provide academic excellence for all students through experience and self-discovery in order to develop motivated, independently thinking individuals who demonstrate exemplary character, social confidence and service to the community. Moreover, PCA embraces the vision of being a school community that actively cultivates innovation and integrity in a challenging and engaging learning environment that ensures academic and social-emotional success.” (p.1)</p> <p>QUESTION:</p> <p>In light of the mission to provide academic excellence, and the focus on reading, how will the emphasis on experience and self-discovery work to develop the academic capacity of students to prepare for the Florida Standards Assessments?</p>	

CONCERNS:

Response articulated ways to teach with the whole child in mind, but did not answer the question as to how the experiences would develop academic capacity to demonstrate mastery of the Florida Standards. This may work to increase background knowledge and recall, how this would help students master Florida Standards was not discussed. The applicant did not answer the question.

QUESTION:

How does the experiential model support remediation?

CONCERNS:

A clear and coherent vision was not provided to demonstrate how teachers will align the Experiential Learning model of instruction to support remediation.

A clear and coherent plan was not provided for the following:

- the plan for determining which students will require remediation in all core subjects
- what research-based intervention tools will be used
- how teachers will be trained on the use of these tools
- which progress monitoring tool will in turn be used to collect data

APPLICATION

Concern of scope and sequence development via PLCs in lieu of staff having window of time before school and skills to complete task (developing curriculum maps, assessments and alignment of EL and problem-based learning) P.15

“Experiential Learning was chosen as the foundation of the educational program due to its ideal instructional approach for this population.” (p. 8)

Please explain the above quote in relation to teaching reading in primary grades, intermediate grades, and middle school grades.

On page 8 of the application, the list of PD to promote student learning includes the following: “Scope and Sequence of FS aligned to Materials (as explained in Section 4”

Please explain the “scope and sequence of FS aligned to Materials.”

The application states that FORZA will provide the curriculum development and support (p.74, 82). The application states teachers

will be responsible to align the curriculum (p. 9, 10, 14). The application states, "The curriculum is well aligned with the LAFS and the core program Experiential Learning." (p. 23) "The PLC curriculum teams identified by the principal will create a scope and sequence of community-based topics and activities and identify resources for each course described above." (p.41)

Please clarify the above statements that appear contradictory. Who is responsible for aligning the Curriculum to FS? Who is responsible for curriculum development? Who aligns the curriculum? To what is the curriculum aligned?

Teachers are to utilize common planning for PLCs for curriculum alignment, mapping:

"The teams will use the planning weeks before the school opens to create curriculum maps with a scope and sequence for each core subject that is aligned with the FS, Experiential Learning, and the curricular choices described below. The team will also meet during the first weeks of school to complete and revise the maps." (p.9)

"Grade level PLCs, made up of teachers from different disciplines that teach the same grade level, will meet before school begins in August and either daily, weekly or bimonthly, depending on need, to collaborate in preparing units and daily lessons." (p.10)

Concern exists that teachers will not have time to do other necessary things related to teaching (i.e. prepare materials, meet with parents, make phone calls, etc.)

On page 16, it states "Similar to Manatee's MTSS team approach, the schools PLC collaborative problem solving teams will meet to monitor, intervene and support struggling students in need of remediation."

Concern regarding how problem-solving teams accomplish the above goal along with the many other initiatives that are slated to take place during the same window of time.

"Finally, a variety of assessments will be developed for the lesson and units." (p.10)

There is no evidence of training for teachers in developing assessments.

"As students work to solve the question or problem, they assess themselves and their peers based on a rubric established by the teacher that outlines the expectations and criteria for the final product." (p. 11)

Where in the application is Professional Development for teachers to be trained and students to be trained to assess themselves?

<p>When will teachers be trained in developing self-assessment rubrics?</p> <p>“Students at PCA will be a participant in Experiential Learning across all content areas, thus making learning an experience based on interdisciplinary units aligned to the Florida Standards (FS) and the Next Generation Sunshine State Standards (NGSSS).” (p.15)</p> <p>Concern exists over how student participation in Experiential Learning (EL) across content areas makes the learning experience interdisciplinary, and aligned to FS. Please explain.</p>	
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4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

Statutory Reference(s):

s. 1002.33(6)(a)2.; s. 1002.33(6)(a)4.; s. 1002.33(7)(a)2.; s.1002.33(7)(a)4.

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is well-aligned with the school’s mission and educational philosophy;
- Provides an emphasis on reading;
- Will enable students to attain Florida standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for students below, at, and above grade level.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	

Concerns and Additional Questions	
<p><u>CAPACITY INTERVIEW</u></p> <p>QUESTION:</p> <p>On page 23, a year’s worth of instruction is based on four modules. On page 24, it lists the components that come with the EL Education ELA curricula including maps and lesson plans. How do these resources work with what teachers are creating?</p> <p>CONCERNS:</p> <p>The response did not meet the rigor of the evaluation rubric as</p>	

evidenced by:

- There is not a clear and coherent vision for how teachers will align and adapt the purchased Curriculum resources (Foundations, Expeditionary Learning, etc.) with the Florida Standards across a school year in such a way that there is assurance of meeting the necessary rigor of the Florida standards.
- There is a lack of information provided regarding the necessary facilitation of merging the mentioned resources as well as enough time allotted for the teachers who are doing the merging to learn the details of all resources in order to create a curriculum map that satisfies the needs of the target population as well as the state mandated standards.
- The response did not place emphasis reading instruction, rather on creating an “experience” that is engaging.

QUESTION:

In the application (Attachment D) it states, “Foundations can serve as a prevention program to prevent reading and spelling failure. It is integral in the multi-tiered system of support framework.” What is your plan for a Tier 2 instructional tool for K-2?

CONCERNS:

- There is not a clear and coherent framework for the use of Foundations.
- In the application Foundations is explained as a tool to “prevent reading and spelling failure” as an integral part of the “multi-tiered system of support framework”; however in the capacity interview it was described as both a Tier 2 and a Tier 1 tool that would “probably be used along with Wordly Wise” for reading instruction at the primary grades.
- Foundations is not an appropriate holistic tool for ELA instruction for grade K-2 due to its focus on only the Reading Foundations standards, but currently is the only curriculum that is ready and available for use for these grade levels.

QUESTION:

Regarding the quote: “Experiential Learning: The primary instructional strategy and basis for all other instructional practices within the curriculum will be Experiential Learning, the premise of which is that students construct knowledge through the transformation of experience as described in detail in Section 3. Students build understanding by participating in a concrete experience or exploration followed by a reflection of their observations. After the discovery process, students then build a

deeper understanding by forming concepts, and finally, they apply their knowledge in new situations thereby making connections (Kolb, 1984).” (p. 27)

How does this translate into what students need to know and be able to do on the Florida Standards Assessments?

CONCERNS:

- There is not a clear vision for how the Experiential learning model will ensure appropriate presentation of the instructional shifts brought on by the Florida Standards.
- Although it was mentioned that teachers would be “backwards planning” regarding pulling apart resources and creating a “focus calendar” of skills, there is no mention of professional development for teachers to unpack the actual standards in order to drive instruction that will prepare students for the state mandated assessments.
- The current modules that exist as part of the Expeditionary Learning curriculum lack performance task materials that mirror the Florida Standards Assessment which will serve as a disservice to students as they prepare to show mastery of the standards.
- The applicant mentioned flexibility of moving students from one classroom to another if the learning was not occurring; however, this is contradictory to the previously mentioned professional learning for teachers regarding differentiation strategies for meeting the needs of all students.
- The response included the following quotes:
“Teachers are special and can pull something from nothing”
“Unpack the Florida Standards backwards”
“Application of knowledge – they (students) can teach it to somebody else in their classroom.”
It is a “disservice when we teach to the test.”
- The applicant did not offer any concrete examples as to how experiences in learning would align with what students need to know and be able to do on the Florida Standards Assessments.
- This does not provide a clear and coherent framework for teaching and learning.
- The applicant’s response does not provide evidence that will enable students to attain Florida Standards and receive a year’s worth of learning for each year enrolled; nor was the response appropriate for students below, at, and above grade level.
- Capacity interview response did not provide evidence that the experimental learning framework will enable students to

attain Florida standards and receive a year's worth of learning for each year enrolled.

- There is no evidence of the Expeditionary Learning Modules being used to successfully meet the rigor of the Florida Standards.
- The Curriculum Plan must provide "an emphasis of reading." EL Education does not have instructional materials for K-2 at this time. The application does not provide a curricular plan with a back-up choice of materials in the event that the K-2 materials are not completed in time for the school's opening.

QUESTION:

Please explain the vision of combining the Experiential Learning design and Expeditionary Learning modules?

CONCERNS:

- In the capacity interview the response to this question began with, "It took us a while to understand..."
- There is not a clear and coherent framework in place for helping build the capacity of the teachers to fully understand the Experiential Learning model first in isolation and then in conjunction with the adopted curricula (for all subjects). This is so that they are both confident and effective in creating curriculum maps and pacing guides for a scope and sequence plan and in implementing the teachers' next steps necessary for appropriate delivery of the material.
- Another concern is the fact that the Expeditionary Learning curriculum is Common Core aligned to meet the rigor of the standards across a year of instruction; however PCA teachers will be making decisions about which modules they will be using based on the themes determined to meet the needs of the Experiential learning framework.
- The possibility of this alignment resulting in gaps of learning related to the standards that are taught in the modules that are not chosen presents a likely issue, which would require teachers to write their own modules.

APPLICATION

There is no provision in the application to address imperatives from the Florida Model Application (as the curriculum the applicant has chosen is not ready for K-2 grade).

- *If the curriculum is not yet fully developed, describe any curricular choices made to date and proposed curricular choices (e.g. textbooks, etc.) and explain the plan for how the curriculum will be completed between approval of the application and the opening of the school. This should include a timeline, milestones, and individuals responsible*

<p>for included tasks. Also, describe the focus of the curriculum plan and explain how the curriculum will be implemented. Include what core subject areas will be offered and provide evidence on how the curriculum will be aligned to Florida standards.</p> <p>o Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school's reading curriculum as Attachment D.</p> <p>“The curriculum aims to have all students start grade 9 ready to use reading as a means to learn and graduate from high school, and to be college and career-ready.” (p.22, 23)</p> <p>Students need to read to learn as early as elementary school, using content-based text. Concern exists over the rationale for waiting until grade 9 to be ready to use reading as a means to learn.</p> <p>For K-8 Curricular Choices for Science: (p. 31)</p> <table border="1"> <tr> <td>8th Biology 1</td><td>Pearson/Prentice Hall Miller & Levine Biology</td><td>Research-based and engaging too about science into the hands of s</td></tr> </table> <p>Please explain your choice of Biology for grade 8 science. This is not aligned to the Manatee County Student Progression Plan.</p> <p>Concern exists over how the Master Schedule for Middle School will be developed to allow for 16 Visual and Performing Arts electives for the projected 176 middle school students at PCA. (p.40)</p> <p>Concern over no measures in place for at risk students who need Credit Recovery for courses taught in grades 6-8. (p.41)</p> <p>Concern exists over how sample schedule (p.19-20) aligns with the time allotments for your K-5 ELA Curriculum in Attachment D.</p>			8th Biology 1	Pearson/Prentice Hall Miller & Levine Biology	Research-based and engaging too about science into the hands of s
8th Biology 1	Pearson/Prentice Hall Miller & Levine Biology	Research-based and engaging too about science into the hands of s			

5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

Statutory Reference(s):

s. 1002.33(6)(a)3.; s.1002.33(7)(a)3.; s.1002.33(7)(a)4.; s.1002.33(7)(a)5.

Evaluation Criteria:

A response that meets the standard will present:

- An understanding of academic accountability provisions and goals mandated by the state.

- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	

Concerns and Additional Questions	
<p><u>CAPACITY INTERVIEW</u></p> <p>QUESTION: What is your plan for the use of the Florida Interim Assessment Item Bank? Please provide clarity regarding implementation.</p> <p>CONCERNS: PCA plans to use the Florida Interim Assessment Item Bank (IBTP) for their baseline and mid-year assessments. However, the IBTP will no longer be available as of June 2017. Therefore, PCA does not have a viable assessment plan that is sufficient to determine whether students are making adequate progress.</p> <p>Additional Concerns:</p> <ul style="list-style-type: none"> • It was stated that administrators would build assessments for grade levels taking state assessments in the spring. • Future use of these items must be housed in a purchased testing platform. However, there is no plan to purchase a testing platform referred to in the application, and the applicant did not mention one. • The Item Bank Test Platform is not only inadequate for all content area testing/benchmarks, etc. and will be extinct prior to any potential opening of school for this application cycle. • Question items aligned for state assessed courses are limited. • Elaboration and use of the resources were not provided. PCA will be limited in its ability to execute Appendix F for its 	

baseline and mid-term assessments.

- There was no evidence that the person(s) would to develop tests that are aligned and appropriate to the curriculum being taught.
- No evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program was evident in applicant response.

QUESTION:

Please explain the promotion criteria of Parrish Charter Academy, and how it will be communicated to students and parents?

CONCERNS:

The applicant did not explain the promotion criteria of PCA and did not articulate any understanding of the grade levels that require retention.

- There is no clear explanation to support third grade students that do not meet the state expectation for promotion or Good Cause to fourth grade.
- Credit recovery for students in middle school was not addressed.

APPLICATION

Are you using I-Ready assessments? (p.57)

The term Credit Recovery was mentioned but without any specificity as to how it will be implemented. (p.47)

The application states “students will receive intense, individualized instruction through intervention after school tutoring.” (p.44) but also states that Tier 3 interventions will take place during the school day, outside of core subjects, and that a pool of intervention teachers will be widened if the need arises. Concern exists over inconsistencies and incongruences regarding Tier 3 interventions.

Page 46 indicates that promotion in middle grades will be determined by the number of years in middle school. Later the application states that “if a student does not meet criteria for promotion to 9th grade, intensive remediation will be provided in the next grade level the following year.” This does not follow Manatee County Student Progression.

The application refers to FCAT 2.0 Science on pages 43, 44, and 48. However, Florida Department of Education no longer administers this assessment.

The application does not provide specifics regarding baseline data that will be utilized for students entering PCA from schools outside of Manatee County.	
Attachment F lists US History administration in September and January. This is a high school level course.	

6. Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(16)(a)3.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs through the IEP process.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	

Concerns and Additional Questions	
PCA will utilize timelines, forms, processes and team composition recommendations that are presented in district plans. Who will do this? P. 50	

7. English Language Learners

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(10)(f)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan for educating English Language Learner students that reflect the full range of programs and services required to provide all students with a high-quality education.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	
Comprehensible instruction and sheltered instruction included. Included link to the District ELL Plan. Included link to research to support SIOP.	P. 55-57 P. 56 P. 56

Concerns and Additional Questions	Reference
<u>CAPACITY INTERVIEW</u> QUESTION: What is the threshold for hiring an ELL teacher if the population is 14% ELL? CONCERNS: <ul style="list-style-type: none">• Concern over the plan to mainstream students and have only 1 ESOL endorsed teacher per grade level.• Concern also exists over lack of concrete plan to offer a sheltered class. This does not follow the district ELL plan, which PCA indicated it will follow.	

QUESTION:

How do you plan to SIOP train teachers?

Follow up Question:

SIOP is mentioned several times, but is not reflected in the budget. Please explain.

CONCERNS:

- It was evident from the response to the above question that the SIOP model has been confused with a sheltered instruction classroom.
- The SIOP model as mentioned/identified in the Manatee County ELL plan is an 18 hour training with follow up components. The training plan typically involves training, coaching, modeling, and lesson study. None of this was addressed in response to the question.
- Mentioned that FORZA will pay for unforeseen costs- the initial SIOP training can cost approximately \$15,000.00 not counting books or follow-up. None of this was budgeted.
- Answer given did not show any knowledge of SIOP model training. Answer did not support the research that was included in the application.

QUESTION:

What, specifically, will teachers be expected to do to make content comprehensible for their ELLs?

CONCERNS:

- Response did not identify any specific strategies that a teacher would use to make content comprehensible.
- The applicant referred to a Marzano list, and said teachers, "Will be well-versed." Again, with no specifics mentioned, the lack thereof demonstrated no real knowledge of what kinds of strategies teachers would use to make content comprehensible. The applicant did not answer the question.
- No mention of English Language Development standards, which demonstrates a lack of understanding of the Manatee County ELL plan.

QUESTION:

On page 57, there are several tools listed to measure English Language proficiency. Please explain how these measures will provide this information. (also attachment F)

CONCERNS:

- English language proficiency is not measured by assessments

<p>listed on page 57.</p> <ul style="list-style-type: none"> This was misquoted from Manatee County School District ELL plan <p><u>APPLICATION</u></p> <p>Exit Criteria is incorrect on page 56.</p> <p>SIOP training? Who will conduct the training? Not in the budget for training or materials. (p.56)</p> <p>Concerns about assessments listed for English Language proficiency. (p.57)</p> <p>The rationale behind the decision to have only one teacher at each grade level to hold ESOL endorsement is of concern. (p.58)</p> <p>With a projected ESOL population of 14% ESOL students, concern exists over how the model you have chosen (ESOL staff member is contracted to do paperwork and duties via stipend) for compliance with ESOL paperwork, meetings, and testing will work. (p. 58)</p>	
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8. School Culture and Discipline

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

Statutory Reference(s):

s. 1002.33(7)(a)7.; s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A planned school culture that is consistent with the school's mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children's rights related to enforcing student discipline, suspension, and recommended expulsion, including the school's code of conduct, if available.
- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	
Will follow Manatee County Schools Code of Student Conduct.	

Concerns and Additional Questions	
<p><u>CAPACITY INTERVIEW</u></p> <p>QUESTION: What are the rights of students with disabilities regarding Code of Conduct violations?</p> <p>CONCERNS: There is not a clear and coherent plan on the rights of students with disabilities regarding Code of Conduct violations. The attorney did not mention 10-day OSS. The attorney did not mention 504 (only ESE). There was no mention of FBA/BIP and no mention of revisiting IEP to address behavior issues.</p> <p><u>APPLICATION</u> Please explain when and how the content of <i>The Leader in Me</i> will be delivered in the school's curriculum. (p.59)</p>	

9. Supplemental Programming

The Supplemental Programming section should describe extra and co-curricular activities offered by the school. This section is optional.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

Strengths	

Concerns and Additional Questions	
N/A	

II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

10. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

Statutory Reference(s):

s. 1002.33(7)(a)15.; s. 1002.33(9)

Evaluation Criteria:

A response that meets the standard will present:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board's roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.
- An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	

Concerns and Additional Questions	
"Contracted entities" still unclear and what constitutes goals for "fulfilling functions" – what does this mean? (p.65)	

11. Management and Staffing

The Management and Staffing section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

Statutory Reference(s):

s. 1002.33(7)(a)9.; s. 1002.33(7)(a)14.

Evaluation Criteria:

A response that meets the standard will present:

- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.
- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly qualified and appropriately certified instructional staff.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	

Concerns and Additional Questions	
Job description for the principal indicates SAMPLE.	
Job description for the principal indicates, Educational Leadership within one year of hire. This is an unrealistic timeline unless the candidate has already completed a significant portion of the requirements at the time of his/her hire date.	

12. Human Resources and Employment

The Human Resources and Employment section should define the policies and procedures that frame the school's relationship with its staff.

Statutory Reference(s):

s. 1002.33(7)(a)14.; s. 1002.33(12)

Evaluation Criteria:

A response that meets the standard will present:

- A clear explanation of the relationship between employees and the school.
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
- A compensation and benefits plan or outline of such a plan that is aligned with Florida's Student Success Act, and will attract and retain quality staff.

- Procedures that are likely to result in the hiring of highly effective personnel.
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	

Concerns and Additional Questions	
Charter school states it will abide by the Code of Ethics. Code of Ethics indicates that employees have 48 hours to self-report arrests. The charter school's handbook advises that employees have 24 hours to self-report arrest. Advisable to have a consistent policy (amount of hours to self-report) referenced in both documents.	

13. Professional Development

The Professional Development section should clearly describe the proposed expectations and opportunities for administrators, teachers, and other relevant personnel.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

Strengths	

Concerns and Additional Questions	
<u>CAPACITY INTERVIEW</u> QUESTION: How do you plan to support teachers in creating lessons/units in math workshop as the school year unfolds? CONCERNS:	

- There is not a clear and coherent plan for supporting teachers in the creation of lessons and units for a “math workshop” as stated in the application. When asked for clarification during the capacity interview, there was a clear lack of planning for the professional development necessary for teachers to fully understand the components of a math workshop model for instruction along with the professional development necessary for teachers to fully understand the rigor of the mathematical standards to be taught through the workshop format lessons that would be created. It was stated that Units and lessons cannot be created without knowing the demographics of the students, rather than creating the units and lessons directly related to the Mathematical Arts Florida Standards and then differentiate these lessons based on the data of the students. There was also no mention of professional learning related to supporting teacher’s ability to merge the Experiential Learning model of instruction with a workshop model of instruction, although the phrase “math workshop” is utilized to describe the math instruction in the application.
- The applicant did not know what a math workshop was, even though it was part of the written application. The response, “Units cannot be done ahead because we don’t know our population.” did not answer the question. The applicant stated that teachers would meet during common planning, ask questions, and create curriculum maps and focus calendars. There was no mention in the response as to how teachers would be supported in this work, rendering the question unanswered and the response incomplete.
- Response described an overall pot of money for professional development and an intention to select professional development based on need, but there was no evidence of specific, targeted plans or the capacity to provide the necessary training for administrators, teachers and staff.

QUESTION:

How will you support teacher professional learning to ensure student achievement?

CONCERNS:

- Respondent did not offer any concrete examples as to how new teachers would learn, how teachers would be held accountable for implementation of Professional

Development, or how Professional Development would be aligned to student achievement.

- Capacity interview and application do not provide evidence of specific proposed expectations and opportunities for professional development. The application has a limited list of possible trainings and insufficient evidence on who would present the trainings, when and where they would occur, and specific costs.
- The capacity interview emphasized the use of Professional Learning Communities (PLCs) for professional development. There is no evidence that the educators in the PLCs would have the knowledge, experience or capacity to provide effective ongoing training to their peers.

APPLICATION

SIOP training for the staff not included. p. 87

The application states, “FORZA will facilitate actualizing the priorities and the Principal will be directly responsible for planning and implementing appropriate learning opportunities for all faculty and staff coupled with analyzing student data, along with conducting “Data Chat” meetings with teams every other week to facilitate the students in mastering the Florida Standards.” (p.82)

Please explain the above statement; What is meant by actualizing priorities? Explain how the principal will conduct “Data Chat” meetings.

The application states, “Concepts and practice in areas of curriculum mapping, pacing guides, and assessment which are part of the district Student Progression Plan and other topics that will integrate the Educational program design into the operations of Manatee County Schools will be stressed.” (p.82)

Please explain the above statement. How and where are areas of curriculum, pacing guides and assessment part of the Manatee County SPP? What specifically, in terms of areas of curriculum, pacing guides and assessment, does the above statement mean? What are some of the “other topics” that will integrate the Educational Program design into the operations of MC Schools?

There is concern that 17 areas of PD are listed (p.83 & 84) for before school opens. Please explain how all of this PD and more will be delivered, while teachers set up classrooms in a new building?

Page 85 notes “based instructional strategies” as an area of core competency for PD for teachers. Please explain what based instructional strategies are, and how this PD will be implemented. Numerous times in the application, it is stated that PD will begin in

<p>June and July of 2018. (p.8, p. 82) What happens when key instructional staff – not yet hired – cannot attend? How will this PD be delivered to those who are not hired until August, and those who may be away over the summer?</p> <p>Page 87 notes that “In addition, the school is scheduling all staff teams with common planning time to allow for collaborative learning, data analysis, problem-solving, and creative project development.” If common planning time is for collaborative learning, data analysis, problem-solving and creative project development, when will teachers develop the curriculum?</p> <p>On Page 74 of the application (and again on page 82), it states that FORZA will provide ...”a full range of services ... including curriculum development and support. As far as curriculum development, what specifically will FORZA provide to PCA? What is an example of how curriculum development will be provided?</p> <p>Elsewhere in the application, (p.9, 10, 14) teachers are to meet to develop the curriculum before the school day, and during their planning periods. What specifically would teachers need to develop during these times, since the curriculum development was provided as part of the full range of services to PCA from FORZA?</p> <p>Page 75 of the PCA application states that “as new recruitment resources become available, those will be used to attract new staff.” Where do new recruitment resources come from? Give an example of when and how this has happened at other FORZA schools. How would you see this happening at PCA?</p>	
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14. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Statutory Reference(s):

s. 1002.33(7)(a)7.; s. 1002.33.(7)(a)8.; s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.

- A plan and process that will likely result in the school meeting its enrollment projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	
Use of announcements, canvassing, info meetings, and open house.	

Concerns and Additional Questions	

15. Parent and Community Involvement

The Parent and Community Involvement section should provide a broad overview of the school's plans to encourage and support parental and community involvement.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- A general conception of how parents will be involved with the school that aligns with the school's mission and provisions of the educational program. A detailed plan may be developed following approval.

Strengths	
Thorough communication plan	

Concerns and Additional Questions	

III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

16. Facilities

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Statutory Reference(s):

s. 1002.33(7)(a)13.; s. 1002.33(18)

Evaluation Criteria:

If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school's opening OR a timeline to ensure the facility will be in compliance and ready by school's opening.
- A facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	

Concerns and Additional Questions	
No site commitment and stated site is on a very busy highway. Construction would be new as there is currently no building on site.	
No site that the students would be able to walk to safely; the crossing is unsafe.	
Timeline for completion is unrealistic as permits and site plans are not complete.	

17. Transportation

The Transportation section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)

Evaluation Criteria:

A response that meets the standard will present:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	

Concerns and Additional Questions	

18. Food Service

The Food Service section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)(a)1.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	
Good process is outlined.	

Concerns and Additional Questions	

19. School Safety and Security

The School Safety and Security section should provide a description of the school's plan to ensure the safety and security of its students and faculty.

Statutory Reference(s):

s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A plan that will reasonably ensure the safety of students and staff and the protection of the school facility and property. Note that a fully developed plan will be completed upon approval of the application.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	

Concerns and Additional Questions	

20. Budget

The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2.

Evaluation Criteria:

A response that meets the standard will present:

- Budgetary projections that are consistent with and support all key aspects of the application, including the school's mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	
There is a strategy provided for addressing potential revenue shortfalls (pg. 124). It provided a viable demonstration of lower than expected enrollment showing 75% and 50% of enrollment summaries and plan on addressing these events (p. 124-125).	

Concerns and Additional Questions	
<p><u>CAPACITY INTERVIEW</u></p> <p>QUESTION: Please explain how the amount budgeted reflects a realistic assessment of projected software/subscription based program needs to cover not only the cost of the programs, but also the professional development needed to implement them?</p> <p>CONCERNS: PCA has budgeted 50.00 per student for software. There were no costs provided, either actual or estimated, to show how the \$50.00 per child was reached. From district use, we can see that iReady alone is approximately \$30.00 per child. The respondents did not accurately answer the question, nor provide evidence for the \$50.00 per child. This amount is too low for the software listed in the application.</p> <p><u>APPLICATION</u></p> <ul style="list-style-type: none"> • Several essential positions (Nurse and Media) are not included in the 5-year budget plan. • The Guidance Counselor is not budgeted until year 4 of the 5-year plan and is only .50 at that point. • Further explanation is needed explaining the intent or purpose for omitting these positions from this budget plan. Although on page 119 it states, "The budget will be revised and adjusted accordingly throughout the start-up process to accommodate the actual enrollment and to determine actual staffing needs," it would be most beneficial to budget for these essential positions and explanation is needed as to why they are not included. • Additional information is needed to determine if program needs discussed in Section 4 of the Parrish Charter Academy application are satisfactory by showing a listing of the programs to determine if budget is adequate to cover not only the cost of the programs, but also the professional development needed to implement them. • Additionally, a list of the software/subscriptions information needs to be provided for determining adequate 	

budget is planned.	
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21. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(7)(a)9.; s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school's finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	
Willingness to notify District of change to accounting standards via notice; 2 signees for all checks. (p.103)	

Concerns and Additional Questions	

22. Start-Up Plan

The Start-Up Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Statutory Reference(s):

s. 1002.33(7)(a)16.

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	
Attachment Y provides a start-up budget utilizing \$90,000 provided by a grant from FORZA Education Management, LLC. (p. 118)	

Concerns and Additional Questions	
<ul style="list-style-type: none">• The start-up budget provided was for a partial fiscal year (January-June or 7 months) totaling \$90,000 from the FORZA grant, but seems inadequate in proportion to a comparison of the first year budget prorated for the same amount of time.	

Addendum

Addendum A: Replications

The Replications section should identify the school to be replicated and provide evidence that the model has been successful in raising student achievement, while also describing the capacity of the organization to operate an additional school.

Statutory Reference(s):

s. 1002.33(6)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Evidence that school or model to be replicated demonstrates academic, organizational, and financial success.
- A clear, compelling vision for what is being replicated in terms of essential components of the educational program.
- A convincing rationale for how the school or model to be replicated will successfully serve the proposed target student population.
- A strong justification for changing key components of the original school or model in the proposed school. Such justification should include why the changes will better suit the targeted student population and whether the model is still similar enough to the existing model that comparable successful outcomes are likely.
- Evidence that the applicant group has a sound plan for developing the capacity to replicate an existing school including adequate financial and human resources.
- If applicable, evidence of successful past replications or lessons learned from unsuccessful attempts at replication that will increase the probability that this replication will be successful.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	

Concerns and Additional Questions	
N/A	

Addendum A1: High-Performing Replications

The High-Performing Replications section should identify the school to be replicated and provide evidence that the proposed school meets the statutory requirements of being a substantially similar model of a school that has been designated as a High-Performing Charter School and is being established and operated by an organization or individuals that were significantly involved in the operation of the school being replicated.

Statutory Reference(s):

s. 1002.331

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Evidence that the applicant's school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant's proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	

Concerns and Additional Questions	
N/A	

Addendum B: Education Service Providers

The ESP section should provide a rationale for contracting with the ESP, evidence of ESP success in operating high-quality charter schools, the capacity of the ESP to successfully operate this school, and evidence that the governing board and ESP are able to operate free from conflicts of interest.

Statutory Reference(s):

s. 1002.33(6)(a)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- A clear explanation of the reasons for contracting with an education service provider and how and why the ESP was selected and a description of the due diligence employed to assess the capacity of the ESP.
- Sufficient evidence of the ESP's previous academic, organizational, and financial success and capacity for future success that make it more likely than not that it will be successful with the proposed school.
- Evidence of the ESP's organizational capacity to manage an additional school or schools as determined by its growth plan.
- A comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).
- Evidence of success working with similar populations to the target population. If there are deficiencies or lack of experience working with the target populations, then reviewers will look for a sufficient explanation of programmatic adjustments that will be made to ensure success with any new school(s).
- A clear delineation of the roles and responsibilities and decision-making authority of the school's governing board and the ESP, structured to ensure a clearly defined arm's-length, performance-based relationship that is free from conflicts of interest. This includes evidence that the school's governing board has a clear plan for holding the ESP accountable for negotiated performance.
- A clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination.
- A draft of the proposed contract with all key terms included.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	

Concerns and Additional Questions	
Information provided from the FORZAedu.com website shows that the business was started in 2013. Although the ESP Background information on page 143 of the Parrish Charter Academy application states, "The PCA Board of Directors selected	

FORZA Education Management as their Educational Service Provider because of their successful opening and operation of Gulf Coast Charter Academy South, in Naples, Florida."

- It could be viewed that the track record of FORZA, started in 2013, has a limited development history not withstanding a test of significant time and especially based on only one charter school opening and operation.
- This period since 2013 could be viewed as a limited scope in providing a complete picture of the level of effective management services required for the long term; therefore, cause for additional questions and concerns.

Applicant History Worksheets (Form IEPC-M1A)

The Applicant History Worksheets should provide information regarding the track record of the applicant, the applicant's governing board, and if applicable, the applicant's ESP with regard to the operation of other charter schools. The sponsor should review the entire portfolio of charter schools of the foregoing entities when evaluating performance. The academic and financial performance of the portfolio should be considered in the decision to approve or deny the application.

Statutory Reference(s):

s. 1002.33(6)(a)

Evaluation Criteria:

A sponsor should review the portfolio of schools operated by the applicant group, governing board, or ESP to determine if the academic and financial performance demonstrates the capacity to operate a high-quality charter school.

Strengths	
Concerns and Additional Questions	

Exhibit 4

Transcript of Capacity Interview held
2/17/17 with School District of
Manatee County Staff

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TRANSCRIPT OF A VIDEO RECORDED
CAPACITY INTERVIEW WITH STAFF
OF THE SCHOOL DISTRICT OF MANATEE COUNTY FLORIDA

February 17, 2017

1 A Capacity Interview was held on February 17, 2017, with Staff of the School
2 District of Manatee County and members of the Parrish Charter Academy.

3 ***

4 CHAIR PISTELLA: Good morning everyone. Welcome. It's nice to see
5 everyone again. Let's get started. Let me introduce myself. You know who I am but
6 for purposes of the recorded video I am Mr. Frank Pistella, the Director of District
7 Support and I'll be the Chairperson for today's meeting. Welcome again.

8 First of all, we would like to congratulate you because we know this is a very
9 difficult, a very long process. It's very labor intensive so we recognize that and
10 congratulate you for your efforts and also expressing an interest in working with
11 Manatee County and the students here to increase their achievements. We appreciate
12 that.

13 There's just a few details to explain. The interview will be about 60 to 90
14 minutes. After the interview, we will discuss the next step and also answer any
15 questions you may have. The interviewers, and also some other staff members, have
16 reviewed the Application so we will discuss information based upon the Application.
17 Nothing has been pulled from any other place, just right from the Application. This is
18 the time for us for clarification and fact finding.

19 So just a few guidelines for the interview. We are asking that the person or
20 persons who will be involved in the daily operation of the school answer the
21 questions. Obviously, that's very important. Please have one person answer one
22 question not three people answering one specific question. Designate the person that

1 you would like to answer that question. More or less, approximately two or three
2 minutes to answer each question. I don't think we will need to cut anybody off but if
3 we do cut anybody off it's just for the interest of time, so please keep that in mind.
4 Please feel free to ask us to repeat a question. That's not a problem. I have been in
5 interviews and have had to ask to have the question repeated so sometimes that's
6 helpful.

7 We will be taking notes, so you know, so if we are looking down we are not
8 disinterested; we're just trying to take a few detail notes and listening very carefully
9 to what you are saying so please just keep that in mind.

10 We have our name plates, and with the role that each person plays in the
11 District, so hopefully you can see those. If you need any of us to introduce ourselves
12 just let us know. What we would like to have you do is please introduce yourselves,
13 and if you could please, when you introduce yourselves, add what role you played in
14 the application process so far and what role you are going to play when the school is
15 approved and opened, what role you will play in the daily operations of the school.

16 Any questions before we get started?

17 MS. METHENY-HAYES: I just have to clarify because I'm a Board Member
18 I won't have day-to-day responsibilities in the school but there's still questions I
19 would be able to answer. Is that allowed?

20 CHAIR PISTELLA: Yes, I think so, yes.

21 MS. METHENY-HAYES: Okay.

1 CHAIR PISTELLA: We are going to get started. We have a series of
2 questions, and each person is going to ask one or two, maybe three questions so with
3 that let's get started with question number 1.

4 SEVERAL VOICES: Aren't we going to do introductions first?

5 CHAIR PISTELLA: Oh, introductions, I am sorry.

6 MS. METHENY-HAYES: I interrupted you. I am sorry.

7 CHAIR: Yeah, you threw me off [laughter]. I'm sorry, go ahead, please.

8 DR. SARRIA: Good morning everyone. My name is Aline Sarria and I'm
9 the Education Consultant for the Application and I completed the sections on the
10 educational program and design. I worked 25 years for Miami Dade County Public
11 Schools. I was a Special Ed Teacher, a Reading Teacher and then Pre-School. I
12 moved on to be Dean of Broward College's first Bachelor's Program in teaching
13 critical shortage areas of Math, Science and Special Ed. I started that program there
14 for them. Now I have retired from working in public education in school districts and
15 I do consulting for charter schools and instructional reviews. During my tenure with
16 Dade County, I did open two high schools, so I am very familiar with opening a new
17 school and the curriculum etc. My role for FORZA is I will be the Education
18 Consultant once the school is opened, particularly with the area of student
19 development and training for teachers. Thank you.

20 MS. METHENY-HAYES. Hi, I'm Deb Metheny-Hayes. I was fortunate
21 enough to be with the Sarasota County Schools for over 25 years, but I have a
22 background in nursing. I have a background in teaching at the college level as well as

1 the school district. I helped develop a program in Community Ed. I was fortunate, I
2 guess, to be the first principal of our Virtual School in Sarasota when it first started. I
3 was very fortunate when I was with the school district to be able to work in the
4 business side of the house so I became really interested and involved in
5 transportation, construction, food service, and all of those things I really didn't know
6 about when I was in the instructional part of the environment. I ended my career with
7 the school district in charge of school choice and lots of things fell under that as we
8 do in all districts.

9 The charter schools were one of the areas that fell under that, and I was
10 absolutely delighted to really learn how charter schools are governed, how they
11 function, how they should function, how they should be evaluated, so once I retired
12 some years ago, I decided that one thing I could offer was the knowledge I had gained
13 and be a consultant for school districts and for charter schools in terms of how to be a
14 good charter school. I'm serving in the role of Board Member for the Parrish Charter
15 Academy, and my part of the Application that I am most familiar with is the business
16 and organizational parts and was responsible for part of that writing.

17 MR. ANSPAUGH: I worked with Deb Metheny. My name is Pepar
18 Anspaugh, and I also served in the Sarasota County School District. I worked as a
19 principal of Sarasota School of Arts and Sciences. I was there for approximately 10
20 years, and we went from a population of about 50 to over 700, and it's running in
21 eight grades for 11 years now. I left there and began working with Chuck Malatesta
22 for Hillsborough County Schools, and I was the State Evaluator of the schools for the

1 company we were working for. During that time, Chuck and I felt like there were a
2 lot of things that were not really on the up and up. We just simply felt that we could
3 do a better job at managing charters. I appreciated Deb because she was very
4 objective, but she was very kind at the same time. She was different from other
5 Liaisons because she would call us or come to us. It wasn't through a chain of
6 command, so working in the Sarasota County Schools was an outstanding experience
7 for me.

8 I was also principal of parochial private, but also for the public school district
9 in Raleigh County, West Virginia, where we even had members of the Hatfields and
10 McCoys at our school. I began the first alternative school in Raleigh County which
11 was the second one only in the state of West Virginia. Why West Virginia? I was
12 raised in Miami. My wife passed, and you just have to start new, so my family moved
13 to West Virginia. That was an interesting experience and eye opening, but I loved the
14 people there because they either like you or they don't, but you know right off the bat,
15 so it was a great experience there. The sand in my shoes started cutting back, so I
16 needed to come back to Florida, so I went to Tampa and Sarasota. I was principal in
17 Miami as well for many years, [inaudible] years as a principal, and then Chuck and I
18 got together at his schools, and then I went around training and helping out with the
19 schools in that company, and here we are.

20 MR. MALATESTA: Chuck Malatesta with FORZA Education Management.
21 I actually live in Parrish going on four years now. My wife and I are raising two little
22 girls, a one year old and a two year old. That's been a lot of fun lately. We've tried

1 to potty train and do all that, but we love Parrish. It's a great community, and it's one
2 of the reasons why we're opening Parrish Charter Academy because there's a need
3 for another elementary school there, and the community has been asking us for it.

4 The bios that you have on us are in the Application, which I'm sure you have
5 read. We have copies over there we have given to Frank if you want to read them
6 again, but basically the thing you will notice is that my experience is in a lot of
7 different areas of education. I started as a coach. I was a teacher, did a Dean of
8 Students. I did the principal, regional vice president, was a college administrator at
9 St. Petersburg College and Florida Gulf Coast University.

10 I opened my first charter school in 2008 and my second in 2010. In 2013, I
11 paired up with Mr. Anspaugh, and we opened up Gulf Coast Charter Academy in
12 Naples in 2013. Three hundred students year one with 300 on the waiting list. We
13 doubled the enrollment in a year. We've also opened several pre-schools, one in
14 Bonita Springs, one in Naples, one in Ft. Myers, going to open one in Parrish as well,
15 so this is nothing new to us opening successful schools and operating them.

16 We recently took over the management of a struggling charter school in
17 Bonita Springs on July 1st. The school had no technology and no curriculum. The
18 building was in disrepair, no playground, one copy machine on campus, and I said,
19 "What are we getting into here?" We started July 1st and made all the repairs to the
20 building, all new paint, all new flooring, remodeled the bathrooms, built new
21 playground, ordered all the curriculum. Every single classroom has two to three new

1 laptops, got computers in there, laptops for the teachers, three to four tablets for every
2 classroom, and we did all this from July 1st before school opened.

3 I think that says a lot about who we are and what we do, and our capacity to
4 open a successful charter school and operate it. It's still challenging. It takes a few
5 years to turn around or open a charter school. It takes a lot of money. It takes the
6 right people. We had to re-interview every single faculty member and hire new staff,
7 which wasn't easy either, but we did it, and I think you know, those of you that are
8 returning committee members, we never give up.

9 I'm just happy to be here, and we are looking forward to getting started. We
10 have several parcels of land that we are looking at. We are ready to buy the land and
11 build the school and govern the school effectively. We are just waiting for that final
12 Board approval. We are thankful to be here and look forward to working with
13 everyone. Thank you.

14 CHAIR PISTELLA: Thank you.

15 MS. METHENY-HAYES: I'd just like to explain again where we are coming
16 from with the Application because you all have been very helpful to us, and I want to
17 acknowledge that. As you know we were here in the fall and we had an Application
18 that we all really thought followed Florida Standards, and we were very comfortable
19 with that. You gave us feedback that allowed us to realize that we were not as clear
20 in some areas, and that really helped us to go back and address every single concern,
21 every question that you had about our Application.

1 So the Application we have is new, but it takes into account everything you all
2 were giving us in terms of questions and concerns that we had not been clear about,
3 so I wanted to let you know that the Application is new but it does take the input that
4 you were kind enough to give us.

5 I am sorry I jumped in before Melissa had a chance to introduce herself. I am
6 so sorry.

7 MS. GROSS-ARNOLD: That's not a problem at all. That was an important
8 thing to say. I am Melissa Gross-Arnold. I am an attorney with the Arnold Law
9 Firm. My whole practice is education law. I'm Board Certified as a Specialist in
10 Education Law. I work with charter schools all over the state, about 31 counties
11 where I work with charter schools.

12 My involvement with the charter school is as general and special counsel, so
13 on any given day, I receive phone calls from people like Chuck, like Deb and from
14 principals or the ESE Directors. We handle the special education, contracts, funding,
15 just about anything that has to do with the charter school that is legal in nature. We
16 would work with this school on those issues. If we don't have the specialty in that
17 area of law, like bonds or some of the specialty things like employment law, then we
18 seek special counsel, but we work with the school to get that legal support.

19 I also consider myself a counselor of law. It's not all just about law, so part of
20 what I do is I work through issues. I help the school in being a problem solver. The
21 educators I work with are probably the best clients of any lawyer. They are educated
22 and they are passionate, and they want to do what's right, and I help them do that.

1 CHAIR PISTELLA: Thank you.

2 COUNSEL FOR SCHOOL DISTRICT: Before we get started my name is
3 Mitch Teitelbaum. I am General Counsel, the counterpart of Ms. Arnold in serving
4 the School District with all their needs, contractual, charter, discipline and the list
5 goes on and on. I serve all the departments.

6 As we begin, I just need to insure something for the record. Sitting with us is
7 one of our members on the Evaluation Committee, Dr. Bill Jones from Manatee
8 School of the Arts. They are a well respected community. The principal of that
9 particular school, one of your Board Members, and one of the proposed members for
10 this school, is a teacher within his school. Now I needed to bring this to the record,
11 so you guys collectively understand that he is a member of this panel; if it's not an
12 issue for you, it's properly disclosed. Ms. Arnold, can we proceed with the
13 disclosure?

14 MS. GROSS-ARNOLD: Sure.

15 CHAIR PISTELLA: Okay, we are going to get started. We'll start with
16 question number 1. I'll begin. Who will be involved in the day-to-day operations of
17 the school and in what capacity?

18 MS. METHENY-HAYES: I think I would take that question. Who would be
19 involved in the school? Obviously, the school would be staffed –

20 CHAIR PISTELLA: Who, from the panel here today, who will be involved in
21 the day-to-day operations of this school? And in what capacity?

1 MR. MALATESTA: FORZA Management Company will be involved in the
2 day-to-day operations working with the administration. We would work with the
3 Board to hire the principal, just the principal and teachers, and the administration
4 would be in charge with the day-to-day. They would go to FORZA for support if
5 needed, before the Board of Directors. That's how it works in all charter schools.

6 CHAIR PISTELLA: Thank you. Next question. Question 2.

7 MS. HYER: Good morning. I have question 2. Let me read a little
8 something that will be very familiar to you; it's your Mission Statement, then I have a
9 question to follow.

10 "The mission of Parrish Charter Academy is to provide academic excellence
11 for all students through experience and self discovery in order to develop motivated
12 independently thinking individuals who demonstrate exemplary character, social
13 confidence and service to the community. Moreover, PCA embraces the vision of
14 being a school community that actively cultivates innovation and integrity in a
15 challenging and engaging learning environment that insures academic, social and
16 emotional success."

17 I would like to direct this question to you. In light of the mission to provide
18 academic excellence and the focus on reading, how will the emphasis on experience
19 and self discovery work to develop the academic capacity of students to demonstrate
20 mastery of Florida Standards?

21 MR. MALATESTA: Read that last part one more time.

1 MS. HYER: In light of the mission to provide academic excellence and the
2 focus on reading, how will the emphasis on experience and self discovery work to
3 develop the academic capacity of students to demonstrate mastery of Florida
4 Standards?

5 MR. ANSPAUGH: Well, in a lot of the philosophy we took or discussed was
6 based on the holistic approach to the total child, which takes into account the
7 cognitive affective psychomotor domains, and if you look at brain research, you will
8 find that, when students are engaging all of those areas, that they discover
9 information, new information or build on old information. If they are actively
10 involved with hands on which is psychomotor thinking with higher order thinking
11 skills, the cognitive and happy about being there and excited, then that response, that
12 new knowledge will be stored in three parts of the brain instead of just one. That, in
13 itself, would promote more meaningful learning gains on the FSA or just everything.

14 MS. METHENY-HAYES: Things like reading.

15 MR. ANSPAUGH: That encompasses not only reading, but all content areas.

16 DR. JONES: Is this the same approach you are using in your school in Naples
17 or is this a new approach?

18 MR. ANSPAUGH: The Experiential Learning is the new approach, learning
19 approach, we are using in Parrish which our expert down there (looking at Dr. Sarria)
20 can field those questions more effectively than I can. Basically, on top of those
21 things that I just mentioned, we would be doing a lot of field trips, before and after
22 school, making sure all children can attend irrespective of financial means. So they

1 can go to these places, or like the setting, the water, they can actually go there. We
2 will be doing a lot of field trips like that. A lot of visitors coming in that have been,
3 of course, vetted by the District so that they not only just hear about it, but it brings
4 the real world into the classroom, and we take them from the classroom into the real
5 world.

6 CHAIR PISTELLA: Thank you. Next question, number 3.

7 MS. HYERS: I have question number 3. Since charter schools serve children
8 with varying needs and abilities, what are your plans to differentiate the instruction
9 among the targeted population?

10 DR. SARRIA: I will take that one. The Experiential Learning curriculum
11 involves building concepts and making things relevant for students and is tailor made
12 to really differentiate. On pages 28 and 29 of the Application, we talk about
13 differentiating instruction. The teachers will be trained in all the instructional
14 strategies that support Experiential Learning, and there is a list of them there. In
15 terms of differentiating and working towards the students that are on level, below
16 level, a problem-solving team that will be looking at data and making sure that we
17 work on students' weaknesses and then parlay that down to the teachers and
18 departments etc.

19 The [inaudible] will apply different approaches toward the same goal at the
20 same standard. For example, if a student works better on small group instruction with
21 hands on activity, that would be one way of differentiating it, but other students might
22 need more of a visual or auditory approach that would also be there. So the teachers

1 will have a variety of tools to pick from to differentiate, and that will be covered in
2 our professional development at the beginning of the school year as well as during the
3 school year during the continuous improvement of just looking at data and saying,
4 this strategy is not working for this child and move onto another one. If you see the
5 list of differentiated instruction methods we will be using, on page 29; that might
6 clarify that a little bit better.

7 MR. ANSPAUGH: Thank you. I'm not going to answer her but I would like
8 to say that, at Experiential Learning schools, approximately 152 of them across the
9 state, it's always good to have an expert in the field close by. Aline is moving from
10 the east coast to the west coast to be near us, not just for us, but she's coming here, so
11 we will be able to call on her at any time, which will be very exciting for us.

12 DR. JONES: Have you visited any other schools that use this approach?

13 DR. SARRIA: I have. In Idaho.

14 CHAIR PISTELLA: Next question, number 4.

15 MS. HYERS: How does the experiential model support remediation?

16 DR. SARRIA: First of all, just the curriculum itself is kind of an incredible
17 foundation for students that need remediation. If you look at most of the students that
18 are lacking skills, etc., many times it's because things that are taught sometimes are
19 taught out of context, so if you are talking to a student who lives in Manatee County,
20 who has never seen mountains, and has never seen the snow, and you can bring that
21 experience to them to feel, etc., working, having that kind of, either being a video or
22 lab or something, where you can bring that relevant to the student, then they can pull

1 from that, and with that, they can understand the concept, and not just rote memory,
2 and get just facts about it, but more critical thinking about how things like that work.

3 DR. JONES: Did you apply that to math?

4 DR. SARRIA: Absolutely. I'll give an example. The experiential curriculum
5 we will be doing, we will be coming up with these driving questions that will be a
6 thematic approach to it for all the core subjects. So, for example, we take something
7 about water, Mr. Ansbaugh talked about it earlier, the environment in Manatee and
8 the water, in the books that we would be picking from for our language arts
9 curriculum, which is Expeditionary Learning, EL Education, would all have to do
10 with stories about the water for grades specific. Then, we would be writing about it
11 in the language arts class. In science, maybe, we would be doing a field trip or some
12 lab work. In mathematics we could be graphing, charting, looking at things that have
13 to do with mathematics and [inaudible].

14 Now that is not just saying that, in these units, that's all we will be doing. We
15 will make sure that we use the curriculum math. We pull skills from that, etc. I've
16 actually done this in my school. We went from international education to global
17 education, and we did these questions and we applied them in thematic units, and it
18 increased student achievement. We ended up getting the best science scores in Miami
19 for fifth graders that year. Because of the fact the students see this over and over
20 again in all their core subjects instead of teaching subjects segmented, Experiential
21 Learning allows you to make it a relevant unit that they see, and it becomes more
22 alive to them definitely. I hope I have answered your question.

1 CHAIR PISTELLA. Thank you. Next question, number 6 [sic].

2 MS. KELLEY: Describe a typical day in your schedule for a third grade
3 student who is struggling in reading and is receiving tier two, tier three intervention?

4 DR. SARRIA: Tier two interventions in third grade would work two ways. It
5 would work during small group instruction, where the teacher has gotten maybe
6 baseline data or the mid-year data, or also we will have some technology based
7 curriculum where she could pull from and say, Alice is struggling in these skills in
8 reading, etc. So that would be in the classroom. So while one group might be
9 working on something else, the teacher will pull that small group, including Alice, to
10 work on that specific skill.

11 Another way that it would work is also if third to fifth grades have a
12 transformational literacy class. The transformational literacy class, if you take a look
13 at it, I'm trying to see what page I have it on, in reading, here it is. Pages 40 and 41
14 are very specific. We are very excited about that class. It's a class that's going to be
15 – it can be ability grouped and it's in addition to the reading language arts component,
16 so any student that is at risk, that will be another tier two approach where whatever
17 their ability, if they are all lacking the same skills, then they can just focus on that
18 particular skill in the transformational literacy class.

19 They will then monitor again, look at the data and decide where students
20 might need more intervention or not, then pull from there.

21 MR. ANSPAUGH: We also have tutoring after school, stage three.

1 DR. SARRIA: That is for students that are still struggling and will move on
2 from tier two to tier three.

3 MS. KELLEY: Is your after school tutoring tier three mandatory?

4 DR. SARRIA: No, it's voluntary. It's part of it, and we will recommend it to
5 parents, etc. but tier three intervention will be in the elementary grades through
6 special area classes and in the middle school through an elective.

7 MR. ANSPAUGH: In GCCSA in Naples, we have a period that is dedicated
8 to remediation, and we will be incorporating that type of approach as well.

9 MR. MALATESTA: The tutoring program begins in September and is for the
10 lower 30 percent. We try to do 30 percent, little more than 25, and that seems to be
11 very helpful down there.

12 CHAIR PISTELLA. Next question, number 6.

13 MS. RANDLETT: Hello. On page 23, a year's work of instruction is based
14 on four modules. On page 24, it lists the components that come with the EL
15 Education ELA curricula of Expeditionary Learning, including maps and lesson
16 plans. How do these courses work with what teachers are creating?

17 DR. SARRIA: Good question. We have incorporated that in our special
18 development, which is described at the beginning of page 8. Sometime in July, as
19 well as right before school starts, every single material comes with its own curriculum
20 map and scope of sequence. The teachers will get an overview of that, and they will
21 take the curriculum map you just finished mentioning, for example for the language,
22 English and arts, and focus and align it into the Florida Standards and the [inaudible].

1 Well, it's already aligned to the Florida Standards but also align it to the Experiential
2 Learning-driven questions and units they want to do.

3 Of course, after opening two schools, you can't get it all done in that timeline,
4 but you will have a skeleton map of where you want to proceed. Then we will have
5 professional learning communities created, grade level specific, and department
6 specific, and they will be meeting throughout the school year and coming up with the
7 actual unit that will address that curriculum map.

8 Another important thing that will be happening is, once we get baseline data
9 from the beginning of the school year, obviously the first year students are coming in
10 brand new, some of them will be coming in with testing records, some of them will
11 not, especially the primary grade, but after we get the baseline data, we will be
12 creating focus calendars that will align with the curriculum map. A focus calendar, if
13 you are not familiar with them, look at the specific skills that the students are lacking
14 and then make sure that the teachers reinforce those during their Tier 2 instruction
15 etc. and we will keep aligning it that way.

16 MS. RANDLETT: Thank you. In the Application, specifically Attachment
17 D, it states "Foundations can serve as a prevention program to prevent reading and
18 spelling failure. It is integral in the multi-tiered support framework, so my question
19 is, what is your plan for a Tier 2 instruction for your K-2?

20 MS. SARRIA: Tier 2?

21 MS. RANDLETT: Do you want me to repeat that?

1 MS. SARRRIA: I'm trying to see what you mean by what's the relationship
2 between the Foundations and the Tier 2.

3 MS. RANDLETT: In that Application. This is a quote, "Foundations can serve
4 as a prevention program to prevent reading and spelling failure in an interval in the
5 multi-tier system of support framework," so how does that work with your Tier 2 plan
6 for K-2? Is Foundations your tool?

7 MS. SARRIA: It's going to be one of the tools. For K-2, it will be the tool.
8 I'm trying to find what the other resources are. Give me a minute.

9 MS. RANDLETT: Sure.

10 DR. SARRIA: So Foundations – the ELA curriculum also comes with some
11 support for struggling students in the K-2 part. The Expeditionary Learning and
12 language arts, and then we will probably also use the Wordly Wise EPS. They are all
13 listed on page 45. So it depends on the actual needs of that student in Tier 2 which
14 will be the small group work.

15 MS. RANDLETT: Maybe I misread, but I believe Foundations were part of
16 your core Tier 1. Will that also be used for tier two?

17 MS. SARRIA: There's a component of it that you can use for Tier 2.

18 CHAIR PISTELLA: Thank you. Next question, number 8.

19 MS. RILEY-HAWKINS: I'm going to start with another quote so regarding
20 this quote. "Experiential Learning: the primary instructional strategy and basis for all
21 of our instructional practices within the curriculum will be Experiential Learning.
22 The premise which is that students can construct knowledge through the

1 transformation of experience as described in detail in Section 3. Students build
2 understanding by participating in a concrete experience or exploration followed by
3 reflection of their observations. After the discovery process students then build a
4 deeper understanding of forming concepts and finally they apply their knowledge in
5 new situations thereby making connections. End quote. My question is for Chuck
6 Malatesta.

7 How does this translate into what students need to know and be able to do in
8 Florida Standards Assessments?

9 MR. MALATESTA: I will have to defer to Mr. Anspaugh on that one. It's
10 not my area. You will probably have to repeat that last part also.

11 MS. RILEY-HAWKINS: Okay.

12 MR. ANSPAUGH: I am deaf today. Something is going on with this ear is
13 gone [pointing to his right ear]. Maybe it's just me but I'm reading lips. He's
14 [pointing to Mr. Malatesta] always deaf though.

15 MS. RILEY-HAWKINS: Basically on page 27 of your Application, there is a
16 long quote about experiential instruction. Do you want me to read it again?

17 MR. ANSPAUGH: Yes, please.

18 MS. RILEY-HAWKINS: "Experiential Learning: the primary instructional
19 strategy and basis for all other instructional practices within the curriculum will be
20 Experiential Learning. The premise which is that students can construct knowledge
21 through the transformation of experience as described in in Section 3. Students build
22 understanding by participating in a concrete experience or exploration followed by

1 reflection of their observations. After the discovery process students then build a
2 deeper understanding of forming concepts. And finally, they apply their knowledge
3 in new situations thereby making connections.” So my question to you is how does
4 this translate into what the students need to know and be able to do on the Florida
5 Standards Assessments?

6 MR. ANSPAUGH Well, when you are looking at the Florida Standards, you
7 have to attack them backwards, so you try to get to that area where the child is, and
8 then you develop whatever lessons or interactions that are needed for that child to
9 learn the concepts. The application of that knowledge is when they are able to teach
10 that same thing, concept to somebody else in their classroom.

11 Again, that goes back to my whole thing that Experiential Learning is related
12 a lot to my holistic approach to the total child with the cognitive app of psychomotor.
13 I just think, when you put all those together, the learning is more apt to occur than
14 simply by rote or lecture or whatever there is. It’s very time consuming planning, but
15 we find that the teachers we hire, not that the teachers in traditional schools are not
16 like this, but they are really dedicated to investigating.

17 We make sure that the teachers know that we expect them or the principal tells
18 them or expects of them to know where each child is at any given time. It’s just like
19 you have to know everything. Like the parent with the eyes in the front and the back
20 so when you receive a teaching [inaudible] whatever that is and you know the child is
21 low in that like a butterfly flies in the room go with aeronautics or something like
22 that. Teachers are special. They can develop stuff out of nothing but I think the

1 application of having that child work with somebody else is the best way to
2 demonstrate if they have mastered that.

3 Obviously, the Florida Standards are critical, and that's why we impact them
4 and then go backwards and build towards. Children that come in at certain grade
5 levels – we have found that many of our children that have come into our schools
6 were one to three grades behind and by going to that level even if we have to move
7 them around a little throughout the school, the building or – we do different things.
8 They can go to this classroom because we really endeavor to make sure we focus on
9 no bullying or anything else and get mastery or knowledge from another teacher if it's
10 at a lower level or they come back to their classroom. We are just very flexible
11 toward whatever it takes to make sure that child – we're not stuck in A, B, C. We can
12 go A, R, back to B again, whatever is in the best interest of the kid.

13 DR. SARRIA: If I could just piggyback on what you said when you are
14 talking about the Florida Standards Assessment. Most of the state assessments is
15 content-driven reading, and what we found with, why we think, and what we saw in
16 the research of the 152 schools that have Experiential Learning in the country, is that
17 we do a disservice when we teach to the text and we just stop and make them
18 practice, etc., because the students still have not found the concepts around it. So
19 they may be able to answer questions off benchmarking or that type of tests, but when
20 it comes to something totally different, we found the common denominator for
21 students that are struggling is bringing the experiences, so that they have formed
22 background knowledge, and you have been saying the psychomotor and the

1 cognitive, they can pull it out so when they take the test they have something to base
2 a score and it's not just rote memory etc.

3 We found that, if you look at the research section, that Experiential Learning,
4 that the student can retain the learning much longer, so instead of just memorizing a
5 bunch of facts for a social studies test, and then it's gone the day after the test they
6 understand why the concept is there etc. I think that's the lovely part about
7 Experiential Learning. I call it lovely because its been tough as an educator to see
8 how we have to teach to the test, telling teachers what to do. They know what to do
9 best and get ready for the test, etc., so we're very excited about having this type of
10 curriculum.

11 MR. ANSPAUGH: Just to go back to my question –

12 CHAIR PISTELLA: I'm so sorry. We have to move along. We are trying to
13 hold it to one person to answer a question.

14 MR. ANSPAUGH: Since I was the one, can I go back just once, real quickly?
15 Our effort –

16 CHAIR PISTELLA: I'm sorry. At some point, you may be able to answer,
17 but we are trying to hold it to one person answering a question in the interest of time,
18 so we are going on to number 9.

19 DR. JONES: This next question might give you an opportunity to expand a
20 little bit, actually. What effect do – try to explain the vision in the Experiential
21 Learning or at least from our arts-based background, could you paint us a picture?
22 I'm sure Dr. Bazzy would appreciate that. Your vision of painting the Experiential

1 Learning design with the Expeditionary Learning modules, talk to us about putting it
2 altogether.

3 MR. ANSPAUGH: That's going to happen through our resident specialist,
4 but as she is getting ready to speak, the one goal of our school is to get everyone on
5 the same ground level because we have children that come from homes that have
6 extra funding and whatever and have experienced a whole host of experiences that
7 some children that are at different social economic levels have never experienced.
8 One of the goals of the school is to take all of that Expeditionary Learning and
9 Experiential Learning and give those opportunities to those children so they can
10 gather that in, so they have that base knowledge as well. That's one of my big
11 crusades. It has to be equal for every single child, rich, poor, in between. I don't care
12 what color. As you can see, it's just different for me, but I want to make sure that
13 those children all have the same chance at getting to where they need to be to be
14 successful in our society. Now I will defer.

15 DR. SARRIA: The Expeditionary Module is the English Language Arts
16 program that is based on Experiential Learning, so I know they both start with ex's,
17 and tend to be confusing in the Application, but basically, and it took us awhile to
18 understand, not really took us awhile, but if you look at the actual modules, they
19 support Experiential Learning because the set of books that the school will purchase
20 will be to support the theme that they want to tackle for that year, so that's how that
21 works.

1 Then the curriculum modules are all based on exploring those themes even
2 more through science and social studies and through math, so that's how the two fit.
3 One is the actual English Language Arts curriculum, and it's called Expeditionary
4 Learning. Now they have changed the name to EL Education, and it supports
5 Experiential Learning.

6 DR. JONES: Who produces that?

7 DR. SARRIA: EL Education. That's how we looked it up. I would have to
8 look it up for you.

9 DR. JONES: I'm just curious as to who the provider for that is.

10 DR. SARRIA: It's an independent provider.

11 CHAIR PISTELLA: Thank you. Question number 10.

12 MS. RILEY-HAWKINS: What is your plan for the use of the Florida Interim
13 Assessment Data Bank?

14 DR. SARRIA: The data bank is where we will pull questions for the
15 benchmarking to create our benchmark testing.

16 MS. RILEY-HAWKINS: What about the implementation for that?
17 Implementation for using that?

18 DR. SARRIA: I'm trying to understand what you mean. We will pull
19 questions to create a test. We have a – the budget has a designated Curriculum
20 Coordinator that will probably work in hand with the principal, and eventually the
21 assistant principal, to create the benchmark testing.

1 MS. RILEY-HAWKINS: And you will be using that for all of the subjects,
2 all of the benchmarking?

3 DR SARRIA: No, and also for the end of course – where do we have that
4 exactly? All the assessments. We also have a schedule in the back. I can't recall all
5 the places we have it, but it's our baseline or midyear. We will be using different
6 testing depending on if it's the ESE and ELL.

7 MS. RILEY-HAWKINS: And using the IDPT for all of that?

8 MS. SARRIA: I don't want to say yes until I'm sure –I'm sorry.

9 CHAIR PISTELLA: Okay, thank you. Next question number 11.

10 MS. GROSS-ARNOLD: Aline, are you still looking for that?

11 DR. SARRIA: Yeah, yeah. Page 43 and onward [inadible] Attachment F.
12 Will use FLKRS for kindergarten and readiness in screening ELL, so that's part of
13 the baseline, and in that section, we also talk about the midyear.

14 MS. GROSS-ARNOLD: What page was that?

15 DR. SARRIA: That page was 43.

16 MR. ANSPAUGH: That's all right. I made all my notes and left my glasses
17 in the car and I can't see them anyway.

18 CHAIR PISTELLA: Okay?

19 DR. SARRIA: Yes.

20 CHAIR PISTELLA: Thank you. Sorry I jumped ahead.

21 DR. SARRIA: That's okay.

22 CHAIR PISTELLA: Next question number 11.

1 UNKNOWN FEMALE INTERVIEWER: Can you explain the promotion
2 criteria that Parrish Charter Academy will use and how it will be communicated to
3 students and parents?

4 DR. SARRIA: We will be using guidelines of the Student Progression Plan
5 from the District guidelines, and that's found on page 46, and it will be
6 communicated to the parents in various ways at the beginning of the school year
7 through the Student Parent Handbook. It will also include the middle school
8 requirements for promotion, the ninth grade for students, I'm sorry, and grade six
9 through eight including student recovery. There will also be requirements through
10 the course for the middle school and the parents will be notified –

11 UNKNOWN MALE INTERVIEWER: Just for clarification. Are you going
12 to just adopt the District's promotion practice?

13 DR. SARRIA: Yes. Parents will be notified in writing and asked to
14 conference the school if the student is identified at risk. Of course, when they are
15 going to get their report card, then they are going to get progress reports and of course
16 any type of intervention notification, and there are the ELL and ESE students,
17 notifications properly for that too.

18 CHAIR PISTELLA: Thank you. Next question number 12.

19 UNKNOWN FEMALE INTERVIEWER: Once the student has been
20 identified as an ESE student, for example, SLD, how will services be delivered to the
21 student?

1 DR. SARRIA: It depends on what is on their IEP of course. There is in the
2 Application, starting on page 49, the ESE part depending if they are 80 percent with
3 non-disabled students, etc. The budget allows for that. There will be an ESE teacher,
4 of course. But anyways let's say, let's give an example of a typical day, if it is 80
5 percent. The teachers are going to have an overview at the beginning of the year
6 again in the PD time. Accommodations for the ELL and ESE students, and what the
7 mandates are, etc., and then the ESE teacher and the ELL coordinator – I'm just
8 answering both because it's part of the whole planning thing. I know you have only
9 asked me about students' disabilities but –We will meet with the teachers to make
10 sure they have those accommodations, their 504 plans, their ESE or ELL plans in
11 their lesson plans to make sure they understand the instructional strategy they need to
12 incorporate. The ESE teacher will also be consulting as well as the ELL teacher with
13 the teachers that have the ESE students in their class. The 20 percent will also be in a
14 self-contained class where the ESE teacher will be there to specifically help students
15 with any course work, class work they have, study guides etc.

16 We will also outsource for any other type of disability, speech or occupational
17 therapy or anything like that that's been done in previous schools.

18 UNKNOWN FEMALE INTERVIEWER: Thank you.

19 DR. JONES: I have a question. I don't hear very well myself. At the
20 beginning of your conversation, are you saying that there will be an ESE Coordinator
21 and then if you can afford it an ESE teacher?

1 DR. SARRIA: No, no, no. There will be an ESE teacher, and there's going to
2 be an ELL Coordinator.

3 DR. JONES: I thought you said if you had the budget for that.

4 DR. SARRIA: No, I said it's in the budget.

5 DR. JONES: Oh, it's in the budget, okay. Good thing I clarified that.

6 UNKNOWN FEMALE INTERVIEWER: I thought you said if the budget
7 allowed it.

8 DR. SARRIA: Oh no, I didn't mean to say allowed. It's in the budget. It's in
9 the staffing plan in the ESE section as well as the ELL and supported in the budget
10 plan.

11 CHAIR PISTELLA: Thank you. Next question number 13.

12 MS. ESTES: This falls in very nicely. What is the threshold for hiring an
13 ELL teacher if your projected population is in excess of 14 percent?

14 DR. SARRIA: We calculated that according to the demographics in Parrish,
15 etc., and I think it explains it specifically in the ELL section, but if it's more than a
16 class – well, we predict it's going to be between 6 to 7 students per grade level, so
17 that means that they will be given to an ELL-endorsed teacher. What we see coming
18 out of the universities and colleges now for quite a few years are that most are ELL-
19 endorsed, so we probably won't have a problem in terms of staffing. If it exceeds
20 that, to answer your question regarding threshold, then they will hire a full-time
21 teacher and the students will be self-contained.

1 The models that we picked now we are also following the ELL, District's
2 ELL Plan, is that they are mainstreamed within a classroom.

3 MS. ESTES: So if there's more than 6 or 7 you are saying that the possibility
4 is that you will hire a teacher. Is that per grade level?

5 DR. SARRIA: If there's more, if there's enough for a class size. Yes,
6 because there is enough sections that you can divide up 6 or 7 students per class and
7 do mainstream, but if it is more for a class size then yes.

8 MR. ANSPAUGH: Teachers have the ELL endorsement. All of them have
9 to get that.

10 DR. SARRIA: Right, there are things in place for that. I think it says it right
11 here. "However if the student enrollment will require more intensive services, or if
12 enough students enroll to make it economically feasible, the school will also offer the
13 other two models," which is sheltered English Language Arts and sheltered core
14 subjects. That's on page 56.

15 CHAIR PISTELLA: (To interviewer) Were you looking for a number, a
16 specific number or –

17 MS. ESTES: I just said class size.

18 CHAIR PISTELLA: Okay. Thank you. Next question number 14.

19 MS. ESTES: It's me again. How do you plan to SIOP train your teachers?

20 DR. SARRIA: For sheltered instruction?

21 MR. ANSPAUGH: I couldn't even hear, sorry.

1 MS. ESTES: I'm sorry. How do you plan to SIOP train your teachers? On
2 pages 56 and 57 you mention it.

3 DR. SARRIA: I mentioned it if we have to go that route. I don't want this to
4 sound defensive, but we want to be very specific with the professional development
5 we offer the teachers at the beginning of the year, but we are cognizant that we are
6 going to have ELL and ESE students, so we will have an overview.

7 We will have strategies, etc. I think I list Marzano strategy on page 57 for
8 ELL students, but in terms of, if we see that we are going to have to use those
9 models, self-contained model, and use the sheltered instruction, then we will look
10 into the training for that. At this particular time, we did not incorporate that because
11 we don't know for sure. You don't know the population you are going to get.

12 MS. ESTES: You've mentioned it several times, several times and it's not
13 reflected in the budget at all so I'm just concerned about it actually taking place.

14 DR. SARRIA: Well, we mentioned it because, as explained on page 56, only
15 if we have to use it, and so I wanted to make – just the way the Application is set up,
16 in the ESE section they give you an option to write if you have 80 percent with non-
17 disabled, 40 percent etc. and in the ELL, you don't have that option, so I put both of
18 those in there so you would see that we have a plan in place.

19 MR. MALATESTA: There are going to be variables that come up that may
20 not be in the budget where FORZA would just pay for those services whatever it
21 needed, professional development and/or other. We do it at all our schools now. We

1 didn't have an ELL or ESE Coordinator down at Bonita Springs School in the
2 budget, but we needed one so we hired one. That's what we do.

3 DR. JONES: Can I ask a jumping off part right there? Several times in your
4 Application you would with some gusto, you make a point of you know if we don't
5 have it, FORZA is going to pay for it.

6 MR. MALATESTA: That's right.

7 DR. JONES: FORZA must be awfully – have some very deep pockets –

8 MR. ANSPAUGH: FORZA does not take the percentage that most lending
9 companies do. We are focused on children truly and focus on parents truly so we
10 don't take -- the percentage that comes to us is significantly below many or most
11 other management companies so that gives us –

12 UNKNOWN FEMALE INTERVIEWER: So how do you – you talk about
13 field trips earlier. We're going to make sure every kid goes and –

14 MR. MALATESTA: Right. We always have a strong PTO also, but as you
15 know we can move money from line item to line item, so we are not locked in. So if
16 we have more money in a certain line item that we can move to a different line item
17 for the school. If the school does not have it, FORZA will pay for it. How do we pay
18 for it? We have lines of credit. We know people. When we put all the money into
19 building Bonita, it wasn't just FORZA, it was a partnership with the owner of the
20 building.

1 We had to renegotiate the lease with the owner of the building in order to
2 make those improvements to the school, or else the school actually would have
3 closed due to the high lease rate.

4 DR. JONES: You mentioned in the Application that the school does not have
5 to repay.

6 MR. MALATESTA: That's right. We don't allow that.

7 DR. SARRIA: That's one of the reasons the Board was –

8 MR. MALATESTA: We worked for other companies that did it that way.
9 That's why we do it the opposite.

10 CHAIR PISTELLA: What's the percentage that you have slated to? 12
11 percent?

12 MR. MALATESTA: The percentage?

13 MS. METHENY-HAYES: In the budget is 12 percent.

14 CHAIR PISTELLA: Thank you.

15 MS. GROSS-ARNOLD: You will see in the management agreement that
16 there is a provision that if the school cannot pay that fee in the budget, that it gets
17 written off every year. It's not carried over like many management companies do.
18 So when they say they don't charge as much as other management companies, that's
19 what they are talking about. There is a write-off provision, which you won't see in
20 many management companies.

21 DR. JONES: There is also a dollar amount fee for students on an annual
22 basis?

1 MS. GROSS-ARNOLD: No.

2 DR. JONES: I thought I saw a \$267,000 fee and that is based on \$3.00 per
3 student or something.

4 MS. METHENY-HAVES: There's various things in the budget, a formula
5 that get linked to a student allotment. It could be something you saw in there but was
6 referring –

7 DR. JONES: It said in addition to the 12 percent. You might want to look at
8 that.

9 MS. GROSS-ARNOLD: If you will give us a page we will do that. I don't
10 think the team is familiar with that. The Management Agreement provides for a
11 percentage.

12 MS. METHENY-HAYES: Yes it does. Again, I would like to make you
13 comfortable that, in the budget there is a line item related to professional
14 development, and it's not specific curriculum, ESE, ELL, etc., and those are the
15 decisions that would be made each year in terms of how to allocate those dollars. So
16 if the need was apparent that we would need to get someone trained rather rapidly,
17 we have the resources to be able to afford the administration to go ahead and make
18 that decision obviously.

19 DR. JONES: Since I opened that door, how far would you take this, because
20 obviously in the history of charter schools here in the State of Florida, one of the big
21 problems has been dragging out financial issues until suddenly they are fatal. What

1 is your criteria for cutting it off? How do you – what is your decision-making
2 process as a corporation?

3 MS. METHENY-HAYES: First of all, it would be a Board decision.

4 DR. JONES: No. I'm asking them. They are the ones guaranteeing your
5 operation. I'm hearing they are going to give you money, and you don't have to pay
6 it back. I want to know from the management people how long are you going to do
7 that? What's in your head as to what are you looking for to make those decisions
8 because you could string them along for a long time and all of a sudden you say to
9 the District, "Sorry, we're not going to support them anymore," so I'm just kind of
10 curious what that process involves?

11 MR. ANSPAUGH: That's not our style. We don't do things like that. That's
12 why we left that other company because they do that.

13 MS. GROSS-ARNOLD: I think I need to stop you there because there is an
14 assumption here that what the management company is talking about is propping up a
15 financially inept charter school. Is that what you are saying?

16 DR. JONES: I'm asking the question as to when does that time come? I've
17 heard several times now in reading the Application that if the school doesn't have
18 money they will pay for it.

19 MS. GROSS-ARNOLD: That's a contingency thing. The Application
20 provides a budget that is financially feasible. If things happen that are unexpected,
21 they are saying that there would be financial backing from the management company.
22 I just want to make sure we are all on the same page.

1 DR. JONES: It doesn't have to be repaid?

2 COUNSEL FOR SCHOOL DISTRICT: Ms. Gross, specifically we
3 understand that is the position of the management company. Where do they draw the
4 line? At what percentage does it get dragged out? Schools can become financially
5 insolvent. Management companies will not have the reserve they want. Dr. Jones is
6 asking specifically when do you draw the line?

7 MS. GROSS-ARNOLD: And I understand that. I just want to make sure we
8 are starting from the premise that we are not saying, the Application is not saying, the
9 budget is inadequate and that the management company props it up. We're talking
10 about, if there is a circumstance that's unexpected, the management company is there
11 as a safety net.

12 DR. JONES: But those are assurances that you are giving the Board here?

13 MS. GROSS-ARNOLD: Yes.

14 DR. JONES: So the question is how far do those assurances go? What's in
15 your head, what's the formula you are thinking, how does that, where do you draw
16 the line on that?

17 MS. METHENY-HAYES: I have to jump in here on that because, as a Board
18 Member, I have a fiduciary responsibility to that school, and every month there
19 would be a review of the finances of the school, and if that school was repetitively
20 going into the red and having to look to a management company, I would not be
21 doing my fiduciary responsibility by allowing that to happen. So I think the budget is
22 absolutely well-funded. The only commitment at this point from the management

1 company is a \$90,000 start-up. We would not have to repay that \$90,000 start-up.

2 Other than that –

3 DR. JONES: You have \$150,000 line of credit?

4 MS. METHENY-HAYES: If needed, if needed. But, again, that's on behalf
5 of the school that would then use –

6 DR. JONES: That would have to be repaid?

7 MS. METHENY-HAYES: It certainly would if there are certain things that
8 are not included.

9 DR. JONES: In the Application it says it would not have to be repaid.

10 MS. METHENY-HAYES: Again, a line of credit may not even be used, so I
11 think it depends on what that need would be, but I want to clarify, it's the Board's
12 responsibility to be responsible for the disbursement of funds.

13 UNKNOWN MALE INTERVIEWER: Will it have to be repaid? That
14 \$150,000, would it have to be repaid? That's what Dr. Jones was asking.

15 MR. ANSPAUGH: Are we talking about start-up costs?

16 UNKNOWN MALE INTERVIEWER: Yes.

17 MR. ANSPAUGH: It's in the Application. It clearly states in the budget that
18 it does not have to repay anything that's not in the budget that FORZA has to pay for.

19 MS. METHENY-HAYES: Including the line of credit.

20 MR. ANSPAUGH: We do it all the time. Just did it in Bonita.

21 CHAIR PISTELLA: Thank you. Going to the next question, number 15.

1 UNKNOWN FEMALE INTERVIEWER: What specifically will teachers be
2 expected to do to make [inaudible] for the ELLs?

3 DR. SARRIA: Well, the ELL students will be mainstreamed, as we talked
4 about earlier, and they will be meeting with the ELL Coordinator as well as the PD.
5 If you will look at the PD strategy, I'm sorry the PD list, every single curriculum,
6 every single training will focus on how to address ELL students in the class, so
7 specifically there is going to be strategies there as well as strategies that will be in the
8 accommodations and the list that I mentioned earlier, the Marzano one, page 57,
9 starting with identifying similarities, differences, the ones proven to work well with
10 ELL students. The teachers will be very well-versed on that as well as they are going
11 to be trained on differentiating instruction which is also used widely with any
12 population.

13 CHAIR PISTELLA: Thank you. Next question number 16.

14 MS. RILEY-HAWKINS: There are several tools listed that measure English
15 Language proficiency. Can you explain how these measures provide this
16 information?

17 DR. SARRIA: Are you talking about the ones for entering the ELL program
18 or exiting it or –

19 MS. RILEY-HAWKINS: On page 57, it says talks about progress monitoring
20 and all those tools listed there for the proficiency. See where they are with the
21 English Language proficiency –

1 DR. SARRIA: Right. We are following the District ELL plan. I actually
2 took them out of there, so it's the same type of assessment, the portfolios, the
3 benchmarking assessments, IReady assessments since you are already using that too.
4 Just like all the other data-driven decisions that are made for instructional practices in
5 school, they will be used by looking to see if the student is ready to move on to
6 another level with the assessment or to exit the program as well as follow-up, you
7 know, Level 5 students follow up for two years they need to be monitored and see if
8 they are not struggling and need to come back in.

9 CHAIR PISTELLA: Next question number 17. That's me. (laughter by all).
10 I worry about everybody else but myself. How do you plan to –

11 MR. ANSPAUGH: Your hand is blocking and I cannot hear you.

12 CHAIR PISTELLA: How do you plan to recruit experienced teachers to
13 support new teachers in differentiating instruction for ELLs and for students with
14 disabilities?

15 MS. METHENY-HAYES: Let me take that one. It's really no different than
16 what a school district would do. You have in any school, in any given year,
17 continuing teachers. You have new teachers coming in. Some of them have
18 experience, some of them do not. Some have subject area expertise and others have
19 more of a mentoring kind of environment.

20 I think what we are talking about is recruiting people with diversity to be able
21 to add to the cultural mix of the school so that some of them are new to teaching.

1 Some are very experienced in teaching. Some may know ELL backwards and
2 forwards, others are just beginning to know that kind of environment.

3 I'm not sure I am answering your question, but it's not any different than
4 what a school district would do in terms of trying to get an eclectic amount of talent
5 into a school. I can tell that's not answering your question.

6 DR. SARRIA: Having already opened two schools, I would make sure that
7 you have a panel of interviewees that have experience with the ELL and ESE, that
8 your questions target certain things so that you do get the kind of answers from
9 people that are applying. The lovely thing about opening these schools is that you do
10 get some of that incredible talent that is out there that want to come to a new school.

11 Having worked as a dean for five years preparing future teachers I have to tell
12 you that these teachers are coming out very well-versed. Most of them with their
13 endorsements already in reading as well as ESE, so sometimes the new dog can teach
14 the old dog new tricks. So I think that would be very much how you already would
15 have conducted your recruitment process for your other schools.

16 DR. JONES: Do you get experienced people at the salary levels that you
17 listed in the budget?

18 MR. MALATESTA: We do. We actually hire a lot of different teachers
19 from private, public and charter, so we like to have a variety of teachers that come in
20 with different experiences. Although the base salary may seem a little bit lower, we
21 do have benefits that make up the difference. For example, we pay \$4,600 towards a

1 teachers' medical plan which if you are single, that covers the entire plan so they
2 don't pay anything out of their pocket for health benefits.

3 We also offer a 401k instead of a 403b retirement program, which we match
4 up to four percent of their salary, so it's like they are getting a four percent raise
5 every year on top of the one to three percent raise we give every year. So a lot of
6 teachers will take the lower base salary for the better benefits package, so when you
7 add the benefits package it ends up being better than the base salary figure they are
8 looking at.

9 We also give stipends for additional clubs and activities and sports that they
10 do. We try to give as much money as we can to the teachers whenever we can.

11 DR. JONES: So you feel like you are competitive with this area?

12 MR. MALATESTA: I think so. I think we have added a benefits package
13 that makes us competitive. There's always room to increase those salaries. Again, as
14 I think you know, a charter is always based on student enrollment and making your
15 rent. We receive less funding per student than the traditional public school, plus we
16 have to pay for rent, so we do a lot of fund raising throughout the year, donations to
17 the school and obviously, if the money is in the budget, we are going to give that to
18 the teachers. We are going to increase that money to the teachers.

19 DR. JONES: How many steps do you have in your salary schedule?

20 MR. MALATESTA: Steps on our salary schedule? We start out with the
21 basic numbers you have in the Application. We don't really have a step per se. We
22 just do a one to three percent raise every year based on the number of students and

1 how well the school did. If we receive extra funding for moving a grade level, we
2 pass that entire amount of funding to the teachers so they will get all of that.

3 DR. JONES: Your beginning salary is over \$2,000 under what we start,
4 right?

5 MR. MALATESTA: Right.

6 DR. JONES: You have a survey of the local area here to see how it matched
7 up?

8 MR. ANSPAUGH: After being in charter school education, there are a lot of
9 teachers coming to the charter schools simply because they want a change. That has
10 nothing to do with what they did before, they just want a change.

11 CHAIR PISTELLA: Thank you. Next question number 18.

12 MS. ROSSNAGLE: What are the rights of students with disability with
13 regard to code of conduct violations?

14 MS. GROSS-ARNOLD: Would you repeat that please?

15 MS. ROSSNAGLE: What are the rights of students with disability with
16 regard to code of conduct violations?

17 MR. ANSPAUGH: I didn't hear the question.

18 ROSSNAGLE: Do you want me to repeat the question? What are the rights
19 of students with disabilities with regard to code of conduct violations?

20 MR. ANSPAUGH: We follow the districts.

21 MS. GROSS-ARNOLD: I can answer that because I often get the call. Just
22 for those of you who didn't hear, the question was what are the right of students with

1 disabilities to code of conduct violations. I think it's echoing, because I'm having
2 trouble hearing as well. It's a little hard to hear.

3 MR. MALATESTA: That's why – I had chemotherapy for cancer, so I have
4 a hard time hearing so that's my reason.

5 MS. GROSS-ARNOLD: I don't have a reason. Often times, I am working
6 with the school when they have a question. If you are talking about someone who
7 has already been identified as someone who has a disability who has an IEP, then you
8 would be following their IEP if the action that would lead to discipline is something
9 that is connected with the disability then they would have to, the IEP has to be
10 followed. You can't follow the code of conduct. I think that's where you are going.

11 If there is a question, there is a hearing to determine whether or not the
12 disability is what manifested the behavior. This is something that the management
13 company is versed with. I know Deborah has worked with it.

14 There is another issue that comes up a lot is where the school has reason to
15 suspect that there is a student with a disability and then they have to follow those
16 same procedures. A lot of times that's where they reach out for counsel if a student
17 is in the process of being identified as a student with disabilities. They have to be
18 aware that they still need to follow that same process of discipline of those students
19 that they would have for students that had already been identified by the program.

20 CHAIR PISTELLA: Thank you. Next question number 19.

21 MS. RANDLETT: How do you plan to support teachers in completing
22 lessons in math workshops as the school year unfolds?

1 DR. SARRIA: Let's give an example. On page 10, it kind of describes the
2 process of creating those units through the Experiential Learning. You specifically
3 wanted a map you said?

4 MS. RANDLETT: How do you plan to support teachers in completing
5 lessons in math workshops as the school year unfolds?

6 MS. SARRIA: Math workshops. What do you mean by that?

7 MS. RANDLETT: Just exactly that. The term math workshop is a division –

8 MR. ANSPAUGH: Like a teacher workshop?

9 DR. SARRIA. Like inservice?

10 MS. RANDLETT: It's different from teacher workshops. It's teaching.

11 DR. SARRIA: Oh, I guess you mean something different. I thought you
12 were talking specifically about the PD part. Would you repeat the beginning of the
13 question? I'm sorry.

14 MS. RANDLETT: Now that you know what we are asking. How do you
15 plan to support teachers in creating lessons for units in math workshops as the school
16 year unfolds?

17 DR. SARRIA: The school is going to have special learning communities that
18 are going to be set up at the beginning of the year, and they will be made up by grade
19 specific or department heads and those will take the curriculum maps and the focus
20 calendars as well as those questions, those thematic questions to follow-up to support
21 the Experiential Learning.

1 They will meet, and there is common planning for everyone, and they will
2 meet, for example, during the school year during common planning, or on teacher
3 work days, and they will create the lessons for math workshops using the driving
4 question. You can see the actual steps there on page 10, like I mentioned.

5 The five steps of making sure that there is the driving question, what type of
6 assessment they will use, what type of speaker will they bring in, what type of
7 workshop is it – is it going to be a speaker or is it going to be a field trip, is it going to
8 be a hands-on approach, is it going to be a [inaudible], what standards will be used to
9 address, what skills need to reinforced. All of those questions will be answered
10 during the common planning until they feel comfortable with the unit.

11 I think it's very critical when we say that the units cannot be done all ahead of
12 time, [it's] because we don't know the population we will be getting. So then of
13 course, since we will be using the continuous improvement model, continuously
14 looking at the data, looking at the assessment in math, seeing what skills need to be
15 reinforced and then developing the math workshops to address those intervention
16 skills, I guess you could call them etc.

17 MS. RANDLETT: Can you clarify what you mean by, I've ran across this a
18 couple of times, curriculum maps? Where will these curriculum maps be coming
19 from?

20 DR. SARRIA: Curriculum maps. I think we describe them on page 8. Does
21 Manatee District have curriculum maps? Of course you do. Looking at those, but of
22 course, the scope and sequence from every source of curriculum materials that we

1 will be buying will be aligned at the beginning of the school year. Then we will be
2 taking the curriculum maps, the curriculum from the resources as well, and dividing it
3 into four week components, like you should be doing this the first nine weeks, doing
4 this the second nine weeks, should be doing this etc. and making sure that it meets all
5 the Florida Standards etc.

6 MS. RANDLETT: The “we”?

7 DR. SARRIA: Meaning the Professional Learning Committee can be the
8 judge. It can be set up by the teachers and department heads.

9 MS. RANDLETT: The teachers will be creating the curriculum map from the
10 resources?

11 DR. SARRIA: From the resources aligned with the Experiential Learning,
12 yes.

13 MS. RANDLETT: So if I am a new teacher or a parent teacher that does not
14 know those resources, will there be facilitation of that?

15 DR. SARRIA: Yes. So the PD – the good thing about the PD, it’s going to be
16 products-based profession development – we did this in the schools that I opened, and
17 the curriculum coordinator who gets hired will be the facilitating, not the training, but
18 the process of putting this product together. By the time the teachers are done with
19 the PD in July and August, they will come away with a curriculum binder, and it will
20 be – won’t be a static piece of curriculum, it will be flowing and changing constantly,
21 but it will be part of their resources.

1 For example, whatever they get taught on Experiential Learning that will be
2 one component, whatever they are taught on the Expeditionary Learning, the ELA for
3 Language Arts, etc. Then once that's done, part of that training too, and then they
4 will be meeting, as I said in common planning time, they will be putting it together
5 and saying how are we going to divide it up the first nine weeks, the second nine
6 weeks and third nine weeks, and continuing that will come down to create units that
7 will fulfill the fields on the curriculum maps.

8 DR. JONES: So all the curriculum materials will be purchased before school
9 starts?

10 DR. SARRIA: Yes.

11 DR. JONES: And the management company will purchase the stuff?

12 MS. SARRIA: That's in the budget.

13 MS. METHENY-HAYES: That's start-up costs, yes.

14 DR. JONES: So who selected those?

15 MR. ANSPAUGH: The expeditionary –

16 DR. SARRIA: They are listed in the Application. We selected them to –

17 DR. JONES: Say again.

18 MS. SARRIA: They are listed in the Application in Section 4. They have
19 been selected to fit in with the Experiential Learning innovative theme.

20 DR. JONES: Okay. So, what's the process for teacher, say, where is their
21 input for the curriculum materials? At what point are they involved in the selection
22 and modification process?

1 DR. SARRIA: Well there's not going to be a process for that when a school
2 opens. It's very different to have all your staff on board, paid for, coming into look at
3 that and then get the curriculum so what is in place is this collaborative problem
4 solving, PLC, that's mentioned quite a bit in Section in assessments to look and see if
5 this curriculum will do what we needed it to do for math, did it do what we wanted it
6 to do for reading language arts? That's where the teachers buy-in will be. Did
7 Foundations work well for those children? Did it not? They will be able to make
8 those modifications probably in year two but not for the start-up. That's kind of
9 unrealistic to look at that.

10 MR. ANSPAUGH: Hence the term curriculum.

11 MS. RANDLETT: I just need to understand. So you bought the curriculum.
12 The teachers in July and August will take that and use that information and map out
13 the calendars and pacing guides that they are going to be working on, calendars and
14 maps?

15 DR. SARRIA: After they have been trained.

16 MS. RANDLETT: Once they have been trained, are those curriculums already
17 aligned to the Florida Standards K to 8?

18 DR. SARRIA: Yes, they are, and that's all in Section 4.

19 MS. RANDLETT: Expeditionary Learning from my research is Common
20 Core aligned. Have you all realigned that to be Florida core for the teachers?

21 DR. SARRIA: Yes.

1 MS. RANDLETT: Is that included in your Application somewhere, the
2 alignment?

3 DR. SARRIA: If you look at it, when we do the maps, for example, we will
4 make sure that the standard matches how the Florida Standards are in terms of pulling
5 the right one for it. I think also before the teachers – the first people that you hire
6 would be the principal etc. There's training available for the principal to go to for
7 Expeditionary Learning and then the principal will be able to guide and see which, for
8 example, the books because you do buy books for Expeditionary Learning that will fit
9 the Florida Standards best, etc.

10 MS. RANDLETT: So they are all aligned to the Common Core and then in
11 the summer, that group has to figure out which ones of those are aligned to the
12 Florida Standards and map that out?

13 MS. METHENY-HAYES: Just in that one area.

14 MS. SARRIA: Just in that one area because everything else – everything else
15 is aligned to the Florida Standards but I've looked at it, and there's not a lot of
16 differences. It's not like an amount of work.

17 MS. RANDLETT: The part that makes me wonder if the work piece is the
18 actual framework of Experiential Learning -- it feels like – the reading I've done, like
19 you've been saying, thematically we want kids to hear the same things over and over
20 so like you said, if we are studying water, we would need Expeditionary Learning to
21 match our science and that's where the –

22 DR. SARRIA: No.

1 MS. RANDLETT: No?

2 MS. SARRIA: I'm looking at it holistically. The experiential is the theme, the
3 experience that you are bringing towards it. It's just like when a teacher does a lesson
4 plan, and they are talking about children in India etc., the teacher, even though she
5 may be the reading language arts, would do a disservice if she jumped out of math
6 into the social studies and pulling that out, etc. This allows for that, but you can't
7 assure that. Unfortunately, it does not happen all the time but it allows for that
8 comprehensive--The way that we see material resources and tools for the teacher, the
9 real instruction is by the teacher. The Experiential Learning is how the teacher sets
10 up the class, that driving question, the experiences you are bringing, the concrete
11 foundation, and then it is supported through these resources.

12 MS. RANDLETT: I totally understand that, the strategy.

13 DR. SARRIA: Right.

14 MS. RANDLETT: The theme is the part where I'm wondering if like in
15 India. How is that – if they are going to be learning all of that theme in across content
16 areas, that's a lot of content, resources, videos, text related to a content we would
17 hope is standard driven, the content. How are those themes being determined?

18 DR. SARRIA: Well, our standards don't say it has to be on India or such.
19 The standards will say the students will be able to compare and contrast, you know
20 find some similarities. You can do that with anything. When I'm talking – when we
21 are talking about units and driving questions we are not talking about lasting for
22 weeks and weeks, it's just the theme that might be for three days. It might be for ten

1 days, etc. It might be grade specific so it does not mean that the entire school is going
2 to be covering India the same time, the same page, you know, that kind of things.

3 MS. RANDLETT: Okay. Expeditionary Learning, the ELA curriculum is
4 already thematic?

5 DR. SARRIA: Yes, because it is based on Experiential Learning.

6 MS. RANDLETT: How will you guys be adopting those themes?

7 DR. SARRIA: That's when – like I mentioned earlier. The principal, because
8 things have to be bought before teachers come on board, will be looking at themes
9 that fit.

10 MS. RANDLETT: So you may or may not use all the modules?

11 DR. SARRIA: Exactly. Well –

12 MS. RANDLETT: The modules are thematic from what I can see.

13 DR. SARRIA: Yes.

14 MR. ANSPAUGH: It's like when we were in traditional schools. There were
15 certain areas with like some text books or activities that other students used that we
16 didn't because we felt this was better. You know, you can't – we're not going to be
17 led by the nose from Expeditionary Learning curriculum or text books. We are going
18 to make sure we are following the Florida Standards. We are going to make sure
19 those children master those standards –

20 DR. SARRIA: That's the key.

21 MR. ANSPAUGH: -- and that will determine the activity, the field trip,
22 whatever.

1 MS. METHENY-HAYES: Just from my perspective. I have to tell you, I
2 glaze over when talking about curriculum because it's so detailed, and it's out of my
3 expertise area, but what is not out of my expertise area as a Board Member is to
4 address the question that was asked earlier. How do you make your mission happen?
5 Do you make your mission happen by being very attuned to the kinds of things that
6 she's talking about? Make sure that the standards that the students all have to achieve
7 have some basis of study that is going to produce that globally thinking diverse
8 student. So that's where I see when you are talking about what kind of themes we are
9 going to use, that has to be the overall part of the whole mission in terms of what we
10 want to create.

11 MS. RANDLETT: One other follow-up question for Aline. You mentioned
12 that your collaborative PLC's will be getting together and looking to see if, in
13 teaching a particular unit or whatever, was able to do what it was intended to do. I
14 want to know how you will know that. How will your teachers know that?

15 DR. SARRIA: By looking at the assessments, not just forming presumptive
16 benchmarking, etc., including the intervention and looking at the data. That's also
17 part of the teachers – they will be trained with that. I mean, in this day and age, you
18 can't just – everything, the common plan, we will be looking at the plan and saying
19 obviously, we are not reaching them.

20 The other part – I think it is very critical that, if we don't do a good enough
21 job doing that, we have to see how come. Let's pretend – how come fourth grade is
22 struggling so much with one particular skill, so not only will be looking at the data to

1 see what the students needs are but maybe that core of teachers are not presenting that
2 core of skills that well. Maybe they need more training. Maybe they need a more
3 experienced teacher to go in, so those PLC's eventually will evolve to have in-house
4 resources that are knowledgeable about certain things that are the go-to. I think that
5 the most productive –

6 MS. RANDLETT: Can you give us an example?

7 MS. SARRIA: I'll give you an example. For example –

8 CHAIR PISTELLA: We're going to have to cut you off.

9 MR. ANSPAUGH: The bottom line is to promote communicable learning
10 gains.

11 CHAIR PISTELLA: Thank you. Question number 20.

12 DR. JONES: Yeah, this was brought up a little while ago, so it may be a little
13 disjointed at this point. We focused on looking at professional development headed
14 toward student achievement. The follow-up question is how will you support teacher
15 professional learning or professional development to insure student achievement
16 focusing on the teachers at this point?

17 DR. SARRIA: That's great. Now I can finish the answer for your question
18 (laughter). That's exactly what I was talking about.

19 An example of that is when I was principal, for example, I inherited a school,
20 a very successful school, but it had very limited technology, and there were a lot of
21 teachers that were frustrated with that. The students knew more than they did, which
22 happens a lot. Anyway, what you hope to develop is where teachers are empowered

1 to create these professional learning communities where they are the experts in the
2 field.

3 I created a task force in the summer time to look at the technology standards
4 for the State of Florida of where we should be at every grade level, and came up with
5 a curriculum -- I have my doctorate in curriculum and instruction, so that helped to
6 guide them through that -- to use the technology lab effectively. Kindergartners
7 would go in, and there were skills for them, etc. These teachers were really excited
8 because they were the ones that created the curriculum and were actually able to teach
9 it.

10 We did the same thing for the international theme that we had at the school.
11 The teachers that knew and had more insight into what global education is, they
12 became a part of the professional learning community. Teachers that may need more
13 work with intervention etc. then you would follow-up with that. That's what Deb
14 alluded to earlier; it's in the budget to have professional development not just year
15 one but continuous.

16 The good thing also about all of the resources that were picked as materials is
17 that they do have training and it is online training so that the teachers can do it at their
18 own pace and time. So there will be a variety of ways to address professional
19 development with teachers, but it will be based on the need of the students as well as
20 how that aligns to the needs of the teacher.

21 MR. ANSPAUGH: Teachers have input at any time, any time.

1 CHAIR PISTELLA: Thank you. I don't know if this will get some applause,
2 but last question (chuckles). Question 21.

3 MS. MILEY: Please explain how the amount budgeted reflects realistic
4 assessment of projected software and subscription based program needs to cover not
5 only the cost of the program but the professional development needed to implement
6 them?

7 MS. METHENY-HAYES: I think we looked at all of the software that we
8 knew we were going to need to be updated and in all of the instructional areas that
9 Aline has been talking about, if there was specific software that was needed for that,
10 there was a definitive price that would be put in there. Again, I'm speaking of
11 examples like, give me an example –

12 DR. SARRIA: IReady.

13 MS. METHENY-HAYES: IReady. Those are the kinds of things that we
14 could automatically estimate that we knew, and that's how it went in. If we knew an
15 exact amount we would put that in. If we did not, then we would estimate a little high
16 to meet those needs, if needed.

17 In terms of staff development for use of those tools, that's an ongoing process,
18 as a part of beginning of a school, professional development. Throughout the school
19 year professional development and trying to make sure that at least in a grade level or
20 subject area at least one of the teachers in the team would be enrolled in that.

21 MR. MALATESTA: The Florida Charter Support Unit is the template that
22 we used, which a lot of charter schools use today as a guide for the budget.

1 MS. MILEY: No further questions. Thank you.

2 CHAIR PISTELLA: Thank you. That completes the interview process.
3 Thank you very much. I want to give you some of the next steps, the timeline, so you
4 will have this information.

5 The team will now assess the information gleaned from this interview and the
6 written application. We thank you again for your filing the Application for the 2017-
7 2018 application cycle. The team will assess each area of the Application based on
8 the evaluation criteria, determine whether the Application -- you are familiar with the
9 instrument -- whether it meets, partially meets the standards or does not meet the
10 standards for each area, what conclusions the team can draw about the Application
11 and how well the applicant can effectively operate and develop a charter school.

12 The team will make a recommendation to the Superintendent and the
13 Superintendent, in turn, will make a recommendation to the Board. Her
14 recommendation to the Board will go before the Board on Tuesday, March 14, so
15 that's the Board Meeting where that recommendation will be presented to the Board.

16 As soon as the District's recommendation is posted, we will contact you and
17 let you know what the recommendation is so that you can also review the completed
18 evaluation instrument. We will be working on that, and it will be provided to you as
19 soon as we are able to complete the instrument.

20 MR. ANSPAUGH: I have a question. Are all the committee members -- I
21 know that I brought 16 binders, they were heavy, but anyway, does each one, is each
22 person allowed to read the entire Application?

1 CHAIR PISTELLA: Yes.

2 MR. ANSPAUGH: Okay, I just wanted to make sure.

3 CHAIR PISTELLA: It was also sent electronically, so they have an
4 opportunity to review it either one way or the other or a combination of ways to
5 review the Application.

6 MR. ANSPAUGH: Okay. We've worked with some districts where it's kept
7 compartmentalized, so I just wanted to make sure.

8 CHAIR PISTELLA: No, we see the whole Application.

9 MR. ANSPAUGH: Thank you.

10 CHAIR PISTELLA: Any other questions?

11 MS. METHENY-HAYES: I have a comment. Again, I have reviewed many,
12 many, many applications for charter schools, and I think one of the things over the
13 years that I have found is that there are – when a charter school board brings an
14 application before a group, there are strengths and weaknesses and usually what fails
15 is the capacity of that team to be able to pull off a school, and you see that in terms of
16 inadequate planning or inadequate documentation in the application.

17 I think I would respectfully submit that we have a huge capacity to be able to
18 implement and operate a good charter school. We have done it, we know what it
19 looks like and I would just like to advocate in terms of my experience that there is a
20 huge capacity here to be able to do that.

21 CHAIR. PISTELLA: Just to add to what you are saying. We will look at the
22 Application and we will also look at the Capacity Interview, and those two

1 evaluations will be what we consider when we make our recommendation to the
2 Superintendent. As you know both of those pieces are very important.

3 We appreciate your time coming this morning. We thank you for –

4 MR. ANSPAUGH: You still have an invitation to come down and visit our
5 schools down south.

6 CHAIR PISTELLA: Thank you. The meeting is adjourned.

7 APPLICATION TEAM: All saying “Thank you.”

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CERTIFICATE

I HEREBY CERTIFY that the foregoing pages 1 through 58 are a correct transcript, to be best of my ability and understanding, of a Video recording of the Capacity Interview with Staff of the District of Manatee County, held on February 17, 2017.



RUTH M. CARRIN, PLS

NOTARY PUBLIC, STATE OF FLORIDA

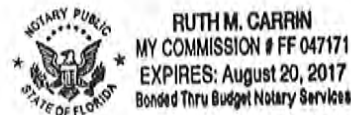


Exhibit 5

Transcript of School Board
Meeting held 3/14/17

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EXCERPT TRANSCRIPT OF A VIDEO RECORDED
REGULAR MEETING OF THE SCHOOL BOARD OF MANATEE COUNTY
FLORIDA
March 14, 2017

1 The School Board of Manatee County held a Regular School Board Meeting,
2 March 14, 2017, at 1:00 p.m. with Charlie Kennedy, Chair, presiding.

3 * * *

CHAIR KENNEDY: That brings us to new business. This is a discussion item pulled from the consent. I asked that this be pulled from consent kind of, I don't want to say courtesy, but I've been going back and forth in communications with one of the representatives of this Charter Application over the past couple of years so kind of out of respect for them I wanted to pull this out so they would have the chance to express their arguments to the Board, you know, essentially give them a chance to be heard instead of just passing it through on consent. That being said, Dr. Greene, can we hear the motion first.

12 DR. GREENE: Mr. Chair, I recommend denial of the Charter School
13 Application from Parrish Carter Academy.

14 MR. MINER: So moved.

15 CHAIR KENNEDY: Moved by Mr. Miner. Do we have a second?

16 MS. CARPENTER: I second.

17 CHAIR KENNEDY: Second by Ms. Carpenter. Now that we have a motion
18 we can hear public comments. Seven individuals signed up to speak. First up is Mr.
19 Thad Deitrich. Mr. Deitrich. The same rule applies for public comment. Sir, you
20 have three minutes to speak.

21 MR. DIETRICH: Thank you. First, let me introduce myself to Ms.
22 Carpenter, Mr. Colon, Mr. Kennedy, Ms. Greene, Ms. Messenger and Mr. Miner. My

1 name is Thaddeus Deitrich. I am a founding member of Gulf Coast Charter
2 Academy South in Naples, on the Board there, and I am a current Board Member of
3 the Oak Creek Charter Academy in Bonita Springs, Florida. Both of these schools
4 are operated by FORZA Management. I was asked to come here and speak on behalf
5 of what you just read, Ms. Greene, the Superintendent, the recommendation to deny
6 the Charter Application for Parrish Charter Academy. I think I got all that right.

7 Wow, I do not want to be you guys. Of all the days to come here and have a
8 chat trying to sway the recommendation for Parrish Charter Academy. What I just
9 witnessed earlier today I have got some stings on me, and I don't know how I am
10 going to get out of here without you guys saying "No way, you can't do this." That's
11 first.

12 Second, I can only say that I do not know where the denial recommendation is
13 coming from. Okay, I don't know. I know who has reviewed it. I don't know the
14 head count as far as who is looking at it but I can say this. Four denials, four years, I
15 think more applications than that from FORZA. The denial process seems
16 continuing, not to single out FORZA, but it seems to be continuing because we don't
17 get many charter schools up here and the current charter school seems to be in some
18 hot water.

19 So, when you are looking at that, it seems there could be some strong
20 animosity as related to charter schools. Then you have the reason behind the charter
21 school's needs as far as coming into the community. It's not off the cuff that FORZA
22 is looking to come into Manatee County. It's off of research. It's off of years of

1 dedication because the person that operates FORZA chose to live in Manatee County,
2 chose to live in Parrish, chose to raise a family in Parrish but yet he has opened
3 schools in Collier County. He just took over a school in Lee County.

4 Now the record of the one in Collier County is incredible. I know, as far as
5 the School Board is looking, the only way that you can solve your problems of
6 everything that I've heard in this room today is with more schools. Not only your
7 schools but other schools, charter schools and private schools. Because with more
8 schools brings in more people and more people brings in houses. With houses they
9 pay taxes. Fifty-five percent of it comes here. Thank you. Thank you very much.

10 CHAIR KENNEDY: Frank Gaudens. Mr. Sellars, you are going to be next.

11 MR. GAUDENS: Good evening. I'd like to introduce myself. My name is
12 Frank Gaudens. Excuse me for reading from this but it's been a long meeting. I am a
13 Board Member of the Parrish Charter Academy. I am asking you to approve their
14 Charter Application before us tonight.

15 For the past four years' Charter Application cycles, our Board has submitted
16 seven applications to Manatee County to locate a charter school in the Parrish area
17 and had all of them recommended for denial. The applications were under the
18 original name of Gulf Coast Charter Academy North and more recently as Parrish
19 Charter Academy. Various concerns have been raised with those applications and
20 each concern has been addressed in detail in subsequent submissions.

21 The process for the current application before you tonight actually began in
22 spring of 2016. At that time the Board solicited an expert in curriculum instruction to

1 assist us replacing a STEM program model and developing a new research-based
2 educational design with experiential learning at its core. That action was in direct
3 response to Manatee County staff's recommendation that the application should show
4 more uniqueness and innovation.

5 In addition, the Board was excited about a new approach that has a history
6 back to the beginning of public education. According to your School District process,
7 the application was reviewed by staff and feedback was provided to us. The
8 application was resubmitted in final form after each and every staff concern was
9 addressed in the document. Even concerns that were not statutorily-based were
10 addressed.

11 After another review staff recommended the application be denied. We
12 decided to withdraw the application from consideration and once again take feedback
13 from the Review Team. We submitted a new application February of this year
14 addressing each concern even though it was not statutorily required, and once again
15 the application is being recommended for denial.

16 We have tried to work with staff of the District to determine more effective
17 methods of communicating the worthiness but found the District staff would not meet
18 with us. This has left us with the concern that we would never have an application
19 approved in any format. We absolutely believe that the application meets all
20 requirements set forth in charter school law and feel that we have been trying to meet
21 an ever-changing District standard even though the State Evaluation very clearly
22 defines regulatory expectations.

1 I implore you to vote to approve our application that would allow us to
2 positively move forward in bringing a unique charter school to Manatee County. We
3 are confident you would find us as a source of pride for the District. Thank you.

4 CHAIR KENNEDY: Thank you, Mr. Gaudens. Dave Sellars. Ms. DaPore
5 will be next.

6 MR. SELLARS: Good evening, Ladies and Gentlemen. My name is David
7 Sellars and I am the Chair of the Board of Parrish Charter Academy. I'm here tonight
8 again, and I tried throughout this week for different words and apologize for using
9 these notes, but I have to come back to the same words you have probably heard
10 before because I believe in them so deeply.

11 I respectfully ask you to approve the application that we have before you. Our
12 application thoroughly addresses any concerns that have been expressed by Manatee
13 County staff. The submittals and level of detail included in the application far
14 exceeds requirements of the Florida charter school law. I realize that a school district
15 must consider many things when looking to approve a charter school application, and
16 obviously, the written document is of prime importance. However, equally or even
17 more important is the assessment of whether or not the applicant has the capacity to
18 actually carry out the proposal to open, operate, and manage the complex of a charter
19 school organization.

20 I can assure you that this school brings together individuals with both broad
21 and deep ranges of experience, talents and commitment to insure that the school will
22 not only be brought successfully to fruition but will excel. In addition, the financial

1 capacity to open and operate a charter school such as this is well documented in the
2 application.

3 The capacity of Parrish Charter School Academy is to be successful, grounded
4 and a governing board with member experience in banking business, education and
5 charter schools operation and oversight. I'm proud to say that FORZA Education
6 Management has been chosen to do work with the school because it's working with
7 other charter schools, its financial commitment to schools, its students' learning
8 rather than personal gain and the personal experience of FORZA's leaders and
9 principals of charter schools. That organization that we have can bring talent from
10 within their company and outside experts to help the school meet the goals.

11 The school has already secured the services of a highly-experienced individual
12 to bring a new innovative approach to education, and this is Dr. Aline Sarria who
13 holds a Doctorate in Curriculum Instruction and has over 36 years of experience in
14 the field and will be a valuable asset to the school to help the teachers to develop
15 effective strategies to help all students. I want to assure you –

16 CHAIR KENNEDY: I'm sorry, that's all your time.

17 MR. SELLARS: That is my time. I want to assure you and ask you to please
18 vote for our application that now stands before you. Thank you.

19 CHAIR KENNEDY: Ms. Wartewig will be next. After Ms. Wartewig, Ms.
20 DaPore you will be next. That was my fault. I said two names at once. Ma'am, will
21 you pronounce your name correctly?

22 MS. WARTEWIG: Wartewig.

1 CHAIR KENNEDY: Thank you.

2 MS. WARTEWIG: My name is Lidi Wartewig and I live in Parrish with my
3 husband and two children who are three and five. I am speaking today on behalf of
4 many parents in Parrish in support of the new charter school and for the pre-school.
5 Many of us have been waiting for years for the charter school to open and we do not
6 understand why the committee continues to recommend the denial.

7 There is a huge need for another new kindergarten through eight in this
8 community. We as parents deserve another choice for our children's education. In
9 addition, it is a continued growth that Parrish has experienced right now. All the
10 other schools in Parrish are completely full, and the students are in modulars.

11 Two years ago, I experienced with my son what I am experiencing right now.
12 I waited in line for hours and still no waiting list and right now the same thing with
13 my daughter. She is about to start pre-K in August and she's only on the list because
14 there is no school. I have to drive really far away to be able to put her in school. As a
15 voter, I should have a choice.

16 In closing, I ask the School Board Members to approve this Charter
17 Application. If the District makes decisions based on what's doing best for children,
18 then they will approve this school for the Parrish community. Thank you.

19 CHAIR KENNEDY: Thank you very much. Ms. DaPore, now you are on.
20 Sorry about that.

21 MS. DAPORE: Hello everyone. My name is Gwen DaPore, and I have been
22 an educator for 47 years. I taught 31 years in public school in Ohio and two years in

1 charter school. I joined another group of charters right afterwards, and I stayed with
2 that group until 2013 when they sold the schools to another group. I came to Florida
3 in 2009, and they had three schools there. At any rate, I have National Board
4 Certification in Early Adolescent Science, which is Middle School Science. I am a
5 mentor trainer, which is activities integrating math and science, and I also was a
6 Practice Three Evaluator for the state of Ohio.

7 I came on board with FORZA Management as a founding member of their
8 staff at Gulf Coast University, I mean Gulf Coast Charter Academy. After a year
9 being with them, they asked me to evaluate some new teachers and be a mentor for
10 them and help beef up their STEM school. I brought a lot of science materials with
11 me and helped a lot of the teachers. I would feed them different activities to do, and I
12 saw them grow tremendously.

13 I also tutored students in math and science that year and then the next year,
14 they brought me on as Executive Director, which I am for both schools. They took
15 over Oak Creek Charter in July of this last year, and that was the school I actually
16 founded in Florida in 2009. It's kind of like coming back home, but it was a prep and
17 fitness school but they have added – they renovated the entire building.

18 They have given all the teachers document cameras, projectors and laptops.
19 They put in a computer lab, a computer cart, and they really invested money, and all
20 the teachers have four Kindles for classrooms. So they put a lot of money into the
21 classrooms and the children. All I can say in working both in public school and

1 charter, this group, they go above and beyond for the children. That's what I find so
2 amazing.

3 I had a good experience with public schools. I have nothing against public
4 schools, but I've had a good experience in charter schools also so I like them both.
5 The charter schools for me are a little more family oriented, so I have enjoyed that,
6 but I've also felt more needed in the charter schools. I guess that's why I keep
7 coming out of retirement and helping out, but it's been a great company to work for
8 and they really do put all of their emphasis on what children need. I guess that's why
9 I enjoy working for them. Thank you.

10 CHAIR KENNEDY: Thank you. Deborrah Metheny. [Ms. DaPore gave a
11 letter from Collier County School Board Member Kelly Lichter to Chair Kennedy
12 before returning to her seat]. Thank you. She mailed us a copy as well. Thank you.

13 MS. METHENY: Good evening. I'm Deborah Metheny-Hayes. I retired
14 from the School District in Sarasota County with over 25 years of school-based and
15 District Executive and Administrative positions. During the last five years that I was
16 with the District, I was in charge of charter schools. That meant applications,
17 renewals, monitoring, training and in general trying to make these charter schools an
18 asset to the District.

19 As I retired, I'm serving now as a consultant to school districts, charter
20 schools and charter applicants. The whole goal of being involved like that is to
21 promote excellence in the charter arena from the district perspective and the school

1 perspective. Tonight, I am here in a totally voluntary way as a role of Board Member
2 of Parrish Charter Academy, and I'm asking you to approve our application.

3 As you can imagine, as a former executive with the school district, it is
4 painfully sensitive to ask a school board to vote in opposition to a superintendent's
5 recommendation. I almost quiver. However, I must do that tonight. During my
6 career, I personally reviewed and evaluated well over 100 charter school applications.
7 I've been part of both state and federal trainings related to the appropriate review
8 standards and how to objectively assess whether an application is in compliance. I
9 had to constantly remind myself that an applicant did not need to mirror my district's
10 practices in order to meet a statutory requirement. It's very clear, according to
11 Florida Statute, that I had to put aside biases and preconception of what was best and
12 the only way to do things in order to fulfill my responsibilities.

13 In Florida, districts are required to review Charter School Applications
14 according to a standard and then approve that application if they meet the standard.
15 Your staff has put forth considerable time and effort reviewing this application before
16 you tonight, and I very much respect that effort. However, as a professional that has
17 much experience in this area, I must assertively and honestly affirm that the District's
18 staff has not provided any competent substantial or good cause statutory basis to deny
19 this application.

20 Many of the concerns itemized by staff could have been effectively resolved if
21 our team had been able to meet with staff individually. We were denied that even
22 though that is something that many districts, most districts in this state find very, very

1 valuable. We also had limitations at the Capacity Interview with being able to answer
2 more completely some of the questions or concerns that staff might have.

3 I will tell you that the staff review of the charter school's application is only
4 one part of the process. You are safeguarded by good charter contracts for charters,
5 and we would look forward to having the opportunity to work with you in developing
6 a good contract and making you very proud of us. Thank you.

7 CHAIR KENNEDY: Aline Sarria? Would you please say your name please?

8 DR. SARRIA: Good evening everyone. My name is Aline Sarria, and I am
9 serving as a consultant to Parrish Charter Academy. My credentials include
10 Elementary ESE and Reading Certification. My doctorate is in Curriculum
11 Instruction with an emphasis on Teacher Professional Development. During my
12 tenure at Miami Dade County Public Schools, I opened two high schools. I was also
13 principal for six years at a Language Magnet Elementary, and then, I was Dean at
14 Broward College for five years and started their first Bachelor's program in Teacher
15 Preparation. This experience has allowed me to understand what it takes to open a
16 school, choose curriculum, hire and train staff and most of all, use the Continuous
17 Improvement Model to increase student education. I currently write curriculum and
18 conduct curriculum reviews for charter schools.

19 I would like to briefly explain the model that PCA student learning is based
20 upon. After the first application submission, District staff gave the team feedback
21 that the educational plan needed to be innovative, so I was contacted by FORZA
22 Education to help them develop a new plan that was unique and research-based and

1 that would fit the kindergarten through eighth grade population in Parrish. Based on
2 the demographic review, there is a 55 percent minority ratio including a large
3 Hispanic population, thus providing quite a bit of diversity. We chose experiential
4 learning because of its natural fit for diverse populations.

5 Experiential learning is a research-based program aligned to Florida Standards
6 that works well for diverse populations. The focus is on the learning process by
7 providing many types of experiences, such as observation, interactions, discoveries
8 and experiments or, as we all probably recognize it, learning by doing. This helps in
9 building background knowledge and making difficult concepts relevant and
10 meaningful, which is a powerful strategy for this population who may not have
11 opportunities for a variety of experiences to build background knowledge.

12 Currently, experiential learning is used in 152 schools in the United States, but
13 it has not been implemented in a Florida school yet, which would give Manatee a
14 unique opportunity. It could be a point of pride to this District to sponsor the first
15 such program. Experiential learning is absolutely innovative. Finding a learning tool
16 that is a different way of doing things doesn't make them wrong, just different.

17 In the application before you tonight, all curricular choices have been made
18 with a holistic model, keeping in mind that students learn best by doing. Programs
19 and resources have been carefully reviewed and selected to address student needs.
20 The school has the capacity and will bring in experts to assist teachers as they
21 develop skills in experiential learning.

1 Having had three approved applications, I can attest that this application
2 contains all of the statutory elements required of a charter school application.
3 However, staff concerns of such program are not based upon statutory criteria. Their
4 comments are based on their belief that there is no other way to do things. That is not
5 a basis for denial. I ask you to approve the application so that PCA can offer a new
6 and exciting approach to learning in this District. Thank you for your time.

7 CHAIR KENNEDY: Thank you, ma'am. Dr. Pistella, would you mind
8 answering a few questions? I want to have you on call because I'm sure we will have
9 a couple of questions for you. Thank you. Or maybe we don't have any questions for
10 you. Board Members? I just wanted to see if any one had any particular questions.
11 Dr. Pistella is here. You have the floor.

12 DR. PISTELLA: As you know, this is a great responsibility. We review these
13 applications very carefully. We want the charter schools to be successful because we
14 want all our students to be successful, so it's a really important responsibility. As
15 many of you probably know, we have an extensive Review Team that encompasses
16 instructional, curriculum specialists, finance and budget, ESE, food and nutrition,
17 facilities, transportation, student services. We have experts in each of those areas to
18 review the applications.

19 Despite the multiple applications that were submitted, there continue to be
20 flaws in the application and also based on the assessment of the Capacity Interview.
21 The way the review proceeds is that you have the application divided into three parts,
22 educational plan, business plan and the organizational plan. Those three are the

1 pieces of the application. Those parts have to be looked at and reviewed and the state
2 rubric. The state rubric is very clear and concise in what we should expect to see in
3 the application.

4 With the multiple reviews, there were multiple revisions to the application and
5 despite those revisions, there continues to be issues with the application. When we
6 would have the Capacity Interview, we've had two Capacity Interviews, which are
7 video taped, and during the Capacity Interview, first of all there were no concerns to
8 us that they were not able to answer the questions. You could have the opportunity to
9 look at that recording.

10 They were not able to present a clear and concise plan during the Capacity
11 Interview. There are issues with the application and there are issues with what they
12 presented at the Capacity Interview. You can have a great plan, but it will sit on the
13 shelf if you are not able to articulate it and understand it and implement it. It doesn't
14 do you any good. In this case, we still have concerns with the application, and in
15 addition, we still have concerns on their ability to articulate and implement the plan,
16 the said plan.

17 I wanted to just mention a few things. First of all, the experiential learning is
18 research based but the expeditionary learning that they are combining it with is not.
19 It's curriculum that's free on line that is offered by teachers and it has not been – it's
20 been observed once by the Board Members in Idaho.

21 We have concerns with the expeditionary learning because it's not tied to the
22 Florida Standards. They mention that it is tied to the Florida Standards, but in their

1 application, they address the fact that they are going to need to find a way to tie it to
2 the Florida Standards. So in saying that, in coming up with ways they believe that
3 they could do that a few months before school opens says that it is not tied to Florida
4 Standards. That's one of the major concerns for us.

5 Secondly, the K-2 – during the application process, it was mentioned that the
6 K-2 curriculum was not available yet but would be available in three months. When
7 we got the next application again, it was still not available, no, the K-2 curriculum is
8 not available but it will be made available in three months. In this last application,
9 it's still not available, but we understand it will be available in about three or four
10 months. So we do not have a K-2 curriculum to look at and in addition, there isn't a
11 backup plan. The application does give the opportunity for the applicant to say this is
12 the curriculum we want to use, it's not ready right now, and if it's not ready, this is
13 our backup plan. They did not provide a backup plan in the case that this is not ready
14 to implement.

15 Also, there are other examples that I could provide you. They want to use a
16 test bank. You know as we are assessing students we want to make sure they are
17 ready for the FSA we have to give them assessments, special market assessments and
18 that's done through a test bank. They are referring to a test bank that will be closed
19 and will no longer be available in June of this year. They also do not have a platform
20 – they do not mention a platform nor is it budgeted to be able to collect the data.

1 Again, the curriculum is not aligned to the Florida Standards. They weren't
2 able to articulate how they would get that accomplished during the Capacity
3 Interview.

4 I just wanted to give you a few quick examples of the issues we are still
5 having. The major issues we are still having are in the areas of curriculum, education,
6 program design and the alignment to the Florida Standards. Just very briefly I want
7 to give you a couple of examples. There is not a clear and coherent vision for how
8 teachers will align and adopt the curriculum resources, for example, the expeditionary
9 learning, to the Florida Standards across the school year.

10 Also, let me give you another example. A clear and coherent vision was not
11 provided during our Capacity Interview on how teachers will align the experiential
12 learning model of instruction to support remediation. In other words, the plan did not
13 provide a plan for determining which students would require remediation on core
14 subjects, what research based intervention in school will be used, how teachers will
15 be trained on use of these tools, which progress monitoring tools will in turn be used
16 to collect data.

17 Let me give you just one more example please. The curriculum they are
18 proposing comes in modules, and the current modules exist as part of the
19 expeditionary learning curriculum and lack performance task materials that mirror the
20 Florida Standard Assessment, which will serve as a disservice to the students. In other
21 words, what has happened is that they changed the curriculum and tried to adopt a
22 curriculum that they believe is innovative and different, and it is different and

1 innovative, but it sets the students up for failure because it is not aligned to the
2 standards because they are not going to be teaching to the standards. They are trying
3 to somehow create curriculum apps and pacing guides and align it to the Florida
4 Standards. The new teachers are not familiar with the new curriculum they want to
5 use, and on top of that, they are going to be asked to take that new curriculum they
6 are not familiar with and align it to Florida Standards.

7 That's probably the major issue with the plan, and we want this charter school
8 to succeed. We don't want to set up students for failure, and we're coming from the
9 point of view that we're using the state template. We're using the evaluation
10 instrument. We're following it with integrity and feel we are being fair to our
11 students.

12 CHAIR KENNEDY: Thank you, Dr. Pistella. Please stay here for a minute
13 just in case we have questions.

14 MR. COLON: I have a quick one. If it's not aligned to the Florida Standards,
15 what standards are they aligned? Are they aligned to the Common Core or are they
16 aligned to something else?

17 DR. PISTELLA: The Common Core is not as rigorous as the Florida
18 Standards. It has to be aligned to the Florida Standards not just to the Common Core.
19 Some of them are similar but –

20 MR. COLON: I understand. Very similar. At least that's what the parents are
21 always telling me.

22 MS. CARPENTER: Can't be Common Core.

1 MR. COLON: I understand. I'm just trying to understand the difference.

2 DR. PISTELLA: There is a difference. The students will not be prepared to
3 pass FSA if they are not being taught Florida Standards. You'll be shortchanging
4 them.

5 MR. COLON: So they are more rigorous or less?

6 DR. PISTELLA: The Common Core Standards are less rigorous. They are
7 not the Florida Standards.

8 MR. COLON: Okay.

9 CHAIR KENNEDY: Anybody else? Ms. Messenger.

10 MS. MESSENGER: I have one question. If they are denied tonight, what is
11 their recourse? Is there another appeal process? What else can they do?

12 DR. PISTELLA: There is an appeal process with the state.

13 MS. MESSENGER: Okay.

14 DR. PISTELLA: I would like to add that we don't – we haven't met with the
15 full charter schools, but we provide orientation for all charter schools. We have one
16 scheduled for April and many districts avoid sitting down with individual charter
17 schools so there is not a sense of impropriety where you are saying you met with
18 them and they got approved but we didn't meet with you for an application.

19 I meet with Directors across the state of Florida, but in the most part we try to
20 avoid those types of situations because we are not there to write the application for
21 them. We provide guidelines. We make sure they know what the deadlines are. We
22 make sure they know where the template is and what the expectations are. We try to

1 work with them and try to prepare them for all the information they will need to
2 complete the application so they know the process, but we're not able to help them
3 write the application.

4 MS. MESSENGER: I have one more question just for my own clarity. It
5 seems like the, for the lack of a better word, the problem that the School District is
6 finding with this is not the idea of experiential learning. It's more that it's not tied to
7 the correct standard. It's lacking curriculum?

8 DR. PISTELLA: Yes.

9 MS. MESSENGER: Okay. Because to me as a teacher, experiential learning
10 was when my kids learned most but certainly if they are lacking the correct standard,
11 lacking curriculum, then that is a problem.

12 CHAIR KENNEDY: I have one final question for Dr. Pistella. In your
13 experience, I'm putting you on the spot, how is the charter school able to get multiple
14 approvals from counties but not get approved if it is a state-wide matrix system?

15 DR. PISTELLA: For example, this curriculum, they are not as plain as other
16 schools.

17 CHAIR KENNEDY: Any more questions? She has already asked this
18 question, but obviously, if the Board supports the denial they can still appeal to the
19 state?

20 DR. PISTELLA: Yes.

21 CHAIR KENNEDY: And potentially still be open for August of this year?
22 Will the appeal be heard that quickly?

1 DR. PISTELLA: I'm not sure of the time line. Counsel?

2 MR. TEITELBAUM: This application isn't for this August. It's for the
3 following year anyway.

4 CHAIR KENNEDY: Okay, that answers my question. If we deny it, they can
5 still go for it in 2018?

6 MR. TEITELBAUM: Correct.

7 CHAIR KENNEDY: Thank you, Dr. Pistella. Board Members, we have a
8 motion. Ms. Carpenter has seconded it. If no one has anything further I think we are
9 ready for the vote. This is the denial of the Charter School Application from Parrish
10 Charter Academy. All those in favor of the denial of the Charter School Application
11 from Parrish Charter Academy signify by saying Aye and pressing your red button.

12 ALL BOARD MEMBERS: Aye.

13 CHAIR KENNEDY: Those who do not support the denial say No and press
14 your red button.

15 No Nos.

16 CHAIR KENNEDY: The motion passes 5 to 0.

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5 **CERTIFICATE**
6

7 I HEREBY CERTIFY that the foregoing pages 1 through 21, are a correct
8 excerpt transcript, to be best of my ability and understanding, of a Video recording of
9 the Regular Meeting of the School Board of Manatee County held on March 14,
10 2017.
11
12
13

14 
15

16 RUTH M. CARRIN, PLS

17 NOTARY PUBLIC, STATE OF FLORIDA
18



Exhibit 6

Letter to School Board from Collier
School Board Member Kelly Lichter,
E-mailed 3/13/17 and hand delivered at
3/14/17 School Board meeting

----- Original message -----

From: Kelly Lichter <lichterkelly@gmail.com>
Date: 3/13/17 8:18 AM (GMT-05:00)
To: Charles Malatesta <forzaeduceo@gmail.com>
Subject: Email

Parrish Charter Academy

REPLYREPLY ALLFORWARD

Mark as unread

Lichter, Kelly

Mon 3/13/2017 8:17 AM

To:

kennedy2c@manateeschools.net;

Cc:

colon2j@manateeschools.net;

messengerg@manateeschools.net;

minerd@manateeschools.net;

carpenter2k@manateeschools.net;

Dear Chairman Kennedy and School Board Members,

I am writing you in support of Parrish Charter Academy. I am a Collier County School Board Member and a charter school parent. I have developed a relationship with the gentlemen at Forza since becoming a Board Member, and I see how committed they are to student success. Also, I have had various discussions with parents that send their children to a Forza school in Collier County, Gulf Coast Charter Academy South (GCCAS). Parents want choices and options, and the parents from GCCAS are happy that THEY get to choose GCCAS for their children.

My husband and I send our children to a different charter school in Collier County, and we too love that Collier is gradually expanding their options for parents. As School Board Members, we should celebrate choices and options for our students, since a one-size-fits-all approach is ineffective. As parents we should determine what schools are best for OUR children. The government should not make that critical decision.

The Collier County School District may not have always been "charter friendly," but they do their best in following the state guidelines for charter approval. In fact, Collier County has never had a charter school appeal to the State of Florida due to improper denial. I do believe our country is experiencing a cultural shift that embraces school choice, and I do believe more charter schools will pursue the appeal process for improper charter school application denials.

I do hope you will vote to approve Parrish Charter Academy. If you would like to discuss this matter further, please feel free to contact me. Thank you and have a blessed day!

Kind regards,
Kelly Lichter
School Board Member District 1

Kind regards,
Kelly Lichter

Exhibit 7

Correspondence with School District
Staff seeking meeting to explain
comments on past Applications

From: "Deborrah Metheny-Hays" <dmetheny@comcast.net>
Date: October 24, 2016 at 3:32:27 PM EDT
To: <Pistellaf@manateeschools.net>
Cc: "Pep" <panspaugh@aol.com>, "Chuck Malatesta M.Ed." <forzaeduceo@gmail.com>
Subject: Meeting with you

Frank---I hope you are having a good start to the week. I know that Mondays can be VERY hectic and I wish you the best. Parrish Charter Academy is planning on reapplying to Manatee County Schools with the intent of opening the school in August, 2018. You and your team were helpful in letting us know where we were not clear in our last application and we are working to make sure we are explicit in all of our comments on the next submission.

I would like to meet with you and PCA's Management Organization folks to talk over our plans and strategies. I am most anxious to do this before the holiday season starts in since things go so crazy so fast after the first of November 1! I would like to suggest meeting on November 7 or 8 in the morning, November 10 or sometime during the week of the 14th if those dates/times are not available for you. I think I need less than an hour of your time. Pepar and Chuck have agreed to make themselves available at a time convenient to you. Please let me know which of those dates work for you. I am really wanting to make sure that our next submission is exactly what you are looking for.

Thanks! Looking forward to hearing from you. soon.

Deb Metheny-Hays

From: Frank Pistella [<mailto:pistellaf@manateeschools.net>]

Sent: Wednesday, October 26, 2016 12:42 PM

To: Deborrah Metheny-Hays <dmetheny@comcast.net>

Cc: Cynthia Saunders <saundersc@manateeschools.net>

Subject:

Good Afternoon Ms. Metheny-Hays,

The two reviews conducted during the last application cycle have provided you with detailed information on the questions and concerns regarding the two applications that were submitted.

Although I am not able to meet with you at this time, I encourage you to participate in the next application cycle (2017-2018).

Final applications are due on or before August 1, 2017. As noted previously, we only accept one final application per application cycle.

Thank you.

Frank Pistella, Ed.D

Director of District Support

pistellaf@manateeschools.net

941-751-6550, x 2023

“Florida has a very broad Public Records Law. Virtually all written communications to or from School District Personnel are public records available to the public and media upon request. E-mail sent or received on the School District system will be considered public and will only be withheld from disclosure if deemed confidential pursuant to State Law.”

From: Deborah Metheny-Hays [<mailto:dmetheny@comcast.net>]

Sent: Saturday, October 29, 2016 10:52 AM

To: 'Frank Pistella' <pistellaf@manateeschools.net>

Subject: RE:

Frank—I am out of town and just saw your reply today. I can appreciate your busy schedule. When would you have time to meet with me? We want to work with you on a timeframe for our submission of an application. In addition, I would like to meet with your district's contacts for ESE and ELL as we refine the language on our application. Could you please give me their contact information?

While the district's responses to our last application were helpful in some respects, we remain confused as to many of the comments. I think that confusion could be easily remedied with some technical assistance from Manatee County School District staff.

Thank you for your assistance.

Deb Hays

From: Frank Pistella [<mailto:pistellaf@manateeschools.net>]
Sent: Tuesday, November 8, 2016 11:37 AM
To: Deborah Metheny-Hays <dmetheny@comcast.net>
Subject:

Good Morning Ms. Metheny-Hays,

As per my previous email, I am unable to meet with you, however, I encourage you to participate in the next application cycle (2017-2018).

Final applications are due on or before August 1, 2017. As noted previously, we only accept one final application per application cycle. I have attached here the timeline to guide you. This should assist you with your question regarding the time frame for submission.

As I stated previously, the two reviews conducted during the last application cycle provided you with detailed information on the questions and concerns regarding the two applications that were submitted.

In regards to your request to meet with district departments to discuss aspects of your charter school application, I am the contact person for charter school applications. Staff from other departments are unable to meet with charter school applicants to discuss charter school applications. In addition, in order to avoid an appearance of impropriety, it is the district's standard practice not to meet with individual charter school applicants.

Again, I look forward to working with you in the future.

Frank Pistella, Ed.D

Director of District Support

pistellaf@manateeschools.net

941-751-6550, x 2023

"Florida has a very broad Public Records Law. Virtually all written communications to or from School District Personnel are public records available to the public and media upon request. E-mail sent or received on the School District system will be considered public and will only be withheld from disclosure if deemed confidential pursuant to State Law."