

FLORIDA CHARTER SCHOOL APPEALS COMMISSION
APPEAL FROM THE DENIAL OF A CHARTER SCHOOL APPLICATION

FLORIDA CHARTER EDUCATIONAL FOUNDATION, INC. and
SOUTH PALM BEACH CHARTER SCHOOL,
Applicant/Appellant,

vs.

SCHOOL BOARD OF PALM BEACH COUNTY,
FLORIDA,
School Board/Appellee.

NOTICE OF APPEAL OF DENIAL OF A CHARTER SCHOOL APPLICATION
AND APPELLANT'S BRIEF

The Florida Charter Educational Foundation, Inc. and the South Palm Beach Charter School hereby file the instant Notice of Appeal, with incorporated brief, to formally appeal the denial of the charter application of the South Palm Beach Charter School by the School Board of Palm Beach County.

Name and Address of Parties and Date of Denial

Applicant/Appellant

South Palm Beach Charter School
Florida Charter Educational Foundation, Inc.
6245 North Federal Highway
Fort Lauderdale, FL 33308

School Board/Appellee

School District/School Board of Palm Beach County
c/o E. Wayne Gent, Superintendent
Fulton-Holland Educational Services Center
3300 Forest Hill Boulevard
West Palm Beach, FL 33406

Date of Denial

The School Board/Appellee denied the charter application at a School Board Meeting on December 10, 2014 without a formal due process hearing or any notice that the projected approval of the Application would be pulled from the consent agenda at that meeting. The formally-rendered Denial Letter dated December 18, 2014 (the "Denial Letter"), was received by the Applicant/Appellant on that same date via email and received by mail on December 22, 2014. A copy of the Denial Letter is attached hereto as **Exhibit 1**.

Preliminary Statement

The Applicant/Appellant in this appeal is the South Palm Beach Charter School and will be referred to throughout the brief as "the Charter School." The School Board/Appellee in the instant matter is the School Board of Palm Beach County and it will be referred to as "the School Board" throughout this brief and appeal. The charter school application that is the subject of this appeal will be referenced as the "Application" and will be cited by page number, where appropriate. The Application is attached hereto in its entirety as **Exhibit 2**. A copy of the School Board's Overall

Assessment/Checklist confirming that the Application met all of the necessary statutory criteria for approval is attached hereto as **Exhibit 3**. A transcript of the School Board hearing at which the Application was formally denied is attached hereto as **Exhibit 4**. A transcript of the budget meeting that occurred immediately prior to the School Board meeting quoted at which the Application was denied and at which charter schools and their financial consequences to the School Board were discussed at length is attached hereto as **Exhibit 5**.

Statement of Facts and Procedural Background

The proposed Charter School is sponsored by the Florida Charter Educational Foundation, Inc. ("FCEF"). FCEF is an excellent and experienced charter school board that currently sponsors and runs two charter schools in two other school districts. FCEF planned to replicate its successful charter school designs in the new Charter School through its third-party operator, Charter Schools USA, Inc., as the Educational Service Provider ("ESP") for the school. With direct oversight from the FCEF governing board, Charter Schools USA's corporate staff, as well as key leaders from the existing RCS schools, the entire network was set to be deployed to implement and monitor the success of the Charter School.

Charter Schools USA, in turn, is an experienced charter school operator and manager. Charter Schools USA was founded in 1997 and currently manages 70 charter schools in seven states. Charter Schools USA is one of the nation's fastest growing and most successful charter school companies, educating more than 57,800 students

nationwide. Charter Schools USA schools produce some of the strongest academic gains in reading and math in the nation based on state and federal standards. Indeed, Charter Schools USA started the nation's first charter school in the workplace, the first municipal charter school, and the largest municipal charter middle-high school. Recently, AdvancEd awarded CSUSA the first Southern Association of Colleges and Schools (SACS) district accreditation for an education management company. This means that, in fact, the projected charter school manager is so strong that all of the charter schools it manages become SACs-accredited by virtue of their connection with Charter Schools USA and its excellent academic history. This immediate SACs-accreditation would qualify the Charter School for immediate capital outlay funds from the state during its very first year of operation.

The Application was submitted on or around August 1, 2014. After receipt of the Application, the School Board ultimately asked for more time to evaluate the Application, and agreed to rule on the Application by October 31, 2014. After a lengthy evaluation by the School Board, the Application was found to have complied with the statutory requirements for charter applications in all respects. See **Exhibit 3**. More specifically, by letter dated December 2, 2014, the School Board stated:

The District's evaluators reviewed the 19 sections of the South Palm Beach Charter School and have determined that the sections "Meet the Standard" according to the Florida Charter School Application Evaluation Instrument and the Model Florida Charter School Application Criteria. The School Board will take action in regards to South Palm Beach Charter

School on December 10, 2014, at the School Board Meeting, on the Superintendent's recommendation to approve the Application.

Exhibit 6. A copy of the relevant School Board agenda on which approval application was placed on the consent portion of the agenda can be found online at www.palmbeachschools.org/agenda/agendatoc.htm. Immediately prior to the School Board Meeting on December 10, 2014, the School Board held a budget meeting at which competition from charter schools was revealed to be a major reason for the School Board's projected budgetary shortfall. A copy of a transcript of this meeting is attached as **Exhibit 5** hereto. Thereafter, the Application was pulled from the consent agenda by a School Board member and placed on the regular calendar. After a brief discussion by School Board members complaining about increased competition from charter schools, the Application was suddenly and unanimously denied.

None of the School Board's proffered denial reasons comports with the Florida charter school statute, is factually justified, legally sound, or supported by sufficient record evidence, and indeed the School Board itself admitted both at the board meeting at which the Application was denied and in the newspapers that the denial here was merely an act of illegal, defiant "civil disobedience" because the School Board did not want any more charter schools taking its students and its money.

A plain review of the Application and its attachments reveal that the Application contained all statutorily required information, and proposed a compliant charter school that would serve the needs and provide choice to the students and

parents of Palm Beach County. It must be noted that a nearly identical application to the one filed here has been approved seven times by the very same School Board previously, something which clearly calls into question the legitimacy of the instant denial since this same application had already been approved by the School Board repeatedly and even the School Board's own staff both recommended approval and found no statutory deficiencies when evaluating the merits of the Application. Hence, it must be beyond obvious that the School Board's alleged denial reason here was not a legally sufficient grounds to deny the Application, as a plain review of the Application evidences that the supposed areas of deficiency are, instead, thoroughly detailed and addressed by the Application. Moreover, a clear and unbiased view of the Application reveals that most of the School Board's reasoning simply does not reflect the accurate facts or a fair interpretation thereof.

Statement of Law

“All charter schools in Florida are public schools.” Fla. Stat. § 1002.33(1). Moreover, charter schools are designed to offer greater opportunities for educational innovation and flexibility while adhering to the following express statutory purposes:

1. Improv[ing] student learning and academic achievement.
 2. Increas[ing] learning opportunities for all students, with special emphasis on low-performing students and reading.
 3. Encourag[ing] the use of innovative learning methods.
 4. Requir[ing] the measurement of learning outcomes.
- § 1002.33(2)(b), Fla. Stat.

In this case, the School Board denied the Application for the Renaissance Charter School. Under statute, the School Board was required to set forth the specific reasons for denying a charter application in writing. See Fla. Stat. § 1002.33(6)(b)(3).

More specifically, the controlling statute provides in relevant part:

3. A sponsor shall by a majority vote approve or deny an application no later than 60 calendar days after the application is received, unless the sponsor and the applicant mutually agree in writing to temporarily postpone the vote to a specific date, at which time the sponsor shall by a majority vote approve or deny the application. If the sponsor fails to act on the application, an applicant may appeal to the State Board of Education as provided in paragraph (c). If an application is denied, the sponsor shall, within 10 calendar days after such denial, articulate in writing the specific reasons, based upon good cause, supporting its denial of the charter application and shall provide the letter of denial and supporting documentation to the applicant and to the Department of Education supporting those reasons.

By law, the Charter School Appeals Commission must find that the instant Application should have been approved by the School Board if: (1) it determines that there is no competent and substantial evidence to support the basis for the school board's denial as set forth in its denial notice; or (2) the bases for the denial set out in the denial letter does not relate to a mandatory charter school requirement. See Fla. Stat. §§ 1002.33(2)(a) & (b); School Bd. of Volusia County, 974 So.2d 1186, 1190-1191 (Fla. 5th DCA 2008); School Bd. of Osceola County v. UCP of Central Florida, 905 So.2d 909, 914-916 (Fla. 5th DCA 2005). Such a finding is easily warranted in this appeal.

Legal Argument and Identification of the School Board's Errors

A. The School Board Was Plainly Biased And Acted Illegally By Denying The Charter Application.

This Application met all of the requirements for approval. Indeed, the School Board's own staff confirmed this and recommended the Application be approved. See **Exhibits 3 & 6**. Instead, the School Board simply denied the Application because it was tired of losing money to charter schools and did not want to approve any more charter schools run by the same ESP. The School Board denied the Application knowing that it was violating the law and the transcript of the School Board meeting confirms this. It is also apparent from the transcript of that meeting that the School Board did not actually know or understand who the governing board of the Charter School would be as it kept referring to the applicant as Renaissance Charter School, Inc. (or RCS) when, in fact, FCEF will be running this school and the two are different governing boards. Here is the transcript of the School Board meeting in its entirety:

Chairman: So we now move to our new business and my computer is playing up a little bit of a problem, Mr. Gent, um CS1.

Mr. Gent: I recommend that the School Board approve the application of South Palm Beach Charter School for any and all of the reasons stated by the evaluation instruments and the overall assessment and authorize the Superintendent and or his designee to sign all related correspondence and documents.

Chairman: Is there a motion? Motion by Mrs. Brill, second we need a second, second by Mr. Mergio. Discussion Mr. Barbieri.

Mr. Barbieri: Yeah Mr. Shaw I pulled this one. This morning Mr. Pegg was kind enough, I had been invited to visit two charter schools and Mr. Pegg was kind enough to rearrange his calendar to take me to go to

Quantam Charter High School and Worthington Charter High School and you know what I found fascinating was the partnership that the district had between those two charter schools and how our principals in the schools in that area and our traditional high schools worked closely with those two charter schools to make sure that children that we were not able to serve adequately in our traditional high school were able to be referred over to those two and those two worked closely with the district to make sure that those children were given a quality education and had a chance to graduate from high school. You know I did some research and I looked on the website for the Department of Revenue and it says charter schools are supposed to provide innovative learning opportunities and creative educational approaches to improve the education of students and I think certainly Quantam and Worthington do that you know I am not sure about Renaissance and a school that is just being built to take children out of the regular traditional school that we have no problem educating I don't see how that is a partnership with the district I mean charter schools should be in partnership with the district they are all public schools we should work together to make sure our children get the best education possible when you have a brand new charter school being built next to an A rated middle school like Emerald Cove that has no problem with the majority of the students there and certainly a lot of those students that school would like to pull into Renaissance I have issues with that and you know as long as you know if we are going to be in competition with charter schools then let's level the playing field. I have told this example before in my district Don Estridge Middle, there was a big room and the principal there wanted to divide that room into two and it was set up perfectly to divide it into two but she was told that the state wouldn't approve dividing it into two because we had too many classrooms in other schools that were still open and therefore she couldn't divide it but that would be nothing for Renaissance who wants to build in South County to build a brand new middle school across the street from Don Estridge and take those students. So if we are going to be in competition with charter schools then let's be on the same playing field and have the same rules if we are going to be in partnership with charter schools then let's make sure the charter schools are like Worthington and Quantam. **So I will not support voting today for Renaissance I realize that the district had no choice but to**

recommend the superintendent had no choice but to recommend approval because they meet the statutory guidelines I think the legislature when it initially put the charter statute in place were looking at charter schools you know like Quantam and Worthington that had a real need that filled a real need in the district over time the legislature certainly has changed its outlook on charter schools so now that they have an unfair advantage over our schools we take every child that walks in the door you know they can tell their parents who walk in that we don't have the facilities here to take care of your children so you should keep them in the public schools. **So until we have a level playing field I am not voting for any more charter schools like Renaissance that have nothing more no more objective than to make profit at the disadvantage of our children so I will not support this recommendation of the superintendent.**

Chairman: Thank you, Ms. Rico?

Ms. Rico: Thank you and I just want to interject for a moment with respect to reminding the board on some legal guidance that we had sent on the board's authority and role to deny charter school applications. The statutory piece that I believe Mr. Barbieri is alluding to is the innovative um the requirement for innovation and that is in the statute though it is not part of our part of the state's Rubrik it is contained in statute. So with due respect I just wanted to you know sort of zero in on the legal foundation and basis for the comments that Mr. Barbieri was articulating that the statutory innovation requirement is I believe what he was focusing on.

Mr. Barbieri: Mr. Shaw, thank you Ms. Rico we discussed this and that is the reason, you know the charter statute provides for innovative you know, learning that we don't have in our own district schools and this particular school application it has nothing innovative that we don't have down the street at our other high schools.

Chairman: Mrs. Brill?

Mrs. Brill: Thank you and I'm smiling because this is a conversation that I know Dr. Robinson has brought up before and for me hearing the words charter and partnership made me feel good because I did get to visit

Quantum I didn't go to Worthington I saw Quantum and I've seen some others and I know that Mr. Barbieri, Mr. Shaw and I were down at South Tech yesterday and so we have some really great partnerships with some really terrific charter schools who really are serving a great purpose in our district but I'm with Mr. Barbieri. I say let's test the statute regarding innovation now that you are bringing this forward I am with you on that but I am also happy to hear us beginning a conversation I am hoping this is the beginning of further ways that we can work together with the charters that are doing the right thing to help our children because at the end of the day they are all our babies. Thank you.

Chairman: Mrs. Andrews?

Mrs. Andrews: Well I have visited Worthington in fact just yesterday I was working with one of the schools in District 6 and there may a referral there because of something we could not do at the school that could help that student. When we ran, when I ran for election that was one of the things that people said to us why are you continually bringing in schools that are doing the very same thing that we are doing and when we look at the schools right next to each other and there is nothing different that is not acceptable to me so I know we have to follow the law and I recognize you have to bring it forth but as a board member I can decide to vote on what I think is going to be best for our children and best for our public schools.

Chairman: Dr. Robinson?

Dr. Robinson: So, I am counting because before I would vote against these charter schools that didn't have anything unique to offer for our students and so I just want to put legal on notice get ready because I am counting we are going to get to four one of these days I don't know if it is going to be today but we are going to get four one day **but we are not going to approve these charters that just fill out the paperwork properly and don't have anything special to offer our children.**

Chairman: Ms. Whitfield?

Ms. Whitfield: Hi, I'm new, so as we are sitting here talking about this I have a lot of reservations as well I get kind of upset about what happens to our schools and one of the things that you might not see in the public

that we see in our backup right here is *it says that the financial impact to the district on this is a revenue loss of 4.4 million up to 7.3 million for years one through five* and obviously after just going through our budget session that is very disheartening to see. The concern that I have is that if we as a board were to vote against this today it's my understanding that this charter would then bypass us and just go to the state to be approved and we would lose our power to make sure that we have the, yes and I just would love to hear a little bit more about that as we are making this decision.

Chairman: Mr. Harris can you give us an update on what the appeal process is?

Mr. Harris: Certainly, do you want me to?

Chairman: Yes.

Mr. Harris: The appeal process is if there is a denial we're required to send the denial letter with the reasons and the documentation within 10 days, the charter school then has 30 days to file an appeal with the charter school appeals commission, we have 30 days to respond and then there is a hearing before the charter school appeals commission and after that it goes to the State Board of Education with a recommendation from the charter school appeals commission and then it could come back down to us depending on the result.

Chairman: Mr. Murgio?

Mr. Murgio: I guess my question is I didn't see anything is there anything innovative about this charter school that they are doing that is different that would comply with the statutory requirement that they provide an innovative learning environment?

Chairman: Mr. Chapman?

Mr. Chapman: What we have is a K-8 that is part of where they feel there is some innovation, blended instruction and extended technology to access text.

Dr. Robinson: So, if this was denied today, then there is no children that are negatively impacted. Right? *The worse case scenario from my point of view, is that they could appeal and then we could be told that we have to accept them. There is no negative impact on any children you know and this you know this is an act of civil disobedience cause some of this stuff that we are told to do is crazy and it does not harm children to say no.*

Chairman: Mr. Murgio?

Mr. Murgio: I guess just to kind of follow up because I wasn't looking necessarily for what they may have put in there and my evaluation of that because I haven't looked at it as deeply as you have so my question to staff to the superintendent is from staff's perspective are they providing any program that we can't provide or are not providing that is innovative and different than what we are currently doing in some of our schools?

Mr. Trent: No.

Chairman: Thank you Mr. Trent. Any other questions? Seeing none we will call the question. Ms. Whitfield?

Ms. Whitfield: Thank you I'm sorry, I just was wondering do we have any relationship with this organization currently the one that is applying to us.

Mr. Chapman: Yes we do.

Ms. Whitfield: And what is the basis of that relationship?

Mr. Chapman: They have six other operating schools in our county.

Ms. Whitfield: Do you know them off of the top of your head?

Mr. Chapman: I do.

Ms. Whitfield: You can say no if you don't.

Chairman: Mr. Gent, is it okay if Mr. Pegg answers that question?

Mr. Gent: Yeah if he doesn't look at his notes.

Mr. Pegg: Okay I will not refer to my notes, we have the Renaissance Charter School at Palms West, Renaissance Charter School at West Palm Beach, Renaissance Charter School at Central Palm, Renaissance Charter School at Cypress, Renaissance Charter School at Wellington and

Mr. Gent: Summit

Mr. Pegg: Summit, thank you and they are here this evening, Renaissance Charter School at Summit.

Chairman: Ms. Whitfield?

Ms. Whitfield: This is a little politically charged of a question but I am going to ask it anyways because I am new, I am wondering how those schools are doing, I know the outcome of one because it was coming up before us today, but how are the other five doing, currently with their students?

Chairman: Mr. Oswald?

Mr. Oswald: I am going to (unintelligible).

Mr. Gent: Comparable to our district schools we have A's, B's, C's, there is the D school that is Renaissance Charter School of Summit, but other than that **they are performing comparably to the district schools.**

Chairman: Mrs. Andrews:

Mrs. Andrews: Well I know of the Renaissance that are located in Royal Palm Beach as well as Wellington, but the bottom line is that we really don't need any more duplication and we are at a new place now so as a result I do visit all of the schools in District 6 and I have been to the schools that we are talking about here but we can't continue the same process of doing the same thing that we have always done especially if there is nothing unique or different that is going to make a difference for our children.

Chairman: Any other discussion? Just to make sure everybody is aware if you vote yes on this item you are voting to approve the application, a no

would be to not approve the application. All those in favor of the motion please signify by saying aye, all opposing same sign, aye. The motion is defeated 7-0 and let the record show all board members voted against this item.

Exhibit 4 (emphasis supplied throughout).

In sum, it is plain from the transcript of the Board Meeting that the School Board knew that the Application was statutorily and legally sufficient in all respects, but that it illegally chose to deny the Application because it wanted to perform an act of "civil disobedience" and to save itself the money it would be losing to another charter school in the area. This is plainly unlawful, and must be reversed.

B. The School Board Was Plainly Biased And Acted In An Illegal Fashion To Deny The Charter Application On The Basis of One School Grade.

In its Denial Letter, the School Board also alludes to a "D" grade that a different charter school received in Palm Beach County. While it is, unfortunately, true that a charter school in Palm Beach County run by another board, for the very first time, received a "D" grade for its first year, it is equally true that 28 CSUSA charter schools have received either an "A" or "B" school grade this year (out of its 39 graded schools) and it was wholly inappropriate for the School Board here to focus on the lowest performing school in the county while ignoring all the many fine schools run by the same ESP in assessing the educational strength of the Application, and the State Board of Education has confirmed this explicitly in recent charter appeal rulings involving the Orange County School Board. This is especially true when one considers that the grading system overseen by

the Florida Department of Education recently underwent a negative change, with much controversy.

Moreover, at least 23 of the School Board's own public schools received a D or F school grade last year. Yet, the School Board here remains a fine school district and it is not limiting itself from expanding its number of schools because of poor academic performance. FCEF should be held to the same standard and, for the School Board to focus on a school that is not even run by FCEF, truly smacks of negative cherry picking by the School Board. This is especially true when one considers that the Florida charter school statute itself does not generally put first-year schools at risk of closure for this very reason, to ensure that such schools have sufficient time to take root and blossom.

C. The School Board's Denial Of The Charter Application On The Issue Of Educational Innovation Was Not Supported By Competent And Substantial Evidence And Was Not A Valid Statutory Basis For Denial.

The School Board's denial of the Charter Application based loosely upon some alleged failure to demonstrate educational innovation was not supported by competent substantial evidence and was not a valid statutory basis for denial of the Charter Application. However, there is nothing in the charter school statute that requires that charter schools be more innovative than other charter or district schools. Second, there is absolutely no evidence in the record suggesting that the Charter School's educational programs would not be more innovative than other schools. Indeed, the School Board's own folks admitted at the open board meeting that, in terms of innovation,

Mr. Chapman: What we have is a K-8 that is part of where they feel there is some innovation, blended instruction and extended technology to access text.

See **Exhibit 4**.

Regardless, the Application specifically identifies how CSUSA's use of the educational model is both innovative and proprietary to CSUSA:

CSUSA's encourages the use of innovative learning methods and deliver educational best practices to the students within the framework of a research-based Educational Model, which is innovative in its approach to data analysis for individual student learning. In addition, we have several unique and innovative academic components that will complement the comprehensive data-driven instructional delivery of the GVC to foster the development of well-rounded student-citizens and provide experiential learning opportunities. Our Innovation is included in the following; research-based instructional strategies to implement the GVC; technology support for data-driven instruction; individual student goal setting and Personalized Learning Plans; Meaningful Parental Engagement and an integrated character education model.

To achieve its goal of meeting high standards of student achievement, the School will use unique and innovative academic components to complement the comprehensive data-driven education model. The components, described in detail in the Educational Program Design section, include the following:

- **School-Wide Goal Setting:** at the year's onset, teachers and administrators analyze the previous year's data to set school-wide improvement goals for the new year.
- **Personalized Learning Plans:** designed for all students to track the individual student's strengths and weaknesses. The Plan is collaboratively developed between students, parents and teachers to empower students to track their own progress.
- **Progress Monitoring and Assessment:** tracks specific and measurable goals regarding attendance, test scores, graduation rates and teacher retention to inform data-driven decision making, with specific plans for students of concern and/or functioning below grade level.
- **Focus on Academic Rigor/Innovative Learning Methods:** utilizing critical thinking skills to prepare students to be college and career-ready.
- **Innovative Measurement Tools to Drive Research-Based Instruction & Data**

Analysis: employs state-of-the art technology like a student information system, electronic grade book, and report card.

- Technology to Support Student Engagement: creating interactive classrooms and utilizing tablets, document cameras, etc. to further enhance the learning experience.
- Character Education Program: promotes an increase in citizenship and student motivation toward academic learning by incorporating student interest with real-world experiences.
- Academic Intervention and Enrichment: using diagnostic assessments and benchmark data, students receive additional instruction and practice on identified areas, with teachers instructing before and after school, through content area integration.
- Supplemental Programing: collaboration and community integration through which character and academic education are fostered in extracurricular and auxiliary activities.
- Meaningful Parental Engagement: through effective communication, it is an essential element of the School's culture, as support from the parent increases the likelihood of student success.

- See **Exhibit 2**, pp 2-3.

Moreover, the School Board failed to justify its claim, as required by the charter school statute, as to how the Charter School curricula would not be innovative, given the innovations described in the Application (and given the fact that this same Application has already been approved by the same School Board seven times in recent years). Thus, the School Board's conclusion on this point is clearly contrary to statute and not factually supported. As noted in the Statement of Law section above, the Florida charter school statute certainly encourages innovation. However, an alleged lack of innovation is not a valid statutory basis for denial of a charter application, nor is a charter applicant required to show that its proposed educational programs will be more innovative than those at other existing district schools. Indeed, Fla. Stat. § 1002.33(2)(b) merely

requires that charter schools “encourage the use of innovative learning methods.” Innovation is, in no way, a mandatory statutory criteria. This is why it is not a mandatory requirement for application evaluation. Therefore, any alleged lack of innovation (although untrue) was surely not a valid statutory basis for denial of the Application either. From reading the transcript, it is obvious that an alleged lack of innovation was simply a smokescreen for the School Board’s desire to deny the Application to save itself money.

D. The School Board’s Denial Deprived The Charter School Of Due Process.

As noted above, the Application was determined to be fully compliant with all statutory requirements and recommended for approval by the School Board’s own expert staff. As such, it was placed on the School Board’s consent agenda and the Charter School was not given actual notice or the opportunity to have a formal hearing on an Application that the School Board had fully recommended for approval. **See Exhibits 4 & 6.** This was unlawful. See Palm Beach County School Bd. v. Survivors Charter School, 3 So.2d 1220 (Fla. 2009)(APA chapter 120 hearing not required in context of immediate charter terminations but, presumably, required in charter denials and non-immediate charter terminations); It is beyond peradventure that, in this case, the Charter School received no real due process. It was fundamentally unfair and contrary to the spirit and intent of § 1002.33, Fla. Stat., for the School Board to tell the Charter School that its Application would be approved via consent and then change its mind at the very last minute, without giving the Charter School a genuine opportunity to

defend itself or to demonstrate publicly that its Application complied with the law in all respects and was factually sufficient as well.

E. The School Board's Denial Was Untimely.

A charter application review extension was requested by Palm Beach and granted by FCEF giving the School Board, by agreement of the parties, until October 31, 2014 to rule on the Application. However, the Application was not heard by the School Board until December 10, 2014, several months after the agreed-upon deadline had expired. Under these additional facts, it was also wrong for the School Board to deny the Application since time had long expired for it to lawfully do so.

Conclusion

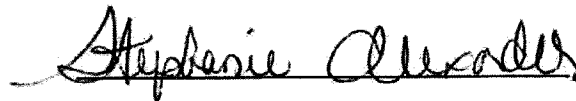
WHEREFORE, for all the foregoing reasons, the Florida Charter Educational Foundation, Inc. and the South Palm Beach Charter School respectfully request that the Charter School Appeals Commission: 1) find that there is no "clear and convincing" evidence to support the Denial Letter; 2) find that the charter application that is the subject of this appeal be approved (as it had been by the School Board itself on at least seven previous occasions); 3) remand the instant charter application to the School

Board of Palm Beach County for immediate approval and/or any further necessary proceedings; and 4) awarding any further relief deemed just and proper, including attorneys' fees and costs, as applicable.

January 15, 2015

Certificate of Service

I hereby certify that a copy of the instant brief with exhibits was served upon the School Board of Palm Beach County (via its Superintendent) at the address identified herein via overnight delivery on the date identified immediately above.



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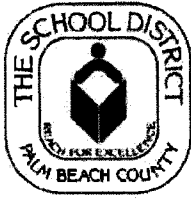
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**THE SCHOOL DISTRICT OF
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**MARCIA ANDREWS
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CERTIFIED MAIL RETURN RECEIPT REQUESTED AND EMAIL: dkelmanson@charterschoolsusa.com

December 18, 2014

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Ken Haiko, Chair
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SUBJECT: FLORIDA STATUTES SECTION 1002.33 (6) (B) (3) (A) LETTER OF DENIAL OF CHARTER APPLICATION

Dear Mr. Kelmanson and Mr. Haiko:

The purpose of this letter is to inform you of the outcome of your charter school application for South Palm Beach Charter School.

I. Reasons for School Board's Decision Not to Approve Your Application

On December 10, 2014, your application was considered and denied by the School Board of Palm Beach County at its public meeting. This letter provides the statutory notice pursuant to Florida Statutes Section 1002.33 (6) (b) (3) (a) and articulates the reasons, based upon good cause, to support the School Board's denial of your charter application.

School Board Policy 2.57 on charter schools states:

To establish a charter school, an applicant must meet the criteria within Fla. Stat. §§ 1002.33 (2) (a), (b) (3), and (6) (a).

This Applicant failed to meet the criteria in Fla. Stat. §§ 1002.33 (2) and (6) (a) as stated herein.

Florida Statutes Section 1002.33 (2) states:

**The School District of Palm Beach County
A Top-Rated District by the Florida Department of Education Since 2005
An Equal Education Opportunity Provider and Employer**



(2) GUIDING PRINCIPLES; PURPOSE.

(a) Charter schools in Florida shall be guided by the following principles:

1. Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.
2. Promote enhanced academic success and financial efficiency by aligning responsibility with accountability.
3. Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.

(b) Charter schools shall fulfill the following purposes:

1. Improve student learning and academic achievement.
2. Increase learning opportunities for all students, with special emphasis on low-performing students and reading.
3. Encourage the use of innovative learning methods.
4. Require the measurement of learning outcomes.

(c) Charter schools may fulfill the following purposes:

1. Create innovative measurement tools.
2. Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.
3. Expand the capacity of the public school system.
4. Mitigate the educational impact created by the development of new residential dwelling units.
5. Create new professional opportunities for teachers, including ownership of the learning program at the school site.

Sub-section (6) (a) 1 of the Statute states:

(6) APPLICATION PROCESS AND REVIEW. Charter school applications are subject to the following requirements:

(a) A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which:

1. Demonstrates how the school will use the guiding principles and meet the statutorily defined purpose of a charter school.

The Board determined that the application failed to meet these statutory requirements, including but not limited to (2) (b) 3. The Board also considered the District's past experience with charter schools within the District managed by Charter Schools, U.S.A.

The Board determined that the learning methods were not using new ideas or methods or new ideas about how learning can be done in this District. The Department of Revenue has indicated that charter schools are supposed to provide innovative learning opportunities and improve the education of all children.

December 18, 2014

FLORIDA STATUTES SECTION 1002.33 (6) (B) (3) (A) LETTER OF DENIAL OF CHARTER APPLICATION

The Board also determined that the Applicant's programs are not sufficiently innovative and one Renaissance school this past school year earned a grade of "D".

On December 10, 2014, your application was on the School Board agenda for consideration by the School Board. The application can be found at:

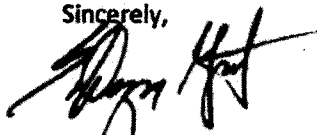
<http://www.boarddocs.com/fl/palmbeach/Board.nsf/files/9RETVJ58E848/Sfile/South%20Palm%20Beach%20-%20New%20Application.pdf>.

The District sent you a letter on December 2, 2014 notifying you of this meeting and your opportunity to speak to the Board. You did not appear to speak and address the Board at the meeting. The School Board denied your application by a unanimous vote of the School Board members based on good cause because the application did not meet the statutory criteria and/or the application standards for any and/or all of the reasons stated in this letter.

II. Appeal Rights of the School Board's Denial of Your Application

You may file an appeal of the denial by following the procedure set forth in Florida Statutes Section 1002.33 (6) (c) that states: "The applicant may appeal any denial of that application or failure to act on an application to the State Board of Education no later than 30 calendar days after receipt of the sponsor's decision or failure to act and shall notify the sponsor of its appeal." Please also send a copy to the School Board Clerk's office. See also the process in Fla. Admin. Code Section 6A-6.0781.

Sincerely,



E. Wayne Gent
Superintendent

EWG/KO/JML/JP/BH:cy/du

cc: Michael Burke, Chief Operating Officer
Keith Oswald, Interim Chief Academic Officer
Joseph M. Lee, Ed.D., Assistant Superintendent, Educational Alternatives & Intervention
Laura E. Pincus, Esq., Deputy General Counsel
Bruce A. Harris, Assistant General Counsel
Heather Knust, CPA, Director, Accounting
Jim Pegg, Director, Charter Schools
Adam Miller, Florida Department of Education

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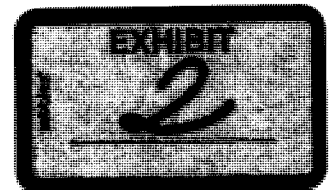
MODEL FLORIDA CHARTER SCHOOL APPLICATION

**Proposed Start-up Charter School:
South Palm Beach Charter School**

Submitted to:
Mr. James T. Pegg, Director
Department of Charter Schools
3300 Forest Hill Boulevard – Ibis Building E
West Palm Beach, FL 33406

Submitted on:

August 4, 2014



APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: South Palm Beach Charter School

NAME OF FLORIDA NONPROFIT CORPORATION THAT WILL HOLD THE CHARTER:
Florida Charter Educational Foundation, Inc.

The Corporation has applied for 501(c)(3) non-profit status: Yes

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

NAME OF CONTACT PERSON: Derek Kelmanson

TITLE/RELATIONSHIP TO NONPROFIT: Education Service Provider

MAILING ADDRESS: 800 Corporate Drive, Suite 124, Fort Lauderdale, FL 33334

PRIMARY TELEPHONE: (954) 202-3500

E-MAIL ADDRESS: dkelmanson@charterschoolsusa.com

NAME OF EDUCATION SERVICE PROVIDER: Charter Schools USA

Projected School Opening: School Year 2015-16 or 2016-17

First Year	K-8	661	1,145
Second Year	K-8	903	1,145
Third Year	K-8	1,076	1,145
Fourth Year	K-8	1,099	1,145
Fifth Year	K-8	1,145	1,145

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

Signature on Original Document

Ken Haiko, Chairman

August 4, 2014

Date

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I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

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

The Mission of the Charter School:

To create a learning environment that integrates a research-based curriculum, a culture of student safety and success, and concentration on academic rigor while focusing on citizenship and experiential learning through student engagement.

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

Meeting high standards of academic achievement means that "every child can learn" given appropriate learning tools. The School proposes to meet high standards of student achievement by aligning its curriculum with the Next Generation Sunshine State Standards (NGSSS) and Florida Standards. When coupled with parental choice and community involvement, this combination is designed to meet high academic standards, which provides for the flexibility, and diversity envisaged by the Charter School Statute.

Parents will have the flexibility to choose among diverse educational opportunities within Florida's public school system by expanding educational choices for parents and students of the community with the creation of a school that has a keen focus on stakeholder satisfaction.

The Governing Board, Florida Charter Educational Foundation, Inc. (FCEF), is responsible for ensuring that the School has adequate resources, which are used wisely, and most importantly, that high standards for academic performance are met. The School will be guided by the principle of promoting enhanced academic success by focusing on mastery of NGSSS and Florida Standards through offering a Guaranteed and Viable Curriculum (GVC). The School will also implement a research-based education model and Personalized Learning Plans; keep students and parents involved and informed through the use of the student information system; and ensure professional development and learning environment accountability by utilizing QUEST visits and weekly walk-throughs. The School will also promote enhanced academic success by utilizing technology to foster inquiry and innovation; differentiating instruction through the use of laptops, computers, and flat screen televisions with interactive tablets; and building research abilities through discovery learning.

Meaningful parental engagement is an essential element of the School's culture. A Comprehensive Parental Involvement Program and Family-School-Community Partnership model is planned for the School, which also provides the foundation for meeting high standards of student achievement.

The School will utilize a proprietary report card to keep parents informed of their child's academic growth. The report card will give parents a comprehensive overview of a their child's current skill level and a measure of his/her progress toward attaining mastery of the standards, as

it contains both a practice grade and a mastery grade. It also includes a component regarding citizenship, aligned with integrated character education, which measures student performance based on conduct, participation, and effort. Please see a sample report card in **Appendix G**. The report card will be sent to students and parents quarterly and will also be available via the parent portal. Interim progress reports will also be distributed to parents at the midpoint of each quarter. Since each assignment and assessment is directly aligned to the NGSSS and Florida Standards and graded accordingly, a passing grade in the content area denotes that a student has attained an acceptable level of mastery. Families will also be notified after each benchmark assessment to inform parents of their child's progress towards mastery of reading, math, and science standards.

The School will follow a continuous improvement model allowing parents real-time access to their child's progress. This online access will inform parents, via a controlled access password, about their child's class work, test grades, and weekly progress towards meeting the standards. Parents will have significant information provided to them to schedule a conference, ask questions, or just be aware of their child's academic achievement. From there, parents will collaboratively develop a Personalized Learning Plan in conjunction with their child and the child's teacher to set periodic growth goals.

Benchmark assessments, administered by the Northwest Evaluation Association (NWEA), will take place three times a year. After administration of each benchmark, the data, in conjunction with students' scores from the Florida Standards Assessment (FSA), Florida Comprehensive Assessment Tests 2.0 (FCAT 2.0) and any other state-mandated assessment will be communicated to parents at least quarterly after each test.

The School will promote financial efficiency by providing a rigorous academic program in a facility that will be less costly to construct than a comparable Palm Beach County public school due to the ability, per F.S. 1002.33(18)(a), to elect not to follow the State Requirement for Educational Facilities. This is both a strong and financially efficient model that is responsible and accountable by allowing us to provide an educational setting with the use of regularly allotted FTE dollars.

C. Describe how the school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.

A purpose of the School is to produce high academic achievement for all learners, and thereby meet the statutory requirement of improving student learning and academic achievement. High academic achievement will be attained through utilization of a curriculum rooted in solid educational research aligned to the Next Generation Sunshine State Standards and Florida Standards; the Guaranteed and Viable Curriculum (GVC); continuous assessment of data related to student performance; and analysis of student learning gains through engagement and enrichment activities. The School will improve student learning and academic achievement through implementation of the educational principles that are detailed in the education model. To increase learning opportunities for all students, students will participate in quarterly goal setting sessions with teachers, and revisit these goals through regular meetings. The School also plans to improve student learning and academic achievement with the assistance of Personalized

Learning Plans for each student; encouraging meaningful parental involvement; and providing ongoing professional development for teachers.

To achieve its goal of meeting high standards of student achievement, the School will use unique and innovative academic components to complement the comprehensive data-driven education model. The components, described in detail in the Educational Program Design section, include the following:

- **School-Wide Goal Setting:** at the year's onset, teachers and administrators analyze the previous year's data to set school-wide improvement goals for the new year.
- **Personalized Learning Plans:** designed for all students to track the individual student's strengths and weaknesses. The Plan is collaboratively developed between students, parents and teachers to empower students to track their own progress.
- **Progress Monitoring and Assessment:** tracks specific and measurable goals regarding attendance, test scores, graduation rates and teacher retention to inform data-driven decision making, with specific plans for students of concern and/or functioning below grade level.
- **Focus on Academic Rigor/Innovative Learning Methods:** utilizing critical thinking skills to prepare students to be college and career-ready.
- **Innovative Measurement Tools to Drive Research-Based Instruction & Data Analysis:** employs state-of-the-art technology like a student information system, electronic grade book, and report card.
- **Technology to Support Student Engagement:** creating interactive classrooms and utilizing tablets, document cameras, etc. to further enhance the learning experience.
- **Character Education Program:** promotes an increase in citizenship and student motivation toward academic learning by incorporating student interest with real-world experiences.
- **Academic Intervention and Enrichment:** using diagnostic assessments and benchmark data, students receive additional instruction and practice on identified areas, with teachers instructing before and after school, through content area integration.
- **Supplemental Programming:** collaboration and community integration through which character and academic education are fostered in extracurricular and auxiliary activities.
- **Meaningful Parental Engagement:** through effective communication, it is an essential element of the School's culture, as support from the parent increases the likelihood of student success.

The education model encompasses all content areas with a primary focus on reading as well as increasing learning opportunities for *all* students in accordance with the prescribed purposes of a charter school found within F.S.1002.33(2)(b)(c). The School's desire is to teach children to understand what they read through systematic, direct instruction of the Language Arts Florida Standards which are aligned to the six components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language.

In order to make reading a “primary focus,” all objectives from Florida’s Reading Program Specifications will be implemented at the School:

- Specification 1: Professional Development
- Specification 2: Administrative Practices in Support of Reading
- Specification 3: High Quality Reading Instruction is a Dynamic System
- Specification 4: Reading Text Materials and Resources

A detailed description of how the school meets the objectives of the specifications listed above can be found in the Comprehensive Core Reading Program in the Curriculum Plan of this application. The Supplemental Reading Intervention Program and Comprehensive Reading Intervention Program are also described in detail in the Curriculum Plan to further outline how the school will meet the needs of students reading below grade level.

The School will utilize blended learning models, differentiation, and research-based interventions to increase learning opportunities for all students. Low-performing students will be identified through the use of diagnostic assessments. Students who score below grade level will be given extra instructional support outside of core classes to reach grade level and meet the standards within the classroom. The additional help will include small group instruction, differentiated instruction, and various opportunities for additional tutoring. Tutoring may be offered before school, after school, and on weekends. Tutoring is free to students and is included in the School’s budget.

In order to ensure mastery of the standards, teachers will follow a spiral model of teaching where they are constantly reviewing skills that have not been mastered. The reading block includes time to review instructional focus content, direct instruction, modeling, guided practice, and independent practice. From there, teachers will assess students weekly on the standard and determine if re-teaching is necessary. This model ensures that all students, including low-achieving students, are given more than one opportunity to meet a standard. Students are instructed on each standard several times throughout the year until mastery is met. This repetition and differentiation is targeted towards catch-up growth for students by including an increased number of minutes in reading for low-achieving students.

Additional Instructional Support

Additional homework and classwork help will be offered during specific times throughout the week to assist students in need of extra practice. Teachers will make themselves available during a time that is outside the instructional block. This additional contact with the student is critical for those who need a structured practice environment, as well as continuous feedback throughout the learning process both at home and in school.

Initiating and strengthening collaboration between school, home, and community provides the basis for support and reinforcement of student learning. Involving and engaging parents and students in a collaborative manner is critical to successful implementation of the education model. The plan for assisting remedial students involves continuous collaboration between all stakeholders.

Additional resources will be available to students who are not making adequate learning gains, as indicated on NWEA benchmark assessments or by not earning passing grades in class. For students who require additional intervention to bring them up to grade level expectations, tutoring will also be available at the School. Tutoring sessions can be before or after school, and are free to students as the funds to provide this assistance is derived from the operating budget. Teachers will use a set curriculum in a small group setting, targeted to students' skill deficiencies, as determined by diagnostic and formative data. Tutoring opportunities and any other intervention plans are offered in addition to the required minutes for instruction that are specified in the sample schedule and curriculum plan.

Tutoring sessions will be targeted based on students' benchmark data to determine areas of re-teaching. The instructional strategies will be varied depending on the students' unique way of learning. The goal of tutoring sessions is to engage the student and re-teach the information in a new way.

As outlined in this application, the School will encourage the use of innovative learning methods and deliver educational best practices to the students within the framework of a research-based education model, which is innovative in its approach to data analysis for individual student learning. In addition, the School will have several unique and innovative academic components that will complement the comprehensive data-driven instructional delivery of the GVC to foster the development of well-rounded student-citizens and provide experiential learning opportunities. These components, described in detail in the Educational Program Design section include: research-based instructional strategies (the GVC); technology support for data-driven instruction and individual student goal setting; Personalized Learning Plans; and an integrated character education model. Specific learning methods, also described in the Educational Program Design, include, but are not limited to:

- Blended learning
- Marzano's Thirteen High Probability instructional strategies
- Cross-curricular instruction and learning
- Multiple intelligences
- Project-based learning
- Cooperative learning

Baseline assessment will provide all stakeholders with the information needed to identify students' strengths and weaknesses; to effectively target instruction; and to set school-level, classroom-level and individual student-level goals. Teachers will begin the school year by assessing the previous year's data and the data from the first benchmark administration to target and differentiate instruction and help students focus on learning as they work to master specific skills and content of the NGSSS and Florida Standards. Benchmark assessments, as well as Common Assessment data, will provide administrators and teachers with data for the measurement of learning outcomes for each individual student. Teachers will take ownership of their students' learning by understanding each student's data and how he/she learns best.

Throughout the year, school administrators will meet with teachers in Data Chats to measure learning outcomes of each student by reviewing results from the benchmark assessments and class assessments to further drive instruction. Areas of deficiency will be identified and a new

strategy for addressing those skills will be developed at the classroom level. Teachers will revisit the skills and assess again, as needed, focusing on student academic gaps that must be mastered according to the GVC.

Progress monitoring for additional learning opportunities will be measured using resources aligned to the program in use. Programs for comprehensive intervention that meet the state's rigorous guidelines for scientifically based interventions will be measured according to the program guidelines. Overall success of the extended learning program will be measured through impact on student's state assessment score and benchmark scores.

D. Describe how the charter school will fulfill, the optional purposes of charter schools found in section 1002.33(2)(c), F.S. *This section is optional.*

Create innovative measurement tools.

The School will implement innovative reporting tools via a student information system, including the electronic grade book and the report card. These innovative measurement tools will assist the school staff in analyzing student assessment data and in monitoring student progress to ensure academic improvement. Described below, these tools will also assist the School in monitoring progress towards meeting and exceeding the school-wide goals and objectives outlined earlier.

The goal is to have one major data warehouse for a student information system with all forms of student data, including state assessment results, benchmark results, historical performance, demographic data and more. This would provide convenience for stakeholders of the School in being able to obtain all of this information from one source, as opposed to multiple providers and multiple reports. The School's student information system will track individual student data. The student information system will offer the School the capability of disaggregating data by individual student, by individual class, and by grade level. It will also offer teachers, parents, and students online access to student data. Student achievement data will be included in each student's file and will make year-to-year evaluation and tracking of mastery of the NGSSS and Florida Standards more efficient. It will also provide students, parents, teachers and administrators information to make decisions about differentiating instruction for each student.

The electronic grade book was created to assist teachers in creating and recording daily assignments that are aligned to the NGSSS and Florida Standards within the GVC. Since all courses taught are aligned to the standards, each formative and summative assessment will be directly correlated and the data will be accessible to all relevant stakeholders via a student information system, currently provided by PowerSchool. Access to the system allows for real-time monitoring of student performance on the standards thereby allowing administrators, parents, teachers and students to track and compare rates of the student's academic progress throughout the year. When an assignment is created for a specific subject, the teacher will assign points to the most specific element of the standards covered in that particular lesson. When the assignment is completed by the students, the grades will then be logged into the electronic grade book by the teacher, creating a running record of the level of mastery each student has achieved on the related standards and benchmarks. Grades will automatically be calculated and various individual and class reports can be generated. This tool is an invaluable way for teachers to

effectively evaluate an individual student's mastery of state-prescribed skills and content areas, as well as improve the overall effectiveness of classroom instruction in each subject.

The electronic grade book is an integral reporting tool that will empower parents to monitor and participate in their child's academic progress and improvement, as well as empower students to monitor and take responsibility for their own learning. The electronic grade book will also enable the School Principal to monitor coverage of the GVC's alignment to NGSSS and Florida Standards, which will be cross-referenced with teacher lesson plans to ensure implementation of the GVC with fidelity.

The School will utilize a proprietary report card to keep parents informed of their child's academic growth. The report card will give parents a comprehensive overview of their child's current skill level and a measure of his/her progress toward attaining mastery of the standards, as it contains both a practice grade and a master grade. The report card identifies and evaluates a student's mastery of specific grade level content by recording a grade in each content area. By aligning state specific standards with each content area in the electronic grade book, teachers, parents, and students can identify the specific areas a student has mastered as well as those areas in which a student needs improvement and support. This subsequently translates into a grade on the report card. It also includes a component regarding citizenship, aligned with our integrated character education, which measures student performance based on conduct, participation, and effort.

The report card will be sent to students and parents quarterly and will also be available via the parent portal. Interim progress reports will also be distributed to parents at the midpoint of each quarter. Since each assignment and assessment is directly aligned to the NGSSS and Florida Standards and graded accordingly, a passing grade in the content area denotes that a student has attained an acceptable level of mastery.

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

The School recognizes that each school's learning environment is unique and must be supported in its quest for increased student achievement. The education model is a framework for continuous improvement, with its foundation in the 35 years of research of Robert J. Marzano that focuses on school goals to increase student achievement. Every school administrator and faculty member will be trained in Marzano's research and Charter Schools USA's education model. They will be trained in data collection systems to provide continuous assessment toward school goals. Student and school performance data is collected regularly throughout the year and used by school administrators and faculty members to monitor progress in achieving the School's goals. Administrators and faculty evaluate, create, and revise instructional goals based on the instructional calendar and progress made.

The data-driven instruction model allows teachers to take ownership of the learning program with their own classrooms. The ESP provides the curriculum map, which is the core of instruction with its list of standards that need to be covered, but teachers have flexibility with their styles, strategies, resources, and materials as to how the core curriculum is delivered. The School will provide a list of approved resources and materials, for both texts and computer-based

programs, from which the teachers may choose. Teachers take the time to study the curriculum maps, creating cross-curricular plans to provide for deeper understanding of content. They also create instructional focus plans to review previously taught standards that have not yet been mastered by all students, while still continuing to teach new content as well within the instructional block. Teachers have the responsibility of grouping students according to performance on particular skills for small-group instruction, as well as determining the most effective blended learning lessons and activities to supplement instruction.

Even outside of the classroom, teachers can have an impact on the learning program. Teachers are encouraged to observe peers in other classrooms to provide feedback regarding best practices, as well as learn more skills to improve their craft. To widen the reach of impact, teachers can be observers in QUEST visits as well. Some teachers may also have the opportunity to participate in providing input for curriculum mapping, increasing their ownership the instruction that occurs across the network of schools of the ESP.

At the end of the school year, administrators and faculty complete a survey to provide input on the current learning programs and resources used and the professional development provided throughout the year. Data chats are also an outlet for teachers to voice their opinions on resources and professional development throughout the year, ensuring that students' needs are addressed. In addition, there is a professional development needs assessment that administrators and staff complete at both the beginning and end of the school year. These results are analyzed and used along with student performance data to facilitate the school improvement process. The professional development schedule is created upon completion of data and needs assessment analysis. If analyzing different sources of student and teacher data throughout the year presents a need for additional professional development, the schedule is revised to include in-service to meet those training needs.

The National Reading Panel (2000) concluded that a quality professional development program increases teacher effectiveness and therefore, student achievement. The ESP provides or accesses professional development for school leadership, teachers, and paraprofessionals on a continuous basis. Professional development will be delivered through the Florida DOE, the Florida Center for Reading Research (FCRR), *Just Read, Florida!*, foundations, the district, textbook and publishing companies, and the ESP. Efforts will be made to partner or work with colleges and universities for professional development opportunities, teacher internships, and/or educational research. A more extensive list of professional development opportunities can be found in section 12: Human Resources and Employment.

The ESP and Board value the development of teachers within the field of education, and encourage staff to reach beyond their current levels to improve. As such, the Leading Edge Program is offered to staff members looking to advance into leadership roles within the school and other areas of the network. Outside of the typical work schedule, teachers in the program participate in training and professional development activities to learn how to best perform in prospective positions, such as curriculum specialist, assistant principal, dean, or principal. Support is provided in applying and attempting to obtain these positions within the network as well.

Section 2: Target Population and Student Body

A. Describe the anticipated target population to be served.

As specified in F.S. 1000.05(2)(a) and 1002.33(10)(a), the School will serve as an open enrollment school of choice for all Palm Beach County students, regardless of race, gender, ethnicity, national origin, marital status, sexual orientation or disability. In an effort to more accurately reflect the target market that the School will serve, we have included in Table 2.1 statistical profiles of all public schools within southwest Palm Beach County, which is generally defined here as the area south of Clint Moore Rd. and west of I-95. The data was culled from publicly available reports from the Florida Department of Education (FLDOE). All data is current as of 2013-14 unless marked with an asterisk, denoting information that is from 2012-13 due to reporting delays.

Based off the schools profiled, we can anticipate the following demographics at the School:

- Students: 1,145
- Minority: 43%
- Free Lunch: 28%*
- Reduced Lunch: 5%*
- ELL/LEP: 7%
- ESE: 13.6%
- ESE (including Gifted): 29%

Palm Beach County is the 5th largest school district by enrollment in the state of Florida, and the district has seen 5.71% growth over the last five years (an addition of 9,874 students). Thirty-eight Palm Beach County public schools have been filled to 90% capacity or more as of 2013-14 (30 of which include grades K-8). These schools are spread evenly throughout the county, and there are at least five schools among the ones measured in table 2.1 that are overcrowded. Of the charter schools listed on Palm Beach County's 2013-14 capacity report, 11 were over 90% capacity (up 2 from the previous year). While countywide charter school capacity is currently about 53%, it is projected to be 82% by 2017-18, showing that Palm Beach County charter schools built recently and/or planned for the coming years are projected to fill up at a rapid pace.

South Palm Beach Charter School

Table 2.1: School Market Summary for SW Palm Beach County									
School Name	2013 Enrollment	2013 Grade	Free Lunch%	Reduced Lunch%	Minority%	ELL-LEP%	ESE%	ESE & Gifted	2013-14 Capacity
Charter Schools	Enrollment	Grade	F%	R%	Minority%	ELL-LEP%	ESE%	E+G	Capacity
None	-	-	-	-	-	-	-	-	-
Public Schools	Enrollment	Grade	F%	R%	Minority%	ELL-LEP%	ESE%	E+G	Capacity
Calusa Elem	877	A	23%	4%	37%	8%	13%	19%	101%
Coral Sunset Elem	654	B	51%	8%	51%	13%	29%	29%	65%
Del Prado Elem	851	A	19%	4%	38%	3%	8%	60%	87%
Don Estridge High Tech Middle	1,246	A	24%	7%	51%	1%	15%	34%	99%
Eagles Landing Middle	1,289	A	28%	5%	43%	4%	15%	26%	76%
Hammock Pointe Elem	898	B	48%	6%	65%	18%	13%	13%	95%
Loggers' Run Community Middle	1,039	A	29%	6%	41%	2%	13%	21%	80%
Omni Middle	1,403	A	22%	5%	36%	4%	9%	33%	105%
Sandpiper Shores Elem	802	A	28%	5%	50%	10%	17%	17%	73%
Sunrise Park Elem	882	A	18%	2%	35%	10%	15%	15%	71%
Verde Elem	849	A	28%	6%	46%	15%	10%	17%	97%
Waters Edge Elem	811	A	12%	3%	28%	2%	8%	60%	87%
Whispering Pines Elem	809	A	28%	6%	40%	4%	14%	39%	73%
TOTAL	12,410	A	28%	5%	43%	7%	14%	29%	85%
<i>Total Charters within 5 Miles</i>	-	-	-	-	-	-	-	-	-
<i>Total Public within 5 Miles</i>	12,410	A	28%	5%	43%	7%	14%	29%	85%
<i>Total All-Told</i>	12,410	A	28%	5%	43%	7%	14%	29%	85%

B. Provide the following projection for each year of proposed operation.

Table 2.2 below provides the projected student enrollment of the School for each year of the Charter. These enrollment figures are only projections, but at the time of enrollment if the demand for student stations is greater and capacity is available, the governing board may elect to enroll the School to full capacity. In no event shall enrollment exceed the maximum capacity pursuant to municipal code/fire marshal.

Table 2.2

	Year 1		Year 2		Year 3		Year 4		Year 5	
	students	class ratio	students	class ratio	students	class ratio	students	class ratio	students	class ratio
Kindergarten	120	18	120	18	120	18	120	18	120	18
1st Grade	92	18	115	18	115	18	115	18	115	18
2nd Grade	92	18	92	18	115	18	115	18	115	18
3rd Grade	69	18	92	18	92	18	115	18	115	18
4th Grade	69	22	92	22	92	22	92	22	115	22
5th Grade	69	22	92	22	92	22	92	22	115	22
6th Grade	150	22	150	22	150	22	150	22	150	22
7th Grade	0		150	22	150	22	150	22	150	22
8th Grade	0		0		150	22	150	22	150	22
Projected Enrollment	661		903		1076		1099		1145	

The School shall comply with applicable Florida Statutes and with the Class Size Reduction Amendment requirements as outlined in the Florida Constitution, Section 1 of Article IX, amended in November 2002, as it relates to charter schools. The School's staffing model and enrollment projections are designed to achieve compliance as it currently relates to charter schools. If the requirements for charter schools change over time, our school design will be modified and our projections amended to reflect necessary compliance, which may include modification to staffing and enrollment. For the upcoming school year, charter schools are mandated to comply with class size at the school wide average.

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

In order to calculate student population projections, a site-level analysis is done using Economic and Social Research Institute (ESRI) mapping software to test the density of the local student market within certain measurement distances (usually within a drive time of 5, 10, and 15 minutes). Using the 17 years of experience of our ESP, their historical absorption rates (percentage of potential students enrolling in our school) were applied to our potential student base to determine the projected demand for the school. This projected demand was then aligned to the different school size models that have been developed by our ESP to allow the Governing Board to select the appropriate school size. Specific school sizes have been developed to ensure each grade level has a consistent size to allow students to matriculate over time and that there are an appropriate number of classes per grade level to allow optimal staffing of teachers, particularly elective courses (music, art, PE, etc.) and middle school.

Using these parameters and the generally defined area above, we found that a school size of 1,145 students yields an absorption rate of 7%, an acceptable rate that is within the historical averages of schools operated by our ESP with similar demographics, geography, and school choice options in the community. Moreover, as an open enrollment school of choice, we can expect many students to come from outside the target area. Thus, we expect to meet our stated enrollment goal of 1,145 students.

Section 3: Educational Program Design

A. Describe the school’s daily schedule and annual calendar.

The School will follow Palm Beach County Public School’s annual calendar, including the number of days. The number of instructional days per year will be at least 180, per Florida Statute. The School’s course offerings will reflect FLDOE course coding and the School’s instructional day will accommodate a minimum of 300 minutes. Please see tables 3.1 and 3.2 for sample daily classroom schedules. A sample annual calendar can be found at **Appendix I**.

Table 3.1: Sample Elementary Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am - 8:40 am	RTI	RTI	RTI	RTI	RTI
8:40 am - 9:10 am	ELA-Reading	ELA-Reading	ELA-Reading	ELA-Reading	ELA-Reading
9:10 am - 10:10 am	ELA-Writing /Integrated Social Studies and Science	ELA-Writing /Integrated Social Studies and Science	ELA-Writing /Integrated Social Studies and Science	ELA-Writing /Integrated Social Studies and Science	ELA-Writing /Integrated Social Studies and Science
10:10 am - 10:40 am	Lunch	Lunch	Lunch	Lunch	Lunch
10:40 am - 11:25 am	Specials*	Specials	Specials	Specials	Specials
11:25 am - 12:25 pm	Guided PE	Guided PE	Guided PE	Guided PE	Guided PE
12:25 pm - 2:25 pm	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
2:25 pm - 3:00 pm	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies

*The School will implement a five-day specials rotation schedule, and students will be exposed to the following courses:

- Music
- Physical Education
- Spanish
- Art
- Technology

Table 3.2: Sample Middle School Schedule

Period	Minutes
1	8:00 am - 8:54 am
Passing	8:54 am - 8:57 am
2	8:57 am - 9:47 am
Passing	9:47 am - 9:50 am
3	9:50 am - 10:40 am
Passing	10:40 am - 10:43 am
4	10:43 am - 11:33 am
Passing	11:33 am - 11:36 am
5	11:36 am - 12:26 pm
Passing	12:26 pm - 12:29 pm
	12:29 pm - 2:07 pm
6	1 st Wave Lunch: 12:35 pm - 1:05 pm 2 nd Wave Lunch: 1:10 pm - 1:40 pm
Passing	2:07 pm - 2:10 pm
7	2:10 pm - 3:00 pm

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

In life, the price for opportunity is invaluable, and it is the School’s purpose to provide the opportunity to achieve greatness beyond what anyone has imagined for these students before. As such, the School is committed to implement an educational program that is student-centered and driven by their needs, and the program will be further enhanced with guidance, support, and encouragement from a staff that is fully invested in the future of these students.

The education model is implemented within a framework of continuous improvement to ensure its validity and the development of supporting tools to meet the needs of each individual student. The development of the education model was based on Robert J. Marzano’s 35 years of research. Its structure enables administrators and teachers to better understand, better explain, and make better predictions regarding the elements needed to facilitate each student’s mastery of the Next Generation Sunshine State Standards and Florida Standards. Educational best practices, technology, communication, and documentation tools are created and revised to support the implementation of the model and ensure that teachers have the support necessary to meet the needs of each student.

Education Model

The Guaranteed and Viable Curriculum ensures academic excellence in every classroom and encourages steady academic progress as students build their knowledge and skills from one year to the next. After clear guidance is given to teachers regarding the content to be addressed in specific courses and at specific grade levels, the ESP, which provides curriculum and educational strategy support the School, and school administration monitor learning so that the academic content necessary for achievement within each grade is not disregarded or replaced.

Component 1: Baseline Assessment and Data

Baseline assessment provides all stakeholders with the information needed to identify students' strengths and weaknesses; to effectively target instruction; and to set school-level, classroom-level, and individual student-level goals. This starts at the beginning of the school year with the review of students' scores from the state-mandated assessment of the previous school year. Baseline data is obtained throughout the year with standards-aligned pre-tests that are utilized prior to each new unit of instruction.

Component 2: Data-Driven Instruction

The School's leaders and teachers will analyze baseline data from the School's student information system, and then provide targeted professional development to support teachers' knowledge base of the best instructional strategies to employ, that best meet the needs of each student. Teachers then have the information needed to effectively adjust instructional focus through spiral teaching and employ regrouping and other differentiation strategies to ensure that each student is making progress towards mastery of specific skills and content. Using this innovative approach of data-driven instruction and ongoing teacher support within the FCEF network around meeting the needs of each student, the School will ensure a culture of continuous improvement and increased student achievement.

Component 3: Assessment

After data-driven instruction, formative assessments will be given to determine areas of growth and will be used to continue to identify instructional priorities. Assessments will measure instructional effectiveness and student achievement and are an integral part of the education model. Formative assessments, in particular, provide a systematic and regular measurement of students' progress in the classroom, and are the processes used to drive instructional practice. Further, timely and specific feedback, based upon formative assessments of student performance on grade level standards is given to establish individualized goals for all students (Marzano).

Component 4: Grading

Grading of formative assessments will be done through the electronic grade book in the student information system. Formative assessments will be graded at the most specific level of the NGSSS and Florida Standards to facilitate data collection. As the data is collected, it is displayed within the electronic grade book in various formats for straightforward data analysis. The data is then reviewed at the specific standard to target individual student needs on specific skill expectations.

Component 5: Reporting

Reporting in the student information system will offer the School the capability of disaggregating data by individual student, by individual class, and by grade level. It will also offer teachers, parents, and students online access to student data. Student achievement data will be included in each student's file and will make year-to-year evaluation and tracking of

benchmarks more efficient. It will also provide students, parents, teachers and administrators information to make decisions about differentiating instruction for each student.

Component 6: Decision

Decision is the final action. Teachers and administrators, based on the data, will make the decision to either move on to a new standard and begin with a baseline assessment, or revisit the same standard through data-driven instruction, reaching students who need remediation or acceleration through differentiated instruction. A unique and innovative aspect of this education model is the fact that the School does not simply move on to the next standard after assessment, but may continue re-teaching based on students' needs. The teacher will re-teach, either by whole-class or small-group instruction, until all students have mastered the standard.

Through professional development, teachers continue this decision-making process of best meeting the needs of the students. The educator's critical role is to be the designer of student learning. The three-stage design process from Jay McTighe's *Understanding by Design* supports teachers working within the standards-driven curriculum to clarify learning goals, devise assessments revealing student understanding, and craft effective and engaging learning activities, aligned with real world experiences. This three-stage process is further explained in section C, in which the research base for the education program is described.

The review of data, through the use of the education model, will guide the School's learning plan by identifying the professional developmental needs of teachers through both student and administrator observational data. Through the cycle of revisions to the GVC based on the needs of the students recognized through data and observation; the alignment of professional development to the needs of teachers; and the revision of functionality within the student information system, the education model is the foundation that will drive continuous improvement within the School.

The six steps of the School's education model as outlined above (baseline assessment, data-driven instruction, assessment, grading, reporting and decision) were designed to provide a process for improving student learning and academic achievement. These steps are designed to encourage teachers to reflect on the individual work of their students. The education model will be used to sustain a constant cycle of tracking progress for mastery of standards, so students are able to find success in their own methods of learning. Subsequently, each student is empowered through the creation of his/her own Personalized Learning Plan.

Another distinctive component of the education model is the constant connection within the network that supports the implementation of the model with fidelity. At each step, teachers, as well as administrators, have the opportunity to reach out to others to gain insight on best practices to provide the most effective instruction for students. This can range from lesson plan sharing, to model lessons, to professional development on instructional strategies, and many other tools that will be utilized within the School. This creates a sense of camaraderie and teamwork, with the intention of further motivating the staff to achieve the vision and mission of the School. These network components are further described in the "Supporting Tools of the Education Model" and "Monitoring and Evaluation" sections.

To achieve its goal of meeting high standards of student achievement, the School will use unique and innovative academic components to complement the comprehensive data-driven education model. The components include the following:

- **School-Wide Goal Setting:** at the year's onset, teachers and administrators analyze the previous year's data to set school-wide improvement goals for the new year.
- **Personalized Learning Plans:** designed for all students to track the individual student's strengths and weaknesses. The Plan is collaboratively developed between students, parents and teachers to empower students to track their own progress.
- **Progress Monitoring and Assessment:** tracks specific and measurable goals regarding attendance, test scores, graduation rates and teacher retention to inform data-driven decision making, with specific plans for students of concern and/or functioning below grade level).
- **Focus on Academic Rigor/Innovative Learning Methods:** utilizing critical thinking skills to prepare students to be college and career-ready.
- **Innovative Measurement Tools to Drive Research-Based Instruction & Data Analysis:** employs state-of-the art technology like the student information system, electronic grade book, and report card.
- **Technology to Support Student Engagement:** creating interactive classrooms and utilizing tablets, document cameras, etc. to further enhance the learning experience.
- **Character Education Program:** promotes an increase in citizenship and student motivation toward academic learning by incorporating student interest with real-world experiences.
- **Academic Intervention and Enrichment:** using diagnostic assessments and benchmark data, students receive additional instruction and practice on identified areas, with teachers instructing before and after school, through content area integration.
- **Supplemental Programming:** collaboration and community integration through which character and academic education are fostered in extracurricular and auxiliary activities.
- **Meaningful Parental Engagement:** through effective communication, it is an essential element of the School's culture, as support from the parent increases the likelihood of student success.

School-Wide Goal Setting

Teachers use a data retrieval system to analyze data for each student and class to begin the goal-setting process for their classroom. Table 3.3 describes how the system supports goal-setting and progress monitoring at the School.

Table 3.3

Progress Monitoring	
School Level	School leadership uses data reports to set and monitor school goals for overall proficiency, learning gains, with the lowest 25%, and growth within a specific body of knowledge.
Teacher Level	Teachers are able to utilize system reports for grading, as well as Florida Standards Assessment (FSA), FCAT 2.0 and benchmark exams to determine instructional needs.
Student Level	Personalized Learning Plans are created for all students based on their performance on assessments. Students, in conjunction with parents and teachers, develop goals in order to attain the Florida Standards.

School goals will be communicated and monitored at every level so that each student and teacher understands how he or she can achieve success.

Goal-setting is viewed as a catalyst for the cohesion of the School as a team working toward the same goals. When walking down the halls, goals will be visible, as well as heard, as all students and staff are expected to be able to articulate their role in the mission of the School. After data chats, described further in this application, teachers meet with students to set personal goals. These goals are academically focused, and allow students to track their own progress. Goal-setting is also used after formative assessments as a means to track improvement and areas for growth with regards to academic standards. Teachers are encouraged to track progress on classroom walls to motivate students, both for students themselves and for each other. Knowing that the School is a family and everyone must do their share will serve as a source of inspiration to the students. Goal-setting is used in conjunction with the development of a student's Personalized Learning Plan. A measure of each student's rate of academic gains will be determined at the end of the year and a comparison of learning gains made throughout the year will also be conducted.

Personalized Learning Plan

Every child is unique, therefore the School will create a Personalized Learning Plan (PLP) for every student, designed to track an individual student's strengths, weaknesses, and cumulative progress in attaining a year's worth of learning at a specific grade level. The PLP will empower students to track their own progress, which initiates student ownership of learning goals. The plan's development is a collaborative effort between the teacher, parent, student, and other staff involved with the student's academic achievement. Teachers will act as facilitators and coaches for the plans, aiding in creating, monitoring, and challenging the students to push themselves. The parents' role is to be a cheerleader or mentor, motivating and guiding the students in their endeavors. Most importantly, students are the producers of the plan, faced with the responsibility of understanding their data, making good decisions as learners, and following through with expectations.

Through analysis and evaluation of data, administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve learning gains. As a reference, baseline achievement levels are incorporated into each student's PLP, which is visible to the student, parent, and teacher within the student information system, as a starting point for determining future rates of academic progress. Students and parents are able to consider areas of mastery and deficiency based upon reports from NWEA, which provide detail regarding which skills the child has mastered, which skills need remediation, and which skills the child is ready to learn next. The student will set personal goals each quarter, which will be confirmed by teachers. Teachers will post formative data such as benchmark scores and reading diagnostic assessments to support student goal-setting. Each student's PLP will serve as the foundation from which to measure student outcomes. The outcomes will be congruent with NGSSS and Florida Standards within the GVC. Students are expected, at a minimum, to achieve mastery of each standard for each grade level and the goals and objectives specified in their PLP.

The following information is considered when assessing the student's strengths and weaknesses:

- The student's academic performance prior to his/her enrollment
- The results of any assessment testing and classroom assessments
- Non-assessed student work and project-based learning
- Student information about what the student likes to learn and parent information about how their child learns best (e.g., in a quiet place, working in groups, etc.)
- Reports and observations from the student's teachers
- Information and suggestions from the student's parents and the student

Not only will the PLP include quarterly grade goals and NWEA benchmark goals, but also action steps to reach each goal, teaching students the valuable lesson of not just having a goal, but also knowing what it takes to reach that target. The action steps help guide both the child and the parent in implementing the PLP. The process of creating and monitoring the PLP is a life-skill that all students need to develop in order to become productive citizens. The ability to be self-aware of one's strengths and weaknesses, the ability to self-motivate to set and reach goals, and the ability to self-monitor progress will lead to successful completion of ambitions throughout life.

Progress Monitoring and Assessment

On-going progress monitoring will be the mark of success for the proposed School and will lead to achievement of the mission. Therefore, the School is committed to on-going academic reporting to the authorizer, parents, and students. The School will align school structures and processes through data-driven decision-making. Student progress will be determined by yearly academic growth, increasing the percentage of students scoring proficient or higher on the FSA and FCAT 2.0 assessments. Student progress will be measured by decreasing the percentage of students performing below grade level on the FSA or FCAT 2.0 assessments, averaged by subject.

Listed below are measurement tools that will be used for assessment purposes to monitor progress throughout the year. These are all used to determine the progress of students with regard to mastery of the standards and reaching a level of proficiency on the FSA/FCAT 2.0. The listed assessment tools do not preclude the School from incorporating other measures that may be determined necessary to support the mission of the School.

- Benchmarks tests, which include three administrations in the areas of English/language arts, mathematics, and science. NWEA currently provides the Measures of Academic Progress (MAP) and the MAP for Primary Grades (MPG).
 - NWEA MAP: tests students with engaging, ability-appropriate content. NWEA is an adaptive assessment; therefore as a student responds to questions, the test difficulty adjusts to the level of the student.
 - NWEA MAP for Science: Aligned with science state standards, test items are helpful for assessing students up to and including 10th grade, prior to more specialized science curriculum in upper high school, and measures the following critical areas: 1) General Science, which covers specific science concepts within the three major domains of science: life sciences, earth and space sciences, and physical sciences. 2) Concepts and Processes, which measure a student's performance in both the processes used in science and the major themes underlying the science

disciplines. Administration of MAP for Science is required in grades 5 and 8, but the School will have the option of offering this assessment to other grade levels if necessary.

- **Common Assessments:** monthly assessments provided by the ESP which are created from a data bank and disseminated to schools to gauge students' progress on mastery of the GVC. The assessments are aligned to state standards, and include short-term review, as well as spiral review, to check for mastery. This is to provide a uniform tool to all schools in the network to monitor progress more frequently between benchmark assessments administered by NWEA.
- **Instructional Focus Plan (IFP) Assessments:** Tests aligned to specifications of Florida Standards and assessments that measure mastery of competencies within the GVC, given minimally every two weeks. IFP instruction and assessments match the skills and concepts each class needs to work on in order to reach mastery.
- **Weekly Standards-Based Assessments:** Formative assessments that are designed to evaluate whether a student has mastered a specific standard. Each weekly assessment will measure the academic performance of each student on a particular standard, based on content that has been introduced and practiced multiple times. These can be teacher-created or from purchased resources and are used in all subjects.

The School will outline specific goals from the broad academic goals and objectives found in this application. All the goals and objectives of the School will meet Florida's state standards for school accountability. The School plans to accomplish this by: 1) being accountable for student learning, utilizing our student information system to track and monitor student performance data in order to meet or exceed the local and statewide proficiency averages with demographically-similar student populations; 2) ensuring the proposed curriculum is fully aligned with Florida Standards and NGSSS, and our goals provide guidance towards specific outcomes; and 3) guaranteeing that our specific student expectations meet requirements for annual growth, growth of student subgroups, attendance requirements and measure all students under the state's accountability plan.

Instructional Focus Plan

Teachers, in conjunction with the School administrative team, monitor progress by planning together and scheduling learning objectives aligned to a data-driven calendar called the Instructional Focus Plan. The calendar is developed based on the data provided by each Common Assessment report, which teachers analyze to determine what standards the students need to be re-taught, or taught more in-depth than previously expected. This constant spiral instruction not only helps students reach mastery, but also reinforces concepts for better retention of information. The calendars include targeted standards, plans for instruction, and weekly assessments. A reflection space is designated for teachers to note the results of the assessment. Classroom teachers develop the calendars several times throughout the year to adjust instruction based on results. The GVC is thereby differentiated to meet the needs of the students within the School while maintaining rigorous pacing and high expectations. These calendars are developed for both ELA and mathematics, and teachers are encouraged to post and track results within the classroom to motivate and challenge their students.

Through the collection of data on each student and the inclusion of parents in the overall academic endeavor of their child, we believe that every student will recognize his/her individual potential and strive to meet and exceed the academic goals he or she has participated in setting.

Data Chats

Throughout the year, as part of professional development, a member of the School's leadership team will lead data chats by analyzing students' data to ensure that teachers have a clear understanding of the importance of providing data-driven instruction. The data chats pin-point what is needed in each classroom, including recognizing skills that each individual student needs to master. These meetings are at the helm of school-wide and classroom goal-setting. The teacher then uses the analyzed data to assist each student with individualized goal-setting and developing his/her Personalized Learning Plan. By analyzing their own data through data chats, teachers take ownership of their data and student gains. This is also the outlet for decision-making with regard to students who will be offered additional instructional time which may include tutoring, pull-out/push-in programs, and small-group instruction. Support from the ESP will be provided to ensure proper implementation of this tool in order to improve student performance.

Focus on Academic Rigor/Innovative Learning Methods

The education model itself is innovative in the sense that the core segments are consistent, but the instructional methods are dependent on the needs of the individual student. The School will not utilize a one-size-fits-all component in any aspect. With that said, innovative learning methods that are utilized can range from any or all of the strategies listed below:

- **Blended learning:** the School will also offer the unique experience of blended learning for students, in which the online programs can range on a continuum of a part time embedded supplemental program to load-bearing courses taken independently. Blended learning can support any level of students, as some students can participate in enrichment programs, whereas others can get remedial support. The School will use the following programs: Plato Courseware, Reading Eggs, Reading Plus, ThinkThroughMath, and Mathletics.
- **Marzano's Thirteen High Probability instructional strategies:** each of the thirteen strategies provides students with a learning opportunity that is academically rigorous, challenging, innovative, and focused on individual student learning needs. These strategies can be implemented across subject levels, and even throughout a lesson in various ways, as described in table 3.4.
- **Cross-curricular instruction and learning:** This method of instruction requires a high level of collaboration among teachers, as content is connected across subjects. Teachers align their studies in more than one subject area to best make connections for students, creating the opportunity for deepened understanding. For example, students can easily utilize the strategy of identifying a main idea (reading) when reading a newspaper article containing information on global warming (science), which can also tie into the citizen's role in preventing global warming (social studies). With the proper planning and teamwork, entire units can be implemented throughout the year connecting all subjects.
- **Multiple intelligences:** Howard Gardner's Theory of Multiple Intelligences is based on the idea that all students have different types of minds, therefore they all process and remember information in various ways. The general types of learners include: visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, linguistic, and logical-

mathematical. Teachers will plan and implement lessons with the various types of learners they have within their classes in mind. For example, for a lesson on the effect of earth's rotation, some students can be provided with a pictorial diagram (visual-spatial learners), whereas others can take part in acting out the rotation, with different students representing the sun, earth, and moon (bodily-kinesthetic learners).

- **Project-based learning:** This method provides students with the opportunity to learn content and master standards through real-world activities. Projects typically include activities in which students need to create, question, and revise knowledge, utilizing key critical thinking skills, which further prepare them for secondary and post-secondary studies. Often related to student interest, these activities can foster a higher desire for learning and develop better communication skills, as they frequently require students to work in teams or partnerships, though not necessarily for all projects. A specific project example and how cooperative learning is incorporated is described below.
- **Cooperative learning:** A strategy utilized by teachers to increase the rigor of an assignment, as it increases the expectations of students in completing a task. Within cooperative learning, teachers strategically group students to complete an assignment, designating roles so all students are held accountable for providing input and holding ownership of learning. To complete the task of planning a vacation under a certain budget, for example, the roles can be designated as leader, recorder, time-keeper, task-manager, and presenter.

Lesson Planning

Teachers will follow an innovative method of lesson planning that includes research elements of Marzano. Teachers will incorporate several segments, such as prior knowledge, direct instruction/modeling, guided instruction, independent practice, centers/small-group instruction, and a closure activity. Assessments, homework, materials, and technology used are also designated in the plan. Teachers will also account for differentiation for all levels of learning, including students with disabilities and English Language Learners. This lesson-planning format was developed to ensure that all students have the opportunity to learn.

When planning for the year, teachers will study the curriculum map, along with the test specifications, in order to have an understanding of what their students are expected to learn that year. For each unit, suggestions are provide on the length of time that the content should be taught; however, the teacher has the flexibility to adjust this according to their knowledge of their students' levels when entering the class. From there, a cross-curricular plan will be created with a team of teachers in each grade level, and teachers will write lesson plans week-by-week to ensure that they are covering the standards necessary in each unit. Essential questions and objectives provide guidance as to the focus and purpose of learning for the students as they create their lesson plans. Furthermore, teachers will be requested to map their plans minute-by-minute to maximize instructional time throughout the day, increasing the level of rigor in the classrooms. Lesson planning is described further in the Curriculum Plan section of this application.

Innovative Measurement Tools to Drive Research-Based Instruction & Data Analysis

CSUSA has innovative reporting tools — a student information system, including the electronic grade book, and a proprietary report card, as well as a future data warehouse — to assist in analyzing student assessment data and in monitoring student progress to ensure academic improvement. Described in section D of the Mission, Guiding Principles, and Purposes section, these tools will also assist the School in monitoring progress towards meeting and exceeding the school-wide goals and objectives and aid in developing an Instructional Focus Plan.

Technology to Support Student Engagement

The use of technology in education is essential to real world application and is also an effective way to increase student engagement and interaction with learning. The School will leverage many digital curriculum assets to enhance the offerings for remediation, enrichment and direct classroom instruction. The goal of technology usage is to create an interactive classroom, taking technology out of the hands of the teachers and place it within the hands of students, for an optimal experiential learning environment.

With the integration of technology, all students will have targeted access to curricular resources, assessment, technology-based intervention, and enrichment enhancing differentiation at the School. Teachers and students will have technology integrated in the classroom through a variety of modalities. For students, this will include:

- Flat screen televisions with interactive tablets
- Laptop Computers
- Computer Labs
- Tablets
- Document Cameras
- Audio Stations
 - Computers
 - Headphones
 - Microphones

Teachers will be trained to integrate technology into the student-learning environment to increase academic achievement for each student. The School will include a production room for filming, processing and streaming morning announcements; mobile and stationary computer labs; multi-purpose rooms outfitted with sufficient audio/video equipment for presentations; and will also utilize handheld tablets.

Wireless networking will also be employed throughout the School to allow students instant access to digital content, which will be provided by Safari Montage. This innovative program provides schools with access to preloaded educational videos tied to curriculum from reputable sources such as BBC, National Geographic, PBS, and more. The videos are preloaded to enable schools to stream content without having to spend time downloading videos, ensuring for protection of instructional time within lessons. The School will also have the ability to utilize Safari Montage to upload its own digital content and disseminate it to all classrooms, providing a new mode of communication, as well as engaging education, for 21st century learners.

In addition to technology being utilized for student engagement, it is also used for online testing. It is required that the school not only has sufficient numbers of qualified computers or devices to take tests, but also the infrastructure to enable those devices to work properly, including sufficient wireless connectivity and bandwidth. The School's technology plan will comply with online testing requirements. The technology plan can be found at **Appendix H**.

Character Education Program

Students must be taught how to be productive citizens, and the best way to teach them is to demonstrate how to be productive members of a community while achieving academic goals. Therefore, the School will implement an innovative integrated character education program that integrates a focus on academic rigor, good citizenship, and opportunities for real-world experiences, as aligned with the School's mission.

The character education program will serve as a cross-curricular strategy to instill strong character and citizenship in students. Teachers are encouraged to develop and access lesson plans aligned to character, which may include, but not be limited to:

- Literature rich in meaning
- Writing prompts
- Civics in life
- Incorporation of performance character into daily classroom instruction
- Historical content and examples
- Teaching for thinking
- Controversial issues discussion
- Cooperative learning
- Scientific issue discussions
- Assignments, lessons, discussions that highlight ethical performance, character and active citizenship

As students begin to understand these moral principles, they are encouraged to care enough to commit to performance character – those characteristics that will produce excellence such as perseverance, responsibility, industriousness, and self-control. Finally, students are challenged to be courageous in taking an active role in society and engaging the traits of service, community involvement, respect for authority, cooperation, patriotism and to choose to be a change agent - to make the world better.

The School will integrate the character education program into the academic courses by teaching character alongside academic content. The School will work with teachers and provide the necessary tools for teachers to be able to:

- Identify character curriculum components available within each lesson
- Access online media to supplement classroom instruction
- Access reading resources and writing prompts
- Access ideas on how to stimulate discussion and include inspirational stories

The goal of the integrated character education program is to instill strong character and citizenship within each student.

Academic Intervention and Enrichment

The School will accommodate the instructional needs of the students through various ways, depending on their ability levels. The school will implement the following approaches:

- Differentiated instruction
- Blending Learning
- Supplemental Intervention Reading Program
- Comprehensive Intervention Reading Program
- Response to Intervention
- Push-in/Pull-out Instruction
- Tutoring

Differentiated Instruction

Students will benefit through the use of innovative, differentiated instructional methods, which utilizes research-based instructional strategies, including but not limited to Marzano's Thirteen High Probability teaching strategies, to enhance the student's opportunity to learn the specific skills identified. Small-group instruction is utilized in different subjects, including ELA and math, in order to support the needs of students who are struggling with the content, as well as students who are above grade level and need more challenging tasks. The reading lesson segments will incorporate differentiated texts targeted to on-level, advanced, below-level, and ELL students. The school will also have a math resource that provides for enrichment, on-level, and re-teaching of each lesson.

Teachers can differentiate in three ways: with the content students are learning, the process in which the material is being taught, and the product that is developed to demonstrate learning. Some best practices with regard to differentiating include:

- Focusing on the standard for the content being taught; activities may be different, but the objectives are still the same for each activity. For example, students may read higher-level text yet still master the same standard as students reading on-level text.
- Addressing various individual student differences (learning styles, prior knowledge, and differences). For example, students who are tactile learners can use manipulatives, whereas students who are visual learners can use pictures.
- Grouping students differently depending on the activity and ability level.
- Integrating formative assessments throughout the activity to make adjustments.
- Continuously assessing, reflecting and adjusting content, process, and product to meet student needs.

Blended Learning

The School will also offer the unique experience of blended learning for students. Blended learning, as defined by the Innosight Institute, is "a formal education program in which a student learns at least in part at a supervised brick and mortar location away from home." The dimensions of online programs can range on a continuum of a part time embedded supplemental program to load-bearing courses taken independently, according to the International Association for K-12 Online Learning (iNACOL).

Strategies for using blended learning include:

- Opportunity to learn content that may not be offered in a traditional brick and mortar classroom (i.e. students can take a variety of world languages or electives to meet student interest).
- Remedial and credit recovery programs that provide opportunities for students to work at their grade level learning fundamental skills to make academic gains.
- Unlimited access to work at the student's pace and time.
- Accommodates "Flipped Learning" which allows students to learn the lesson at home and practice what is learned in the classroom.
- Additional programs might be available for advanced (enrichment) academics through programs such as Cambridge International Examinations.

Within blended learning, teachers utilize research-based best practices for teaching and learning, including the integration of technology into the instructional program. Students and staff will have access to technology through multiple blended models. The School will use the following programs: Plato Courseware, Reading Eggs, Reading Plus, ThinkThroughMath, and Mathletics.

Supplemental Intervention Reading Program

Based on diagnostic assessments and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside the 90-minute reading block in situations such as during the RtI block, before and after school, through content area integration, during non-required specials periods, and during any other opportunity to support student achievement of individual learning goals. Resources used by the School are reviewed and updated as necessary to best meet the needs of the students. Some research-based programs that the teachers will utilize are:

- **Reading Plus***¹
- **Reading Eggs***
- **Plato***
- Triumph Learning

*Denotes a computer-based program

Comprehensive Intervention Reading Programs

The School will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies, and/or read two or more years below grade level through additional instructional minutes using a research-based intervention program. Students will receive additional instruction in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade level expectations. Students will not be pulled out of core subjects for extra reading instruction but may be pulled out during non-required electives. There will also be the opportunity for push-in support within the classroom. Resources used by the School are reviewed and updated as necessary to best meet the needs of the students.

¹ Intervention programs in bold are required for purchase in all CSUSA-managed schools. Depending on budget and the needs of the students, the other intervention programs are optional.

Some research-based programs that the teacher will utilize include:

- **Wonderworks (K-6)**
- **Voyager Passport (K – 8)**
- **Corrective Reading (3-8)**
- Reading Mastery (3)

The following table describes the progressive plan² to increase instructional minutes in reading to ensure that students achieve mastery of grade level expectations.

Table 3.4

K-5 On-grade-level Instructional Plan	K-5 Strategic Instructional Plan	K-5 Intensive Instructional Plan
90 minute uninterrupted reading block	90 minute uninterrupted reading block	90 minute uninterrupted reading block
60 minute language arts block	60 minute language arts block	60 minute language arts block
40 minute differentiated RTI block	40 minute differentiated RTI block	40 minute differentiated RTI block
	30 minute intervention session 3x per week	30 minute intervention session daily
		60 minute tutoring session
On-grade-level Instructional Plan	Strategic Instructional Plan	Intensive Instructional Plan
50 minute language arts class	50 minute language arts class	50 minute language arts class
	50 minute reading class	50 minute reading class
	30 minute intervention session 3x per week	30 minute intervention session daily
		60 minute tutoring session

Response to Intervention

Between diagnostic assessment periods, teachers will administer a variety of assessments to students in need of intervention.

- Fluency assessments – such as oral reading fluency checks and high frequency word checks to determine fluency progress.
- Running Records – periodic administration allows teachers to track instructional reading level progress.
- Phonics and Phonemic Awareness assessments – administration of spelling assessments such as Words Their Way to determine mastery of phonics skills.
- Standards Assessments – used to measure mastery of Performance Standards. Standards assessments are formative assessments that are designed to evaluate whether a student has mastered a specific standard at the lowest level that was taught. The School will provide each grade level with standards assessments that are aligned to the GVC. Each

² This is the *minimum* requirement for instructional minutes. The current sample schedule in this application provides for more instructional minutes to ensure students are given ample opportunity to reach grade level in reading/language arts.

standards assessment measures the academic performance of each student on a particular standard that has been introduced and practiced multiple times.

- NWEA Benchmarks – administered to all grade levels to provide data regarding progress toward Performance Standards, reading stamina, and reading level.

All elements of progress monitoring will be shared with parents through the report card and data conferences, conducted at least quarterly. Parents will have the option to schedule conferences as needed with the teacher. This connection between home and school will enhance students' ability to achieve annual progress. The School's Student Support Team/Response to Intervention/504 models are aligned with all federal and state laws to ensure all students, including students with disabilities, receive a free appropriate public education using a guaranteed and viable curriculum to ensure learning gains. The RtI model includes:

- Tier 1 – Standards-Based Classroom Learning. All students participate in general education learning that includes: universal screenings to target groups in need of specific instructional and/or behavioral support, implementation of the Florida Standards and NGSSS through a standards-based classroom structure, differentiation of instruction including flexible grouping, multiple means of learning, and demonstration of learning, progress monitoring of learning through multiple formative assessments, and positive behavior supports.
- Tier 2 – Needs-Based Learning. In addition to Tier 1, targeted students participate in learning that is different by including a standard intervention protocol process for identifying and providing research-based interventions based on student need, on-going progress monitoring to measure student response to intervention and guided decision-making. Instruction occurs in small-groups in addition to the time allotted for core instruction.
- Tier 3 – SST-Driven Learning. In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including intensive, formalized problem solving to identify individual student needs; targeted research-based interventions tailored to individual needs; different curriculum resource; frequent progress monitoring; and analysis of student response to intervention(s). The time spent on instruction for Tier 3 students is in addition to the combined Tier 1 and Tier 2 amounts.

The School's curriculum resources for reading, mathematics, writing, and science are embedded with differentiated instructional lessons, strategies, and assessments that are associated with each RtI tier. The increased instructional minutes for Tiers 2 and 3 are described in table 3.4 regarding the progression plan for reading instruction. The Supplemental Intervention Reading Program and Comprehensive Intervention Reading Program, both described above, are aligned to meet the needs of the students in each tier and describe the resources used.

Tutoring

When students are not making adequate learning gains, as indicated on NWEA benchmark assessments or by not earning passing grades in class, there are additional resources available. Help with schoolwork is offered during specific office hours throughout the week to assist students in need of extra practice. For students requiring additional intervention, after school tutoring will also be available at the School. These sessions are derived from the operating budget and are applied to those students requiring extra intervention to bring them up to grade

level expectations. Teachers use a set curriculum in a small group setting, targeted to students' skill deficiencies, as determined by diagnostic and formative data. This plan for assisting remedial students involves continuous collaboration between all stakeholders. Initiating and strengthening collaboration between school, home, and communities provides the basis for support and reinforcement of student learning. Involving parents and students and engaging them in a collaborative manner is critical to academic success.

Push-in/Pull-out

One way that students receive targeted instruction based on their needs that aligns with our RtI model is through push-in/pull-out instruction. Certified teachers will be available to pull-out or push-in with students who are below grade level. As described in the RTI model, students will also receive extra instructional time to meet the demands of the curriculum. This additional time for instruction outside of class time will be crucial for increasing student learning gains, as increased instructional minutes is the primary drive for catch-up growth, as stated in *Annual Growth for All Students and Catch Up Growth for Those Who Are Behind*. (Fielding, Kerr, Rosier 2007).

Supplemental Programming

At the heart of the School is collaboration and community integration and is aligned with the School's mission. The School will emphasize a culture of student safety and success while focusing on academic rigor, citizenship, and experiential learning where teachers and students apply character education, civic responsibility, and community engagement throughout the School and across the community.

The table below represents a snapshot of some of the possible proposed programs, activities, and potential partnerships that align to the aforementioned areas of extracurricular or auxiliary programs as identified by stakeholders.

Table 3.5: Extracurricular and Auxiliary Programs

Component	Potential Partnerships/ Collaboration Opportunities
Integrated Character Education and Citizenship	Facilitate partnership opportunities with local businesses, chambers, and their members, local and state governmental entities, and local service clubs and organizations for volunteer/ mentoring opportunities as well as demonstration, internship, career exploration, and citizenship opportunities. Structured opportunities for local and regional Institutions of Higher Education (IHEs) where students, faculty, and staff are involved in both curricular and mentoring/volunteering components of Character Education Program. Identify other partners through stakeholder input and feedback.
Increased Cultural Competency and Foreign Language Options	Identify and foster a network of community-based partners essential to the foreign language and cultural studies options to be outlined by the school leadership, parents and other key stakeholders. This would include employment of qualified staff and the development of relationships with area postsecondary partners for foreign language/cultural education partnerships.
Enhanced Academic and Enrichment Activities	Comprehensive Career Exploration through Community Partnerships The School envisions, over the course of its initial 3-5 years, working with partners such as the local technical colleges, career academies, chambers of commerce, and major local business and industry during and after-school to develop a comprehensive

Component	Potential Learning Site/ Collaboration Opportunities
	<p>career exploration and planning experience for students with an emphasis on self-knowledge through personal and career exploration and investigation. The goal is to empower students to discover for themselves the relevance of self, education, and the world of employment.</p> <p>Club and Activity Days: Planned to foster the academic and social growth of the students. Clubs will be organized by interest of the teacher as well as the students. Concepts for clubs may include: Student Council, Student Government, Ecology/Science, Peer Counseling, Math, Art, Sign Language, Reading/Literature, Ambassadors, Robotics, Yearbook, and others as identified by stakeholders.</p> <p>Interscholastic Competitions: As a component of the academic health of the students, an “exhibition” component of their daily academic program will be added to each subject area. When students are required to demonstrate their knowledge in an exhibition or presentation format, the level of the work produced by the student increases to a much higher level. The students may participate in academic games/exhibitions in any of the following areas: Social Studies and Literary Fair, Newspaper, Literary Magazine, Science Fair, Math Olympics, Spanish Games, Spelling Bee, and others as identified by stakeholders.</p> <p>Interscholastic Athletics: As identified by stakeholder opportunities and partnerships will be created to develop athletic programming to meet the needs of the students.</p>

Meaningful Parental Engagement

Because parent participation is integral to the success of the School and each student, it will be solicited for the development of School goals and objectives. In addition to the role parents play in governance, all parents are encouraged to sign a parent commitment form to volunteer a minimum of twenty hours per school year. When two or more children from the same family are enrolled, parents are asked to commit to volunteering a total of thirty hours per school year. Parent volunteering opportunities are individualized to meet the needs, demands, and capabilities of the individual student/family. This volunteer plan has the intention of providing increased parent visibility in the School, which will show students that they are supported in their academic endeavors. A strong connection between parents and school has proven to enhance student achievement, as teachers need the parents’ support in providing motivation outside of school with daily homework, independent reading, and any other aspect of the child’s education. According to a study by the Southwest Educational Development Laboratory, students with involved parents are more likely to: earn higher grades and test scores; pass their classes and be promoted; attend school regularly; have better skills to adapt socially and improve behavior; graduate and advance to postsecondary programs (*A New Wave of Evidence, 2002*).

Parental involvement is also fostered through access to information and communication provided by the School’s student information system, provided by PowerSchool. Parents will receive real-time updates on their child’s status to ensure timely and effective feedback, which has proven to be effective in improving student performance. A convenient way to keep parents informed is through ParentLink, which allows the teacher or administrator to record and send a mass message to any number of parents through a phone call, e-mail, or text. Parents will also have the ability to engage in two-way communication with school administrators and teachers, and will be

encouraged to e-mail, call, or schedule conferences to keep lines of communication open between parents and teachers. Parents will also be required to sign Personal Learning Plans and Progress Monitoring Plans to encourage the acceptance of responsibility for being aware and being a part of the academic success of their child.

In order to ensure that parents are informed as how to best support students with their learning goals, the School may provide Curriculum Nights to disseminate information regarding various education issues, such as testing requirements, strategies for motivation, or other topics as needed by the School. Teachers will be encouraged to attend these meetings to provide more personalized training for the parents and to develop a more meaningful relationship between the family and the School.

Other Supporting Tools of the Education Model

Guaranteed and Viable Curriculum Workshop

Based on the work of Jay McTighe, within *Understanding by Design*, teachers will work to develop unit lessons. The units will contain learning outcomes that are measured by Standards Assessments, which encompasses each learning unit. Through diary mapping on curriculum maps, teachers are will constantly evaluate and reflect on the lessons and their effectiveness. Lessons can be adjusted on a weekly basis, depending on the progress made by the students as demonstrated by assessments. The monthly Common Assessments provide further detail to be able to evaluate the effectiveness of the GVC. These assessments are then tracked within the student information system. As a culminating event for each school year, teachers meet to review the implementation of the GVC along with the data by grade level and subject area. After this period of review, any changes to the curriculum are finalized, thereby ensuring that the needs of every student are being met.

New Teacher Induction (NTI)

All new teachers, including those who are new to CSUSA's network of schools, not just to the field of teaching, will receive comprehensive training that ensures their understanding of the GVC and education model. Trainings will include a wide range of topics including, but not limited to: *Art and Science of Teaching* and *What Works in Schools*, Classroom Management, Planning Questions and Curriculum Mapping, Lesson Planning, Targeted Instruction, Differentiated Instruction, Formative and Summative Assessments, Grading Philosophy, Tracking Progress, and many more. New Teacher Induction will be modified annually based upon the needs of the School and to reflect new strategies and innovations in effective teacher preparation. This training is in addition to more professional development sessions that occur at Returning Teacher Orientation for all teachers at the School.

Curriculum Cadre

Throughout the school year, training sessions will be provided on various professional development topics such as Differentiated Instruction, Observation and Feedback, Common Assessments and NWEA training, Cross-Curricular Instruction, Data Analysis and Data Chats, and many more. Curriculum Resource Teachers (CRTs) at each school in the network will attend monthly sessions, and then disseminate the information to faculty at the schools. Each year, the focus of the Curriculum Cadre will change to meet the School's current educational needs.

Curriculum Specialists

The ESP's curriculum specialists are experts in the field of education and are assigned to schools within each region to provide support, as needed, to improve performance of the school, with regard to proper instruction and implementation of the education model. They provide professional development; feedback via walk-throughs and observations; assistance with curriculum mapping; and many other tasks with regard to school support. They also facilitate the Curriculum Cadres and CRT Bootcamp to provide training for CRTs on how to best serve their schools and prepare for their highly supportive roles.

Teacher Learning Communities

Teacher Learning Communities support teachers throughout the year by focusing on research-based teaching methods. A master teacher leads the Teacher Learning Communities at the School. New teachers meet at least once a month with a master teacher to receive support and training, as well as have the opportunity to share best practices, conduct observations, or view model lessons. In addition, both the master teacher and new teachers receive support from the ESP through quarterly training sessions, and monthly web-based video training sessions.

Ongoing Professional Development

A model of continuous growth and improvement drives the Governing Board and CSUSA. Not only are our students learning, but our teachers and administrators are always looking to grow in their craft. In order to ensure that our teachers and administrators are using the most current research-based practices, the School will be supported through ongoing professional development to improve student learning and academic achievement.

In compliance with educator certification requirements, all professional development opportunities are aligned with Florida's Educator Accomplished Practices. Teachers attend summer professional development sessions designed by the ESP to focus on understanding and identifying a guaranteed and viable curriculum, aligning instruction with the standards, data-driven instructional planning, and the use of effective assessment feedback. The Curriculum Cadres combined with needs assessments and student data analysis are the basis for professional development throughout the year. Teachers will meet in professional learning communities regularly by grade level teams, facilitated by their team leads, to analyze student data and design units and accompanying lessons. Team leads will participate in monthly leadership meetings with administrators as well.

As mentioned above, new teachers participate in an annual New Teacher Induction, as well as various professional development sessions throughout the school year. These sessions include orientation and training for *What Works in Schools*, the student information system, Child Abuse Recognition Training, Code of Ethics for Professional Educators in the state of Florida, Classroom Management, and many more.

The ESP will provide returning principals and new principals with their own professional development institutes each summer to best prepare for the upcoming year. These institutes will include information regarding best practices, new regulations, and any other expectation within their role. Principals and assistant principals will also attend monthly meetings to receive support

within their positions. This support is increased for administrators needing extra assistance in improving the performance of their schools.

During the school year, needs and opportunities for staff training are identified according to analysis of student performance data, classroom observations, and teacher requests. The School will design or select professional development programs based on the School's needs with input from administrators, staff, and the community. Below is a sampling of professional development that is available:

- Charter Schools USA Education Model
- Understanding by Design
- Collection and Interpretation of Student Performance and Achievement Data
- Alignment of Curriculum, Instruction, and Assessments to the NGSSS and Florida Standards
- Theory of Multiple Intelligences
- Assessment and Evaluation
- What Great Teachers Do Differently: 14 Things that Matter Most
- Units of Study: An Interdisciplinary Approach (cross-curriculum)
- True Colors
- Classroom Instruction that Works: 13 High-Probability Strategies
- Standards-Driven Instruction
- Safe and Civil Schools
- CHAMPs (Conversation, Help, Activity, Movement, Participation): A Proactive and Positive Approach to Classroom Management
- Centers in the Classroom
- Technology in the Classroom
- Response to Intervention
- English for Speakers of Other Languages Regulations and Procedures
- Exceptional Student Education Regulations and Procedures
- Research-Based Innovative Learning Methods
- Positive Behavior Support Models

Professional Development Provided by Subject Area or Content

Available options:

- Writing Workshops
 - ✓ Six Traits of Effective Writing
 - ✓ Writing in the Content Area
- Math Workshops
 - ✓ Creating Effective Standards-Based Math Lessons
 - ✓ Targeting Multiple Intelligences in Math
 - ✓ Using Manipulatives in Math
 - ✓ Singapore Math
- Reading Workshops
 - ✓ Creating Effective Standards-Based Reading Lessons
 - ✓ Reading in the Content Areas
 - ✓ Florida State Standards

- Science Workshops
 - ✓ Classroom Instruction That Works: Focus on Science
 - ✓ Taming and Scoring FCAT 2.0 Science

Professional development will be held at least once per month in addition to the New Teacher Induction training and Teacher Learning Community trainings for new teachers. The professional development selections will be based upon the needs of the teachers as demonstrated by the administrator walk-throughs, site visit data, benchmark data, and standards assessments.

Monitoring & Evaluation

School Site Visit Observation (Quality Educators Supporting Teachers - QUEST)

The School will participate in the QUEST process, which will occur four times in the first year of the School and twice yearly (at a minimum) in subsequent years. The QUEST process is a full day, in-depth process, in which members of the ESP's network who have had proven success in their roles (principals, master teachers, curriculum specialists, and CRTs) observe teachers and provide feedback on instruction. The purpose of the QUEST process is to support the School with the implementation and monitoring of the education model.

The QUEST process examines three critical factors: classroom management, student motivation, and instructional strategies. The observer, a member of the ESP's network who completes a training session, observes a lesson for 30-45 minutes to examine how the teacher is integrating educational best practices within his/her lesson to promote student learning.

The QUEST process is two-fold. The first part is a preparedness piece that is completed prior to the visit. Included in the preparedness section are the areas of classroom curriculum design, classroom management, and student motivation. Classroom curriculum design examines the teachers sequencing and pacing of content along with the experiences students have with that content. Classroom management examines the teacher's action in establishing and enforcing rules and procedures, carrying out disciplinary actions, maintaining effective teacher and student relationships, and maintaining an appropriate mental set for management. The actual environment of the classroom is also considered to be the place where a student can feel safe and nurtured. The last piece of the preparedness section focuses on student motivation, or what "drives" student behavior. Scoring for the preparedness section is based on evidence displayed in the classroom or in the evidence binder kept by the teacher.

After visiting all classrooms, the QUEST Team reflects on their day and reviews the data collected. Recommendations and commendations, derived from the data, are compiled into a presentation and delivered to the staff. This includes a one-on-one discussion with each teacher to provide support with his/her professional development. Based on the recommendations and commendations, the leadership team refines its professional development focus for the school year.

Regional Director

The role of the ESP's regional director is to monitor the School's leadership team, providing support as necessary to ensure that the School is adhering to its mission, vision, and values. The regional director is an experienced leader who has previously led successful schools and who is able to share his or her expertise among the leadership team within the region, which is especially useful for schools in which student performance is not meeting expectations.

Classroom Walk-Throughs

The Principals within FCEF's charter school network have clearly articulated their dedication to teacher support by initiation of the "Walk-Through Challenge." Through this challenge, an administrative team member will visit each teacher every week. The walk-through form will be used as a non-evaluative way to communicate areas of strength that the teacher possesses, as well as possible opportunities for growth. Teachers will also be encouraged to complete walk-throughs as often as possible to not only enhance their craft but to provide feedback to peers as well.

Teacher Performance Evaluation

The Teacher Performance Evaluation will support the monitoring of the education model by evaluating the use of evidence-based research strategies that the teacher has been exposed to through professional development and through the QUEST process. Also, supportive feedback is provided to teachers during classroom walk-throughs. All new teachers receive a "practice" teacher performance evaluation in the fall to prepare them for the spring teacher performance evaluation.

School-Wide Academic Monitoring

After each QUEST visit and each benchmark test, the ESP meets with School leadership to discuss strengths and opportunities for growth for the School. Based on these discussions and the data collected, the ESP makes recommendations such as professional development training, individualized professional development, opportunities, targeted mentoring, and increased observations. School benchmark and state assessment testing results may also be posted throughout the School to further motivate students and staff to meet their goals.

Strategic Plans

The School will develop a strategic action plan focused on its mission, vision, and values. Through analysis of assessment results, observations, surveys, and any other feedback items, the School will create key intended outcomes in each of the following five priority areas: academic excellence, financial health, growth, operational performance, and culture of excellence. The School will then create initiatives and monitor the implementation of these throughout the year. The strategic plan is intended to improve the School's performance in each of the five areas mentioned, which will, in turn, provide the best environment for student success.

Flash Reports/Strategic Intervention Plans

Flash reports are distributed periodically from the schools to the ESP as monitoring tools for targeted schools that need more support in reaching their performance goals. Information on the School's performance is based on school-level reports, benchmark assessments, and results from feedback instruments, which provide hard data that is utilized to create a Strategic Intervention

Plan. Implementation of the activities described in the intervention plan will be consistently monitored. Appropriate resources will be distributed as necessary to support the School in the execution of the education model and adherence to the school's mission, vision, and values.

Parent, Student, and Staff Surveys

Surveys will be conducted throughout the year to gain input into the performance of the School in various areas, including, but not limited to, culture, teacher performance, administrative support, and school climate. These can be completed anonymously online or in paper form. Results from these surveys will be used to guide initiatives within the strategic plan and other school improvement plans.

C. Describe the research base for the educational program.

The School will use the research of Robert J. Marzano on effective schooling, in conjunction with Jay McTighe's work on curriculum development, as the basis for the educational program. The educational program provides curriculum design and implementation aligned with ongoing assessment of student achievement. Marzano provides a framework for creating schools that positively affect student achievement. He has categorized 35 years of effective schools research into three general factors that influence student academic achievement: (1) school-level factors, (2) teacher-level factors, and (3) student-level factors. This research provides remarkably clear guidance as to the steps schools can take to be highly effective in enhancing student achievement.

The following information is intended to address the school-level factors of the GVC - Challenging Goals, and Effective Feedback. This information outlines a framework of how the School will implement the effective schools research for increased student achievement.

Guaranteed and Viable Curriculum (School Level Factor, Marzano)

The first school-level factor is a Guaranteed and Viable Curriculum. A GVC is primarily a combination of the factors "opportunity to learn" and "time." Both have strong correlations with academic achievement. The concept of opportunity to learn is a simple but powerful one - if students do not have the opportunity to learn the content expected of them, there is little chance that they will. Opportunity to learn addresses the extent to which the curriculum in a school is "guaranteed." This means that there must be clear guidance given to teachers regarding the content to be addressed in specific courses and at specific grade levels. It also means that individual teachers do not have the option to disregard or replace assigned content (Marzano).

The School will implement a GVC, which is designed to meet the NGSSS and Florida Standards, through the process outlined in *Understanding by Design*, (Wiggins & McTighe). As affirmed by Wiggins and McTighe, curriculum should lay out the most effective ways of achieving specific results. The GVC outlines the specific learning outcomes within the NGSSS and Florida Standards and was created in three stages: 1) identifying desired results, 2) determining acceptable evidence, and 3) planning learning experiences and instruction. Through professional development, teachers will continue this process and use of the GVC map gives educators the ability to provide students with optimal learning opportunities based on individual student needs. The educator's critical role is to be the designer of student learning, and *Understanding by*

Design supports teachers working within the standards-driven curriculum to clarify learning goals, devise assessments revealing student understanding, and craft effective and engaging learning activities aligned with real world experiences that will prepare students to achieve the NGSSS and Florida Standards. The *Understanding by Design* process and the GVC allows educators to center the curriculum and assessments by establishing goals (content standards, course or program objectives, learning outcomes), big ideas (what specific understandings about the big ideas are desired), essential questions (what provocative questions will foster inquiry, understanding, and transfer of learning), and authentic performance tasks (the type(s) of performance tasks that learners demonstrate the desired understandings).

The content that teachers are expected to address must be adequately covered in the instructional time teachers have available. The ESP has developed a proprietary yearly scope and sequence within each curriculum map for all subjects, for each quarter, aligned to the Florida Standards and NGSSS standards, which helps guide teachers toward meeting and exceeding the standards in the instructional time teachers have available. This ensures that the curriculum is both *guaranteed* and *viable*. This is revisited and adjusted each year as necessary.

Challenging Goals and Effective Feedback (School-Level Factor, Marzano)

According to Marzano, the second school-level factor is “challenging goals and effective feedback.” This factor is a combination of effective monitoring and pressure to achieve. Challenging goals is defined as high expectations and pressure to achieve. Monitoring refers to feedback and tracking the extent to which goals are met. Mark Lipsey and David Wilson examined hundreds of studies and found that, on average, the act of setting academic goals or defining clear learning goals translated into higher student achievement. The reported impact of setting goals on student achievement ranges from a low of 18 percentile points to a high of a 41 percentile-point increase. Also, research shows that setting academic goals for an entire school has a powerful, coalescing effect on teachers and administrators.

Based on the above Marzano research, the School will develop a school goal plan that will identify specific academic goals to be met during the year. Student achievement data will be collected throughout the year to provide School administrators the opportunity to evaluate classroom instruction and make sure the School’s goal is achieved.

How do we know if goals are being met if effective feedback is not in place? Again, the results of several research studies show that academic achievement in classes where effective feedback is provided to students is considerably higher than the achievement in classes where it is not. John Hattie reviewed about 8,000 studies and found that “The most powerful single modification that enhances achievement is feedback.” The simplest prescription for improving education must be ‘dollops of feedback.’ However, feedback has two very specific characteristics. One, it must be timely. Timely feedback provided throughout a learning experience is referred to as “formative” assessment as opposed to “summative” assessment that occurs at the end of a learning experience. Two, effective feedback must be specific to the content being learned (Bangert-Drowns). For example, teachers are expected to reinforce specific strengths in a content area as well as address specific areas of need. George Madaus and colleagues found that tests that are not specifically designed to assess a particular school’s curriculum frequently underestimate the true learning of the student. Teachers will be encouraged to provide feedback

to the students as soon as possible after each assessment, update tracking displays within the classroom on a regular basis, and update the gradebook as soon as possible after assessments.

The educational framework founded upon the works of Robert Marzano, outline many research-based instructional strategies that are implemented in the classroom. The effective and systematic use of the thirteen research-based instructional strategies provides students a unique opportunity for their learning to be academically rigorous and challenging, yet innovative and focused on individual student learning needs.

The research-based instructional strategies listed below are in conjunction with the implementation of the research of Robert J. Marzano and Mark Haystead³ on the effectiveness of utilizing these strategies. These strategies can greatly influence and assist teachers in planning lessons that truly meet the learning needs of all students. Having teachers reflect on classroom practices, procedures and instructional strategies implemented in their classroom is a technique that can assist them in raising the quality of their classroom instruction. Each of the strategies provides students with a learning environment that is academically rigorous, challenging, innovative, and focused on individual student learning needs. Table 3.6 outlines various strategies and their applications.

Table 3.6

<p>Tracking Student Progress and Using Scoring Scales (Yields a 34 percentile gain)</p>	<ul style="list-style-type: none"> • Determine current level of performance • Identify achievement goals and establish a rate of progress • Track progress visually • Adjust instruction to improve learning • Provide more intensive instruction to reteach the material if goals are not being met
<p>Setting Goals/Objectives (Yields a 25 percentile gain)</p>	<ul style="list-style-type: none"> • Set a core goal, and let students personalize it • Make sure goals are achievable • Teachers help with strategies to achieve goals • Teachers and students monitor progress and celebrate success
<p>Building Vocabulary (Yields a 20 percentile gain)</p>	<ul style="list-style-type: none"> • Use strategies before, during, and after lessons • Implement a comprehensive program for students to be able to understand complex texts, engage deeply with content area concepts, and participate in academic discussions
<p>Identifying Similarities and Differences (Yields a 20 percentile gain)</p>	<ul style="list-style-type: none"> • Teacher-directed activities focus on identifying specific items • Student-directed activities encourage variation and broaden understanding • Include activities that involve comparing and classifying, analogies and metaphors, graphic organizers, etc.
<p>Interactive Games (Yields a 20 percentile gain)</p>	<ul style="list-style-type: none"> • To use in addition to effective teaching • Define the objectives of the game to set a purpose • Should be challenging, but not frustrating

³ *Meta-analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies.* Haystead, Mark W., & Marzano, Robert J., (2009).

Category	Applications
	<ul style="list-style-type: none"> • Can foster teamwork and social interaction • Provides opportunities for success and positive reinforcement
Summarizing (Yields a 19 percentile gain)	<ul style="list-style-type: none"> • Requires analysis of text to determine what's important • Students use key words and phrases while summarizing content • Students constantly refine their work to determine the most essential and relevant information
Note Taking (Yields a 17 percentile gain)	<ul style="list-style-type: none"> • Use teacher-prepared models/templates to teach basic principles and expectations • Give time to practice note-taking and provide feedback on the skills • Students become familiar with content, jot down main ideas, and write down questions
Nonlinguistic Representations (Yields a 17 percentile gain)	<ul style="list-style-type: none"> • Incorporate words and images to represent relationships • Use physical models, dramatization, and movement to represent information • Have students explain their rationale and meaning behind the nonlinguistic representation
Student Discussion/Chunking (Yields a 17 percentile gain)	<ul style="list-style-type: none"> • Set expectations for classroom discussions and try in small-groups first • Use a variety of techniques, having students take notes throughout the discussion and segment the discussion to check for understanding • Organize content into small, related segments that are more manageable for understanding in daily lessons
Homework (Yields a 15 percentile gain)	<ul style="list-style-type: none"> • Establish and communicate a homework policy • Provide specific feedback on all assigned homework and vary the way the feedback is delivered
Practice (Yields a 14 percentile gain)	<ul style="list-style-type: none"> • Ask questions that require students to process and rehearse the material • Give feedback on the practice while circulating and monitoring work • Provide additional explanations and several examples • Cooperative learning is an effective strategy to utilize practice
Effort and Recognition (Yields a 14 percentile gain)	<ul style="list-style-type: none"> • Personalize recognition and give praise for individual accomplishments • Provide suggestions to help students improve if they are struggling, then praise the improvements
Graphic Organizers (Yields a 13 percentile gain)	<ul style="list-style-type: none"> • Use various types to expose students to information before they learn it • Examples include maps, diagrams, timelines, clusters, flowcharts, and structures

The aforementioned strategies have been research-proven to yield positive results in student learning. From there, professional development, specific to the grade level is provided to help teachers create and implement an instructional framework that guides them as to the most appropriate use of the research-based instructional strategies and innovative learning methods. As new research is released and updated, professional development and teaching strategies are continuously updated to meet the needs of students.

In addition to the instructional strategies, teachers will employ four planning questions that frame the thirteen instructional strategies and provide a guide for effective classroom curriculum design:

- What will students learn?
- Which strategies will provide evidence of student learning?
- Which strategies will help students acquire and integrate learning?
- Which strategies will help students practice, review, and apply learning?

Having teachers reflect on classroom practices, procedures, and instructional strategies that they implement in their classroom is a technique that can assist them in raising the quality of their classroom instruction. The four planning questions help guide the teacher in making good decisions about when it is appropriate to use certain strategies.

Table 3.7

The Four Planning Questions and Corresponding Instructional Strategies	
Planning Questions	Instructional Strategies
What will students learn?	<ul style="list-style-type: none"> • Setting goals/objectives
Which strategies will provide evidence of student learning?	<ul style="list-style-type: none"> • Tracking student progress and using scoring scales • Effort and recognition
Which strategies will help students acquire and integrate learning?	<ul style="list-style-type: none"> • Building vocabulary • Nonlinguistic representation • Identifying similarities and differences • Note taking • Student Discussion/chunking • Graphic Organizers
Which strategies will help students practice, review, and apply learning?	<ul style="list-style-type: none"> • Interactive games • Summarizing • Homework • Practice

The effective and systematic use of the thirteen research-based instructional strategies in correlation with the research of Jay McTighe provides students with a unique opportunity for their learning to be academically rigorous and challenging, yet innovative and focused on individual student learning needs.

According to Marzano, there are many research-based instructional strategies that can be implemented in the classroom that have shown to positively impact student learning. The innovative learning methods listed here are applicable to K-8 education. The implementation of each strategy is associated to specific behaviors to be exhibited by teachers appropriate to the grade level and course. Each behavior is adaptable and guides teachers as to the most appropriate use of research-based instructional strategies to meet the needs of students at each grade level. Teachers at the School will utilize these strategies within their classrooms during the school year. The principal will monitor planning and instruction to ensure implementation of the appropriate instructional strategies. The School will provide professional development, data analysis, and feedback based upon school visits, to support effective classroom instruction. The School will be

supported through professional development in order to be able to successfully apply the innovative learning methods listed.

Research Basis for Instructional, Operational and School Leadership

Professional development for the principal begins with the Principals Institute, which focuses on student achievement and Marzano's 21 responsibilities of a school leader from *School Leadership That Works* (2005). These responsibilities are based on the analysis of 69 studies, conducted since 1970 and compiled by the authors. The responsibilities form the basis for the leadership-focused professional development. Principals are trained through various workshops, such as targeted instruction, assessments, code of ethics, safety, and many others, including training on new programs to be implemented at all schools within the network. The ESP will implement a mentorship and professional development program for new school leaders so that they receive support and training prior to opening a new school. All principals and assistant principals will also meet monthly for trainings and additional professional development.

Action Steps

The Governing Board and ESP have applied a series of action steps that utilize the research of *What Works in Schools* synthesized by Marzano to design effective schools that will optimize the educational opportunities of all students. In support of the implementation of the education model at the School, and use of formative assessments according to Marzano's framework, the ESP provides the following services:

- Analysis of student data
- Creation and articulation of school-wide goal(s) based on student data
- Development of a "Guaranteed and Viable Curriculum"
- Professional development on implementing the "Guaranteed and Viable Curriculum"
- Baseline assessment using NWEA Benchmarking
- Classroom Instruction
- Classroom Assessment
- Analysis of student data and academic progress
- Discussion of data with teachers and students
- Progress monitoring toward the School's goal

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

Vision

All children can learn, become self-motivated life-long learners, function as responsible citizens, and actualize their potential as productive citizens in the local and global societies and the 21st century workforce.

Mission

To create a learning environment that integrates a research-based curriculum, a culture of student safety and success, and concentration on academic rigor while focusing on citizenship and experiential learning through student engagement.

Research-Based Curriculum

The educational program aligns with the School's mission, as the School will implement a Guaranteed and Viable Curriculum as its "research-based" curriculum aligned to Florida Standards, along with Florida Reading Wonders, Pearson Envision, and Glencoe Florida Math Connects as the Common-Core aligned textbook resource programs. The research behind the GVC comes from the work of Marzano, who articulates that the GVC is primarily a combination of the factors "*opportunity to learn*" and "*time*." Both have strong correlations with academic achievement. The concept of opportunity to learn is a simple but powerful one - if students do not have the opportunity to learn the content expected of them (in this case, the Florida Standards), there is little chance that they will. Opportunity to learn addresses the extent to which the curriculum in a school is "guaranteed." This means that there must be clear guidance given to teachers regarding the content to be addressed in specific courses and at specific grade levels. It also means that individual teachers do not have the option to disregard or replace assigned content.

Culture of School Safety and Success

The School will hold high expectations for students, not just with academics, but with regard to behavior as well. Student safety will be a priority, as a highly structured behavior plan focused on procedures and order will be set in place to prevent any unsafe issues from arising. Graduated techniques will be utilized to promote a fair, objective system. Bullying prevention is key, and teachers will create a culture in the beginning of the year that has a zero-tolerance policy on the issue. Administrators, parents, and students alike will monitor bullying prevention, allowing students to have the right to report any incidences confidentially. The School will adopt an "every student is your student" policy, in which teachers are aware of expected behaviors and address all issues they witness. Professional development will be provided in the beginning of the year to properly train teachers on the culture of the School, which may include CHAMPs, student hall-monitor duties, or other bullying prevention and safety strategies that can be implemented. Parent, staff, and student surveys will include a component on safety to receive feedback on the perception of the School with regard to this matter.

The culture of high expectations of student success will be seen throughout the School, as monitoring of progress will be posted and tracked throughout the entire School. School-wide goals will be posted for all stakeholders to see when they enter the School. Teachers will post excellent work, class goals, progress on IFP assessments, and the Reading Challenge, further motivating students to succeed. The constant reminder of progress and success creates an environment of healthy competition and expectation of success, as well as team-building, as the students can get a sense that the entire school is working together to achieve goals. This is particularly advantageous for the target population of at-risk students, who need the community of support and motivation.

Academic Rigor

The School will focus on rigor in more than one way—through teacher expectations, student support, and student work. Teachers are expected to hold themselves and students to a high standard, teaching minute-by-minute, bell-to-bell, in order to maximize learning. Purposeful tasks and higher order thinking activities will be conducted, not just rote memorization work. All students will be expected to be engaged and participate, to ensure for accountability in learning.

If a teacher poses a problem, all students persevere and attempt to solve it in journals or white boards, not just wait for one student to explain the answer. The teacher may call on several students to provide answers, then the class can evaluate and determine the correct one and how it is correct. Teachers will be there to support the students, scaffolding learning to make sure that students are able to complete the more critical thinking tasks that are being implemented. Teachers will be constantly observing and providing help, as well as taking students in small-groups, to further aid those who need more support. The assignments will require more higher-order thinking skills and real-word application, such as justification, analysis, and communication, to better prepare the students to be college- and career-ready.

Citizenship

The School will create a learning environment focused on citizenship through its integrated character education program. Students are encouraged to demonstrate behaviors that encompass moral values of a productive citizen both within the School and outside of school. The teacher incorporates character education lessons within the required content areas, and students receive a grade on their report cards regarding citizenship. The School may offer incentives for showing great character, through weekly, monthly, or quarterly student awards. The School will encourage community service, by possibly coordinating community cleanups, walks for causes, or other service activities.

Student Engagement

Student engagement will be fostered in various ways, as this is critical for student success. The School will have an understanding of the multitude of learning styles for the students, catering to their needs in how they learn best. For example, kinesthetic/tactile learners can have the opportunity to use manipulatives or move in some way during the lesson. Non-linguistic representation through pictures that correspond to words has proven to be effective in vocabulary development. These are just a sampling of the strategies the teachers use to ensure that all needs of the child are being met. Student-to-student interaction and cooperative learning further enhance understanding as the students get to work together to build learning. The School will also utilize technology to support engagement in order to supplement instruction and provide interaction with the content, through tablets, laptop computers, and flat screen televisions with interactive tablets. Most importantly, teachers will be hired and expected to present themselves in an enthusiastic manner that shows their passion, which will positively impact the engagement level of the students in return.

E. Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State-Common Core Standards, as required by section 1002.33, F.S.

The School proposes to meet high standards of student achievement by aligning its curriculum with the NGSSS and Florida Standards and the educational requirements of the *No Child Left Behind* Act. The School will follow the timeline for the implementation of the NGSSS and Florida Standards set by the FLDOE.

The education model's six steps outlined above were designed to provide the process for improving student learning for academic achievement. The steps help teachers reflect upon the

work of each of student individually, and then follow up with the implementation of strategies and supplementation to help the student. Meeting high standards at the School means that "every child can learn" given appropriate learning tools, measurable progress supported by consistent data, and a variety of teaching strategies that match a student's learning style. These services are designed to help students attain state standards as required by section 1002.33, F.S.

The GVC ensures that students have both the time and opportunity to learn and master the content expected of them within the State Standards. The GVC combined with implementation of the education model, through continuous assessment of student performance data and analysis of student learning gains, are imperative to improving student learning and achieving the academic goals set forth in this application. Progress monitoring allows teachers to make changes and determinations for the child throughout the year based on their progress to ensure that the target of at least one year of growth is being met. The data obtained from progress monitoring is discussed at Data Chats and weekly team meetings to make the best decisions as to which intervention(s) will be provided for students who are not mastering the content. Progress Monitoring Plans are created and/or adjusted accordingly, in order to align with the RTI process.

Teachers, in conjunction with the School administrative team, plan together and schedule learning objectives aligned to the Instructional Focus Plan (IFP), which is a data-driven calendar. This calendar is developed based on the data provided by each benchmark assessment, which teachers analyze to determine which standards need to be re-taught, or taught more in-depth than previously expected. The IFP is a spiral review and has a designated section of time within each instructional block, which doesn't take away from the instructional time designated for new content. The calendars include targeted standards, plans for instruction, and weekly assessments. A reflection space is designated for teachers to note the results of the assessment. Classroom teachers develop the calendars several times throughout the year to adjust instruction based on results. The GVC is thereby differentiated to meet the needs of students while maintaining rigorous pacing and high expectations. These calendars are developed for both English Language Arts (ELA) and mathematics, and teachers are encouraged to post and track results within the classroom to motivate and challenge their students.

To determine one year of growth, the School will use statewide assessment results from the new Florida Standards Assessment for ELA and math, and FCAT 2.0 for science. The School will analyze students' scores on the assessments to determine whether a student gains a year's worth of learning. A similar system is used to determine a year's worth of growth throughout the benchmarking process. This data is communicated to the parent after each benchmark. From there, achievable goals are made for the student and areas of growth are targeted for further individualized instruction. The academic data is also reviewed during the creation of a strategic plan. The strategic plan includes goals in core-content areas, school operations, and parent satisfaction.

Various materials and strategies will be utilized to aid those students needing extra support in meeting and exceeding a year's worth of learning through the list above. Table 3.8 demonstrates the decision-making process, as well as the materials utilized, through which students are identified for strategic or intensive support. Other strategies are described below.

Table 3.8

Assessment	If	Then	Materials/Activities/Programs
K - 5 Progress Monitoring Assessments State-mandated ELA assessment NWEA Benchmark Phonological Awareness/Phonics Assessments Wonders Diagnostic assessments (K-6) or Diagnostic Assessment of Reading (2-5)	Students score High risk (Level 1) or Moderate risk (Level 2) as determined by grade level specific norms on Benchmark 1 or state assessment	Provide immediate intensive intervention after assessment analysis to determine area of need in any of the following areas: phonological awareness, phonics, fluency, vocabulary, comprehension, or oral language.	Phonological Awareness <u>Comprehensive Programs:</u> Wonderworks, FCRR, SRA Reading Mastery, Early Success, Soar to Success, Corrective Reading, Wilson <u>Strategic Materials/Activities:</u> Rhyme, alliteration, sentence segmentation activities, phoneme manipulation, phoneme blending and segmentation, Elkonin boxes, and word play activities
			Phonics <u>Comprehensive Programs:</u> Wonderworks, FCRR, SRA Reading Mastery, Early Success, Soar to Success, Corrective Reading, Reading Plus, Voyager Passport Reading, Jamestown Reading System, Wilson <u>Strategic Materials/Activities:</u> Letter/word recognition games, sight word practice, spelling patterns, word sorting, word puzzles, prefix/suffix/root word lessons, inflectional endings, making words lessons, and word wall games
			Fluency <u>Comprehensive Programs:</u> Wonderworks, FCRR, SRA Reading Mastery, Early Success, Soar to Success, Corrective Reading, Reading Plus, Voyager Passport Reading, Jamestown Reading System <u>Strategic Materials/Activities:</u> Repeated readings, sight word practice, Reader's Theater, partner reading, choral reading, chunking, teacher oral reading, listening center, and home reading
			Vocabulary <u>Comprehensive Programs:</u> Wonderworks, FCRR, SRA Reading Mastery, Early Success, Soar to Success, Corrective Reading, Reading Plus, Voyager Passport Reading, Jamestown Reading System, Wilson, Just Words <u>Strategic Materials/Activities:</u> Tell/retell stories, semantic maps, language play, vocabulary map,

Assessment	LE	L1	Methods/Activities for Support
			<p>wide reading, word study, previewing, and content word wall</p> <hr/> <p>Comprehension Comprehensive Programs: Wonderworks, FCRR, SRA Reading Mastery, Early Success, Soar to Success, Corrective Reading, Reading Plus, Voyager Passport Reading, Jamestown Reading System</p> <p>Strategic Materials/Activities: Narrative/expository text, strategy instruction, wide reading, scaffolded questioning, before/during/after reading activities, retelling, teacher oral reading, think alouds, graphic organizers, and summarizing</p> <hr/> <p>Oral Language Comprehensive Programs: Wonderworks, SRA Reading Mastery, Voyager Learning</p> <p>Strategic Materials/Activities: Teacher scaffolded discussion, teacher modeling, role play/reader's theatre, think-pair-share, listening center</p>

The School will provide the following supports to help students obtain Next Generation Sunshine State Standards and Florida Standards, as required by section 1002.33, F.S.:

- Differentiated instruction** - Students will benefit through the use of innovative, differentiated instructional methods, which utilizes research-based instructional strategies, including but not limited to Marzano's thirteen high-probability teaching strategies, to enhance the student's opportunity to learn the specific skills identified. Small-group instruction will be utilized in different subjects, including ELA and math, in order to support the needs of students who are struggling with the content. The reading lesson segments will incorporate differentiated texts—for on-level, advanced, below-level, and ELL students. The school will also have a math program resource that provides for enrichment, on-level, and re-teaching strategies for each lesson.

Teachers will be able to differentiate in three ways: with the content students are learning, the process in which the material is being taught, and the product that is developed to demonstrate learning. Some best practices with regard to differentiating include:

- Focusing on the standard for the content being taught (activities may be different, but the objectives are still the same for each activity). For example, students may read higher-level text yet still master the same standard as students reading on-level text.
 - Addressing various individual student differences (learning styles, prior knowledge, and differences). For example, students who are tactile learners can use manipulatives, whereas students who are visual learners can use pictures.
 - Grouping students differently depending on the activity and ability level
 - Integrating formative assessments throughout the activity to make adjustments
 - Continuously assessing, reflecting and adjusting content, process, and product to meet student needs
-
- **Push-in/Pull-out** – Certified teachers will be available to pull-out or push-in with students who are performing below grade level. As described in the RTI model, students will also receive extra instructional time to meet the demands of the curriculum. This additional time for instruction outside of the regularly scheduled class time will be crucial for increasing student learning gains, as increased instructional minutes is the primary drive for catch-up growth, as stated in *Annual Growth for All Students and Catch Up Growth for Those Who Are Behind*(Fielding 2007).
 - **Tutoring** - For students that require additional intervention, tutoring will also be available at the School. These sessions will be derived from the operating budget and be applied to those students requiring extra intervention to bring them up to grade level expectations. Teachers will use a set curriculum in a small group setting, targeted to students' skill deficiencies, as determined by diagnostic and formative data. Tutoring sessions will be targeted by using students' benchmark data to determine areas of re-teaching. The instructional strategies will be varied depending on the students' unique way of learning. The goal of tutoring sessions is to engage the student and re-teach the information in a new way. Sessions can take place before or after school, and the School may have the opportunity to have Saturday sessions as well.
 - **Blended Learning** - Within blended learning, teachers utilize research-based best practices for teaching and learning, including the integration of technology into the instructional program to support content that was provided within the lesson. This is also an opportunity for students to receive varied levels of instruction to best suit their needs for a particular subject, as well as practice content that was previously taught. This provides supplemental instruction for enrichment, as well as remediation. Students and staff will have access to technology through multiple blended models, using approved providers. The School will use the following programs: Plato Courseware, Reading Eggs, Reading Plus, ThinkThroughMath, and Mathletics.

If the school intends to replicate an existing school design:

F. Provide evidence that the existing design has been effective and successful in raising student achievement.

School grades for the 2013-14 school year, released by Florida’s Department of Education, are evidence of the success of the CSUSA education model in Florida and evidence that CSUSA’s education model has been effective and successful at producing results and in raising student achievement. As a network, CSUSA schools measure success not only in levels of proficiency, but also in growth of students over the course of the year. At CSUSA, the average proficiency rates and rate of growth exceeded that of the state of Florida in reading, math, science and writing for 2013-2014. Each school in CSUSA’s Florida network exceeded the net growth of the district in which it operates (the LEA). Additionally, CSUSA’s net proficiency growth in reading, math, writing and science is almost 10 times higher than the state of Florida.

The strong overall performance in CSUSA’s Florida network can be attributed to a commitment to raising student achievement by teachers and administrators, along with implementation of several academic components of CSUSA’s education model, including differentiated instruction, tutoring, push-in/pull-out support, blended learning, and research-based instructional materials.

Entity	Proficiency	Change From 2013 to 2014
READING		
CSUSA FL Schools	60%	+2
State of Florida	58%	+1
MATH		
CSUSA FL Schools	63%	+5
State of Florida	58%	0
WRITING		
CSUSA FL Schools	65%	+8
State of Florida	58%	0
SCIENCE		
CSUSA FL Schools	61%	+4
State of Florida	57%	+1
AVERAGE PROFICIENCY & GROWTH		
CSUSA FL Schools	62%	+5
State of Florida	58%	+ <1
NET GROWTH		
CSUSA FL Schools		+19
State of Florida		+2

All values in Table 3.9 are based on the average FCAT 2.0 and EOC performance across all grades for the indicated entity. Values are obtained from <http://fcats.fldoe.org/resultsEOC/> and <http://fcats.fldoe.org/resultsFCAT2/default.asp>.

CSUSA Network Highlights

- The CSUSA network of schools exceeded Florida’s average proficiency and rate of growth in reading, math, science and writing for 2013-2014
- The CSUSA network of schools exceeded the net growth of every district in which CSUSA operates
- On average, proficiency at CSUSA schools increased by almost five percentage points per subject in 2013-14
- CSUSA’s net proficiency growth in reading, math, writing and science is almost 10 times higher than FLDOE schools statewide. The 19 percentage point increase is the estimated equivalent of a 19 point school grade increase from the previous year.

Table 3.10

Year	Reading			Math			Writing			Science					
	School-wide Average	2013	2014	Growth	Year	2013	2014	Growth	Year	2013	2014	Growth	Year	2013	2014
CSUSA Avg	58	60	2	CSUSA Avg	58	63	5	CSUSA Avg	57	65	8	CSUSA Avg	57	61	4
New	--	54	--	New	--	44	--	New	--	62	--	New	--	40	--
Existing	59	61	3	Existing	56	62	6	Existing	54	66	12	Existing	49	56	7
New	--	54	--	New	--	44	--	New	--	62	--	New	--	40	--
2nd Year	51	54	3	2nd Year	46	53	7	2nd Year	49	72	23	2nd Year	42	48	6
3rd-4th year	55	56	1	3rd-4th year	52	56	4	3rd-4th year	58	63	5	3rd-4th year	42	51	9
5+ years	63	66	3	5+ years	62	68	6	5+ years	55	65	10	5+ years	55	60	5

Table 3.10 above shows that proficiency rates increase the longer schools and students are part of the CSUSA network:

- While school proficiency increases with school tenure, the year-over-year growth is elevated in developing schools. Second year schools did especially well in 2014, particularly in writing where they had an average 23 percentage point increase from 2013 to 2014 and a proficiency advantage over CSUSA veteran schools.
- The CSUSA family of schools made gains in every subject, all of which exceeded state level gains throughout Florida.
- Every one of CSUSA’s second year schools in Florida exceeded its district’s rate of growth from 2013 to 2014 in math and writing.
- Eighty-eight percent (7 of 8) of second year schools exceeded the writing proficiency levels of their districts.
- Eighty-four percent (16 of 19) of CSUSA schools that have been open at least five years exceeded their district’s reading proficiency.

2013-2014 FCAT 2.0 SUBJECT RESULTS WITH REGIONAL HIGHLIGHTS

WRITING

Every CSUSA school in Broward County exceeded the state and Broward’s averages in writing performance and growth. The average percent proficiency in CSUSA schools in Broward is 77%, which is 13 percentage points higher than the district and almost 20 percentage points higher than the state writing average. The average growth from 2013 to 2014 at CSUSA’s Broward schools was 19 percentage points, while Broward County, on average, did not show growth in writing.

Table 3.11: FCAT Writing Average Proficiency			
Year	2013	2014	Growth
Florida DOE	58	58	0
Broward District	65	64	-1
Renaissance Charter School at Cooper City	87	94	7
Coral Springs Charter School	63	74	11
Hollywood Academy of Arts & Science (Elementary)	47	75	28
Hollywood Academy of Arts & Science (Middle)	59	68	9
North Broward Academy of Excellence (Elementary)	65	79	14
North Broward Academy of Excellence (Middle)	39	76	37
Renaissance Charter School at Coral Springs	60	67	7
Renaissance Charter School at Plantation	59	77	18
Renaissance Charter School at University	43	82	39

MATH

While Duval County’s average FCAT 2.0 Math scores fell by two percentage points, each of the CSUSA-managed schools in Duval County which were open two or more years made proficiency gains exceeding both state and district wide proficiency growth.

Table 3.12: FCAT Math Average Proficiency			
Year	2013	2014	Growth
Florida DOE	58	58	0
Duval District	54	52	-2
Duval Charter High School at Baymeadows	42	52	10
Duval Charter High School at Arlington	37	40	3
Duval Charter School at Baymeadows	71	79	8
Duval Charter School at Westside	N/A	37	N/A

SCIENCE

CSUSA-managed schools in Hillsborough County demonstrated growth that far exceeded that of the district or state in FCAT science (5th and 8th grade). Among the three CSUSA-managed schools in Hillsborough County, the average proficiency growth from 2013 to 2014 was 20 percentage points, which is more than 10 times the average district rate and over 15 times that of the state.

Table 3.13: FCAT Science Average Proficiency			
Year	2013	2014	Growth
Florida DOE	56	57	1
Hillsborough District	54	55	1
Henderson Hammock Charter School	45	62	17
Winthrop Charter School	50	70	20
Woodmont Charter School	13	25	12

Further evidence that the existing educational model has been effective and successful in raising student achievement can be found in the growth and proficiency metrics throughout the state. Seven CSUSA-managed schools exceeded their district's proficiency and growth school-wide in every subject.

Table 3.14

Year	Reading			Math			Writing			Science		
	Average			Average			Average			Average		
	2013	2014	Growth	2013	2014	Growth	2013	2014	Growth	2013	2014	Growth
Broward												
Renaissance Charter School at Cooper City	71	77	6	70	78	8	87	94	7	68	75	7
Hollywood Academy of Arts & Science	67	72	5	60	73	12	47	75	28	47	64	17
Hollywood Academy of Arts & Science Middle	58	66	8	75	79	4	39	76	37	33	79	46
Renaissance Charter School at Coral Springs	66	68	2	62	71	8	60	67	7	55	60	5
Dade												
Renaissance Charter Middle School	73	77	4	67	78	11	57	58	1	67	70	3
Duval												
Duval Charter High School at Baymeadows	50	64	14	42	52	10	54	68	14	69	70	2
Duval Charter School at Baymeadows	74	77	3	71	79	8	68	85	18	60	68	8

Table 3.15

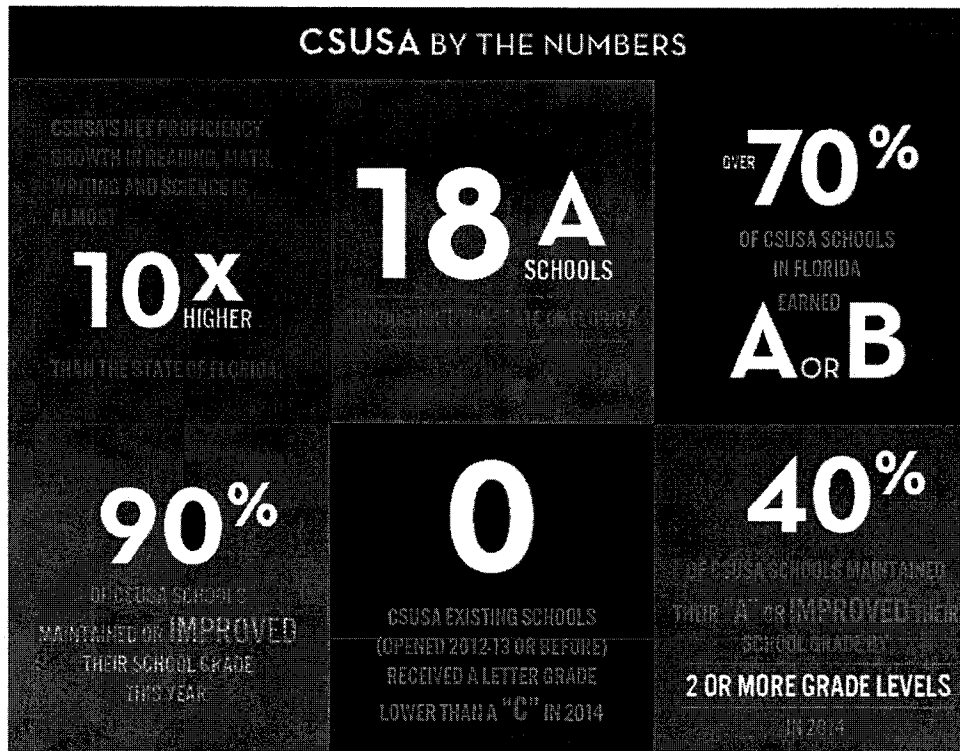
District	School	Grade 2014	Grade 2013	Grade 2012	Grade 2011	Grade 2010	Grade 2009	FRL (%)
Broward	City of Coral Springs Charter	Pending	A	A	A	A	A	31%
Broward	Hollywood Academy of Arts & Science	A	B	A	A	A	A	48%
Broward	Hollywood Academy of Arts & Science Middle School	A	A	A	A	A	A	51%
Broward	North Broward Academy of Excellence	A	B	A	A	A	B	74%
Broward	North Broward Academy of Excellence Middle School	A	B	A	A	A	A	76%
Broward	Renaissance Charter School at Coral Springs	A	B	A	N/A	N/A	N/A	50%
Broward	Renaissance Charter School at Plantation	B	B	B	N/A	N/A	N/A	70%
Dade	Aventura City of Excellence School	A	A	A	A	A	A	16%
Dade	Downtown Miami Charter School	Pending	A	A	B	D	C	88%
Dade	Keys Gate Charter School	B	C	B	B	A	A	72%
Dade	Renaissance Elementary Charter School	A	A	A	A	A	A	23%
Dade	Renaissance Middle Charter School	A	A	A	A	A	A	45%
Dade	Keys Gate Charter High School	P	B	A	N/A	N/A	N/A	68%
Duval	Duval Charter School at Arlington	C	D	C	C	N/A	N/A	90%
Duval	Duval Charter School at Baymeadows	A	A	A	N/A	N/A	N/A	23%
Duval	Baymeadows Charter High School	Pending	B	A	N/A	N/A	N/A	26%
Hillsborough	Woodmont Charter School	C	F	D	N/A	N/A	N/A	83%

South Palm Beach Charter School

CSUSA School Performance Report								
Hillsborough	Winthrop Charter School	A	B	C	N/A	N/A	N/A	41%
Lee	Bonita Springs Charter School	C	B	A	A	A	A	47%
Lee	Cape Coral Charter School	B	C	B	B	A	C	76%
Lee	Gateway Charter Elementary School	C	B	A	A	A	A	68%
Lee	Gateway Charter High School	Pending	B	A	A	B	B	56%
Lee	Gateway Charter Intermediate School	C	B	A	A	A	A	54%
Lee	Six Mile Charter Academy	B	B	A	B	B	A	57%
Osceola	Canoe Creek Charter Academy	A	C	B	A	A	B	24%
Osceola	Four Corners Charter School	A	A	A	A	A	A	23%
Osceola	P. M. Wells Charter Academy	A	C	B	B	B	B	34%
St. Lucie	Renaissance Charter School of St. Lucie	A	C	B	A	C	N/A	10%

¹A school is considered "established" if it has been open for at least three years.

The graphic below provides a few additional highlights of CSUSA's network in Florida and further evidence that the existing education model and design has been effective and successful in producing results and raising student achievement.



G. Describe the applicant's capacity to replicate an existing school design.

Via its partnership with CSUSA, the Governing Board has access to the necessary support and infrastructure for replication. Resources from CSUSA's support center, the central office in Ft. Lauderdale, will enable the replication of the CSUSA model with customization to meet the needs of a student body that will be largely composed of military connected children. CSUSA's New School Opening Team ("NSOT") is critical to its success in replicating schools. NSOT members represent each functional area within CSUSA (finance, education, human resources, technology, operations, facilities, marketing, enrollment, development and governance), focused on ensuring all tasks that are required to open a brand-new school are completed on time and correctly.

NSOT will manage the following tasks:

- facilitate weekly or bi-weekly (depending on time of year) meetings for the purpose of identifying issues
- develop recommendations and oversight of project status
- implement systems for quality assurance, support, oversight and accountability
- develop full-scale project plans specific to each school project
- track project deliverables using appropriate tools
- consistently monitor and report on the projects' progress to department heads and the CSUSA Executive Team

CSUSA has incrementally grown its network of schools in Florida over the past 15 years. As the number of schools has grown and its geographic dispersion throughout the state has expanded, CSUSA has increased its staff and support center and implemented regional support roles. The three main regional support systems that have been established are:

- **Regional Curriculum Specialists.** These specialists are part of the corporate support center but are assigned to support schools full-time in analyzing program effectiveness, conducting professional development and monitoring performance. They are in schools meeting with leadership and visiting classrooms on a routine basis. They support the development of Instructional Focus Plans with school leadership to create project plans for academic success; conduct data chats with instructors on their student data to refine instructional strategies and differentiated instructional techniques; and participate in QUEST site visits to schools to evaluate the fidelity of implementation of the CSUSA education model.
- **Regional Directors.** The Regional Directors are each assigned to an area of the country or state and oversee the schools in that geographic region. The directors oversee school principals and serve as the key point person for troubleshooting, mentoring and accountability. They serve as the link between school principals and the Vice President of Education, who is based at CSUSA's corporate support center.
- **Regional Business Operations Managers (RBOMs).** RBOMs are assigned schools based on geographic region. They focus on supporting school-based Business Operations Managers in performing all of the operational/financial components that are needed at the school level. This includes managing employee paperwork such as timesheets and offer letters, cash collections, purchase ordering and inventory control. The corporate support center maintains responsibility for accounts payable and financial statement/budgeting.

CSUSA's track record of success in Florida demonstrates its ability to expand and provide necessary support mechanisms to ensure quality. CSUSA's academic performance has steadily improved each year while it also has grown its network of schools.

A rigorous process for determining readiness for replication consisting of four components is used:

1. Track record of outstanding performance;
2. Systemic implementation of the education model;
3. Support and infrastructure for replication; and
4. Vision alignment for the replicated school.

Track record of outstanding performance – The first component in determining readiness for replication is ensuring a track record of outstanding performance in both the academic and operational aspects of the existing school. School performance is measured across five strategic priorities; *Academic Excellence*; *Financial Health*; *Growth*; *Operational Performance*; and *Culture of Excellence*. As such, FCEF has a track record of outstanding performance as illustrated above.

Systemic implementation of the education model – The second component in determining readiness for replication is ensuring that the systems and processes that yielded outstanding performance results were implemented systemically. The education model provides a comprehensive process and feedback loop for identifying and addressing gaps in students' learning and teachers' instruction using a six step education model outlined in Sections 3 and 4. The entire process depends on teachers having a GVC to ensure that skills and content can be covered in the time available for instruction.

Support and infrastructure for replication – The third component in determining readiness for replication is ensuring that the necessary support and infrastructure for replication is in place. A comprehensive plan is created to: ensure strong, stable, and effective governance and leadership; evaluate governance and leadership capacity and to ensure succession and leadership development plans are in place; allocate sufficient human resources for a successful replication without putting existing schools at a disadvantage; ensure a financial plan is in place for addressing the needs of starting a new school; and that the educational program, professional development and data systems can be replicated.

Vision alignment for the replicated school – The fourth component in determining readiness for replication is ensuring vision alignment for the replicated school to the local community needs, target population and accredited practices. Demonstrated support for replication in the School community is critical to the success of the replicated School, as well as clearly defining the target population to be served to ensure educational programming meets their specific needs. Additionally, incorporating replication into the School's mission, vision, and/or strategic plan helps to ensure successful replication of high-quality practices of the existing school.

For new schools and schools that do not meet their targets there is additional support provided to ensure proper implementation of the education model. The list below names the tools used for intervention for these schools, with increased attention and monitoring:

- **New Teacher Induction** - All new teachers (i.e., those who are new to the ESP's network of schools) will receive comprehensive training that ensures their understanding of the GVC and education model. Trainings will include a wide range of topics including, but not limited to: Classroom Management, Curriculum Mapping, Florida Standards, High-Probability Instructional Strategies, and Tracking Progress. New Teacher Induction will be modified annually based upon the needs of the School and to reflect new strategies and innovations in effective teacher preparation.
- **Ongoing professional development** - In order to ensure that our teachers and administrators are using the most current research-based practices, the School will be supported through ongoing professional development to improve student learning and academic achievement. Returning principals and new principals will both have their own professional development institutes each summer to best prepare for the upcoming year. These institutes will include information regarding best practices, new regulations, and any other expectation within their role. Principals and assistant principals will also attend monthly meetings to receive support within their positions. This support is increased for administrators needing extra assistance in improving the performance of their schools.
- **QUEST visits** – Schools that are not meeting expectations will have an increased amount of school site observation visits, which are a full day, in-depth process, in which members of the ESP's network who have had proven success in their roles (principals, master teachers, curriculum specialists, and CRTs) observe teachers and provide feedback on instruction. The purpose of the QUEST process is to support the School with the implementation and monitoring of the education model.

Section 4: Curriculum Plan

A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State-Common Core Standards.

The School will implement a Guaranteed and Viable Curriculum, as stated in Section 3, which is aligned to meet the Next Generation Sunshine State Standards and Florida Standards. The GVC will be aligned to Florida Standards for ELA and math, and NGSSS for all other subject areas.

The full implementation of Language Arts Florida Standards (LAFS) includes:

- (1) text complexity, quality and range in all grades (K-12), and
- (2) Literacy Standards in History/Social Studies, Science, and Technical Subjects (6-12).

Additional programs might be available for advanced (enrichment) academics through programs such as Cambridge International Examinations. This program can only be applied for once the school has opened.

K-5: English Language Arts

The primary goal of the reading program is to support the progressive development of reading comprehension and incorporate reading throughout all subject areas. The curriculum will be rigorous with the intention of preparing students to be college and career ready. Application of skills with real-world content is essential, along with analysis of text, to best prepare the students. Students who are college and career ready display the following characteristics:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demand of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

A focus will be on the six components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. A firm foundation of reading skills is developed through a strong phonics program in order to strengthen decoding skills and enhance word analysis skills. Systematic, explicit instruction by the teacher within the reading program, as well as with other text sources, will foster the mastery of content and standards within reading. The GVC is the core curriculum for the School, which is the current state standards grouped and mapped in a particular way to ensure they can be mastered within the time given. The GVC map includes the state standards, essential questions, objectives, item specifications, evidence of learning, and sample resources. A variety of genuine texts will be used as resources, with a 50/50 blend of fiction and nonfiction in all grade levels.

A sample curriculum map is provided in **Appendix G**⁴. As referenced in *Just Read, Florida!*, an effective program incorporates a wide range of diverse texts. The basis for the reading resource materials will be text exemplars and a reading program, Florida Reading Wonders⁵. The combination of short stories, novels, non-fiction texts, poetry, and drama will prepare the student for real-life reading application. Text exemplars will provide exposure to more complex text to challenge the students, allowing them to reach higher standards of success.

Informal discussions of stories will promote inferential skill development and frequent oral reading encourages expressiveness. The use of multi-level texts, computer programs, and a wide variety of literature help each child master the skills needed to achieve early independence in reading. The literature covers a broad scope of interests that encourage personal development through reading. Children learn to appreciate literature and their own creative stories. Students further develop the reading habit at an early age as they participate in home-centered reading programs which involve parents in an “at-home” reading program (Book Challenge) established by the School.

During daily reading periods, teachers will use numerous approaches to develop and strengthen skills of comprehension and vocabulary development. A minimum of 90 minutes reading instructional time on-task is required. The teacher will teach the reading processes by following the steps of modeling, guided practice, and independent practice. Small groups and centers will be used for individualized instruction and practice, in which students will have access to leveled readings and activities. Highly qualified teachers will appropriately group students by level and provide instruction targeted to that particular groups’ needs through scaffolded, guided reading lessons. Continual progress monitoring ensures that students are receiving instruction accurately, as well as fidelity of implementation. More details about the Comprehensive Core Reading Program can be found in section 4C.

Teachers are encouraged to use a variety of strategies to reach all students at their levels. When students enter the School reading below grade level, they will have the opportunity to receive extra reading minutes to increase their growth throughout the year. Both low-level and high-level students will also reap the benefits of differentiated instruction for remediation and enrichment, and will have the opportunity to obtain instruction through blending learning. Higher-level students will be challenged with project-based learning, as well as higher-order activities that include synthesizing and evaluation information for deeper understanding.

The Language Arts program is intended to support students’ ability to demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. Students will address increasingly demanding content and activities to increase the rigor of instruction. The school will provide instruction in writing for the required

⁴ The curriculum maps for both ELA and math are aligned to Florida Standards. If the Florida Department of Education approves changes to educational standards, then the School will make revisions to the curriculum maps to align to the proper standards. The curriculum maps are reviewed and updated annually based on feedback from evaluation of the curriculum as described in section 4F.

⁵ All chosen programs and materials listed in this application will be implemented the first year. They are continuously reviewed and updated based on: effectiveness in meeting the needs of the students; budgetary considerations; stakeholder input; etc.

60-minute block. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Students will build knowledge and understanding of the mechanics and structure of the English language. Language Arts are integrated into all areas of the curriculum. The School will implement a rigorous, cross-curricular writing program, in which writing is incorporated into all subject areas. There will also be writing workshops within the ELA block to teach specific skills. The effectiveness of the program, chosen by the School, will be measured by monthly writing prompts that are collaboratively scored, as well as evidence of learning demonstrated in an organized piece of writing in response to literature or questioning within each class period.

The GVC emphasizes the formation of good listening, writing, and speaking skills. Students improve these abilities through small and large group instruction. Teachers will provide daily opportunities to apply skills learned in both writing and speaking activities. All students will participate in activities, which develop important basic concepts and foster creative expression. The GVC emphasizes traditional grammar, including parts of speech, in which students must analyze and eventually learn to diagram sentences. Spelling and vocabulary development are continued and composition skills are extended through both formal and creative writing assignments.

To increase rigor within the classroom and providing for more purposeful learning, reading and language arts are blended to provide for an integrated approach to learning in a reading/writing workshop, combining 90 minutes of reading, 60 minutes of writing, and 40 minutes of RtI, to master all elements of the strands designated in the Florida Standards. These strands will be applied to other content areas as well to infuse knowledge of ELA within science and social studies.

K-5 Mathematics

The GVC focuses students on accuracy of computation and mastery of basic operations; fundamental math concepts; and developing the ability to apply their knowledge to practical problem solving. All grades use word problems to promote analytical thinking skills. Teachers use various manipulative materials, including technology, to promote engaging, hands-on learning before moving students to paper and pencil tasks. The GVC is the core curriculum, which is the current state math standards grouped and mapped in a particular way in order to ensure the standards can be mastered in the time given. The School will implement Pearson Envision as its math textbook resource to use in conjunction with the GVC.

Students will receive, at minimum, 60 minutes of uninterrupted math instruction daily. The current sample schedule allows for up to 90 minutes of math instruction to accommodate the needs of the students. Teachers will follow the structure of modeling, guided practice, and independent practice to ensure understanding and mastery. Small group instruction and center activities will be utilized to reach students at their particular levels and provide content aligned with student needs. The determination of the students within each group is based upon data analysis of benchmark assessments, weekly assessments, and daily informal observations. Students who are considered at-risk in mathematics will receive the most small-group instruction within the allotted time for centers. Teachers will be encouraged to spend time with these students during lunch, before school, or after school to assist them in reaching a level of

proficiency. Math intervention programs include Plato, Think Through Math, Mathletics, Corrective Math and Triumph Learning materials.

A major emphasis will be placed not only on the content standards, but also the mathematical practice standards. These practice standards are incorporated in the content in order to aid students in gaining mathematical proficiency. The practice standards are listed below and apply to every grade level:

- MAFS.K12.MP.1.1 *Make sense of problems and persevere in solving them.*
- MAFS.K12.MP.2.1 *Reason abstractly and quantitatively.*
- MAFS.K12.MP.3.1 *Construct viable arguments and critique the reasoning of others.*
- MAFS.K12.MP.4.1 *Model with mathematics.*
- MAFS.K12.MP.5.1 *Use appropriate tools strategically.*
- MAFS.K12.MP.6.1 *Attend to precision.*
- MAFS.K12.MP.7.1 *Look for and make use of structure.*
- MAFS.K12.MP.8.1 *Look for and express regularity in repeated reasoning.*

Content in each grade level is aligned to the domains and clusters in the Mathematics Florida Standards (MAFS) as shown in Table 4.1 below. The specific standards are included within the curriculum map in **Appendix G**.

Table 4.1

Grade Level	Domain	Cluster
Kindergarten	Counting and Cardinality	<ul style="list-style-type: none"> • Know number names and the count sequence. • Count to tell the number of objects. • Compare numbers.
	Geometry	<ul style="list-style-type: none"> • Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). • Analyze, compare, create, and compose shapes.
	Measurement and Data	<ul style="list-style-type: none"> • Describe and compare measurable attributes. • Classify objects and count the number of objects in each category.
	Number and Operations in Base Ten	<ul style="list-style-type: none"> • Work with numbers 11–19 to gain foundations for place value.
	Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
First Grade	Geometry	<ul style="list-style-type: none"> • Reason with shapes and their attributes
	Measurement and Data	<ul style="list-style-type: none"> • Measure lengths indirectly and by iterating length units • Tell and write time • Represent and interpret data
	Number and Operations in Base Ten	<ul style="list-style-type: none"> • Extend the counting sequence • Understand place value • Use place value understanding and properties of operations to add and subtract

Grade Level	Domain	Clubs
Second Grade	Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction • Understand and apply properties of operations and the relationship between addition and subtraction • Add and subtract within 20 • Work with addition and subtraction equations
	Geometry	<ul style="list-style-type: none"> • Reason with shapes and their attributes
	Measurement and Data	<ul style="list-style-type: none"> • Measure and estimate lengths in standard units • Relate addition and subtraction to length • Work with time and money • Represent and interpret data
	Number and Operations in Base Ten	<ul style="list-style-type: none"> • Understand place value • Use place value understanding and properties of operations to add and subtract
	Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction • Add and subtract within 20 • Work with equal groups of objects to gain foundations for multiplication
Third Grade	Geometry	<ul style="list-style-type: none"> • Reason with shapes and their attributes
	Measurement and Data	<ul style="list-style-type: none"> • Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects • Represent and interpret data • Geometric measurement: understand concepts of area and relate area to multiplication and to addition • Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures
	Number and Operations in Base Ten	<ul style="list-style-type: none"> • Use place value understanding and properties of operations to perform multi-digit arithmetic
	Number and Operations – Fractions	<ul style="list-style-type: none"> • Develop understanding of fractions as numbers
	Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Represent and solve problems involving multiplication and division • Understand properties of multiplication and the relationship between multiplication and division • Multiply and divide within 100 • Solve problems involving the four operations, and identify and explain patterns in arithmetic
Fourth Grade	Geometry	<ul style="list-style-type: none"> • Draw and identify lines and angles, and classify shapes by properties of their lines and angles
	Measurement and Data	<ul style="list-style-type: none"> • Solve problems involving measurement and

Grade Level	Domain	Cluster
		conversion of measurements from a larger unit to a smaller unit <ul style="list-style-type: none"> • Represent and interpret data • Geometric measurement: understand concepts of angles and measure angles
	Number and Operations in Base Ten	<ul style="list-style-type: none"> • Generalize place value understanding for multi-digit whole numbers • Use place value understanding and properties of operations to perform multi-digit arithmetic
	Number and Operations – Fractions	<ul style="list-style-type: none"> • Extend understanding of fraction equivalence and ordering • Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers • Understand decimal notation for fractions, and compare decimal fractions
	Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Use the four operations with whole numbers to solve problems • Gain familiarity with factors and multiples • Generate and analyze patterns
Fifth Grade	Geometry	<ul style="list-style-type: none"> • Graph points on the coordinate plane to solve real-world and mathematical problems • Classify two-dimensional figures into categories based on their properties
	Measurement and Data	<ul style="list-style-type: none"> • Convert like measurement units within a given measurement system • Represent and interpret data • Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition
	Number and Operations in Base Ten	<ul style="list-style-type: none"> • Understand the place value system • Perform operations with multi-digit whole numbers and with decimals to hundredths
	Number and Operations – Fractions	<ul style="list-style-type: none"> • Use equivalent fractions as a strategy to add and subtract fractions • Apply and extend previous understandings of multiplication and division to multiply and divide fractions
	Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Write and interpret numerical expressions • Analyze patterns and relationships

K-5: Science

Science is a process, a way of thinking about and investigating the world in which we live. The scientific method is the primary system used for students to interact and make connections with scientific knowledge. Students build their knowledge of living things, life cycles, and how living things interact with each other and their environment. Students develop awareness about the

Earth through experiences in comparing, contrasting, and describing earthly materials. Through guided observations, students learn to notice as much as possible about objects and events, paying close attention to detail. Students start to build knowledge about the properties of the physical world as they explore, examine, classify, and manipulate common objects in their environment and note their similarities and differences. Developing their own questions and performing investigations and experiments in a safe environment, students will use the processes of scientific investigation to design, predict, conduct, observe, measure, describe, gather data, and evaluate while communicating and recording their observations. Each week, a block of instructional time will be dedicated to science inquiry, which can be in the form of a lab/experiment, research period, or other inquiry-based learning session, as designated on the sample schedule separate from the Language Arts block. In grades K-1, students will receive 60 minutes of science instruction per week. In grades 2-5, students will receive 150 minutes of instruction per week. Science curriculum is intended to be infused within the literacy block, in addition to the block of time allotted in the schedule for science inquiry. This is fostered by use of Study Weekly Science Magazines for all grades and Houghton Mifflin Science Fusion in 5th grade. Students will apply their literacy skills, such as identifying main idea and details, comparing and contrasting, and many others, to reading and understanding science content. This provides for deeper understanding of concepts and increased application of reading skills, thus helping students who may be below grade level in science. The kindergarten through fifth grade curriculum encompasses the following science big ideas:

- *Big Idea 1: The Practice of Science*
- *Big Idea 2: The Characteristics of Scientific Knowledge*
- *Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models*
- *Big Idea 4: Science and Society*
- *Big Idea 5: Earth in Space and Time*
- *Big Idea 6: Earth Structures*
- *Big Idea 7: Earth Systems and Patterns*
- *Big Idea 8: Properties of Matter*
- *Big Idea 9: Changes in Matter*
- *Big Idea 10: Forms of Energy*
- *Big Idea 11: Energy Transfer and Transformations*
- *Big Idea 12: Motion of Objects*
- *Big Idea 13: Forces and Changes in Motion*
- *Big Idea 14: Organization and Development of Living Organisms*
- *Big Idea 15: Diversity and Evolution of Living Organisms.*
- *Big Idea 16: Heredity and Reproduction*
- *Big Idea 17: Interdependence*

Through these content areas, the science curriculum is delivered through a discovery instructional process with emphasis on scientific thinking and real world experiences. If needed, the School may have the option of providing additional instruction in science through tutoring and Saturday School for students who are below grade level in science.

K-5: Social Studies

In social studies, students will acquire essential knowledge and develop and apply skills as they investigate society, explore issues, make decisions, and work independently and cooperatively

with others. An effective social studies program provides a coordinated, systematic study, drawing upon the disciplines in the social sciences and humanities. It prepares students to be personally and socially aware, promotes multiple perspectives, encourages intellectual curiosity, enhances critical thinking skills, reinforces a broad range of communication skills, fosters positive character development, and charges students to assume responsibility for positive change and civic action. Florida's vision for social studies is based on the rigorous and in-depth expectations as defined by Florida law and the NGSSS for Social Studies.

The social studies curriculum uses a sequential approach to unify history and the social sciences, and promotes the development of concepts and the mastery of methods of inquiry. The influence of American History, Geography, Civics and Government, and Economics are emphasized in the GVC. Students will gain an understanding of the major factors that have influenced the structures of society from earliest times to present day. Teachers seek to educate students to become effective and contributing members of their community, to increase their understanding of privileges and responsibilities of citizenship, and to instill a feeling of patriotism and national identity. Concepts of home and community will be reviewed and extended. Students will gain a broader understanding of living in communities through the study of both similar and diverse societies. For this reason, the social studies curriculum is based on an integrated approach of using real texts such as newspapers, articles, and text exemplars to incorporate literacy standards.

NGSSS for Social Studies serve as the foundation for standards-based teaching and learning. Students will understand the history of Florida and its people over time. Students will focus on how immigration and settlement patterns have shaped the history of Florida; how geographic and demographic characteristics define Florida; how the environment has been modified by the values, traditions, and actions of various groups living in and around Florida; and how Florida has allocated and used resources in various economic actions. Field trips are an extension of classroom learning which assist students in the application of knowledge about local, state, and national government, as well as other areas of social studies. Teachers will teach geography throughout various content areas in addition to the social studies period and regularly discuss current events. In grades K-1, students will receive instruction for 60 minutes per week. In grades 2-5, students will receive instruction for 120 minutes per week. Overall, the K-5 Social Studies Curriculum sets the stage for higher levels of rigor and higher academic achievement further enhanced by the NGSSS and Florida Standards for Literacy in History/Social Studies. . Literacy and social studies will be infused, which is supported by use of Study Weekly Social Studies magazines for grades K-5.

Credit Requirements for Grades 6-8

The following table provides credit requirements for middle school students, per the Palm Beach County Student Progression Plan. The options for courses to meet credit requirements are listed under each subject area within the application.

Table 4.2

Grade	Language Arts	Math	Social Science	Science	Phys. Ed.	Electives	Total
6	1	1	1	1	.5	1.5	6
7	1	1	1	1	.5	1.5	6
8	1	1	1	1	.5	1.5	6

Students will be expected to meet all the requirements of the School before entry to specific courses, particularly advanced or high school level courses. Students in all classes will be consistently monitored to make sure they are appropriately placed. The School will consider implementing an Exploratory Wheel for elective courses, depending on the needs of the students.

The School's course offerings will comply with all state statutes and mandates. The courses offered at the School will be consistent with the courses made available by FLDOE via <http://www.cpalms.org/Courses/CourseDescriptionSearch.aspx> and <http://www.fldoe.org/articulation/CCD/files/1415CCDBasic6-8.pdf>.

6-8: English Language Arts

Middle school students will complete three annual courses in English Language Arts, per the Palm Beach County requirement for matriculation into high school. The required courses are M/J Language Arts 1, 2, and 3, each for grades 6, 7 and 8, respectively. Students may take additional reading courses as an elective, or be required to take intensive courses depending on their state-mandated assessment scores. In sixth grade, students can be offered M/J Reading 1, M/J Intensive Reading 1, M/J Advanced Language Arts, and M/J Intensive Language Arts 1. In seventh grade, students can be offered M/J Reading 2, M/J Advanced Language Arts 2, M/J Advanced Reading 2 and M/J Intensive Reading 2. In eighth grade, students can be offered M/J Intensive Reading 3 and M/J Language Arts 3 Advanced. Each grade level will also have M/J Language Arts Through ESOL and/or M/J Developmental Language Arts Through ESOL.

The primary goal of the Reading/Language Arts program is to provide instruction in the strands and anchor standards as outlined in the table below. Specific standards are included in the curriculum map, aligned with Language Arts Florida Standards (LAFS). The curriculum will be rigorous with the intention of preparing students to be college and career ready. Application of skills with real-world content is essential, along with analysis of text, to best prepare students. Students who are college and career ready display the following characteristics:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demand of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Table 4.3

Grade Level	Strand	Anchor Standards
Grades 6-8	Reading Standards for Literature	<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity
	Reading Standards for Informational Text	<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity
	Writing Standards	<ul style="list-style-type: none"> • Text Types and Purposes • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing
	Standards for Speaking and Listening	<ul style="list-style-type: none"> • Comprehension and Collaboration • Presentation of Knowledge and Ideas
	Language Standards	<ul style="list-style-type: none"> • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use
	Reading Standards for Literacy in Science and Technical Subjects 6-12	<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity
	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	<ul style="list-style-type: none"> • Text Types and Purposes • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing

Teachers will use the standards-aligned Guaranteed and Viable Curriculum (see curriculum maps), which includes all of Florida Standards, as the core curriculum and focus on text exemplars and integrate real-life texts such as newspapers and research articles, providing for a 50/50 balance of fiction and nonfiction text. Novel studies and Writer’s Workspace will be used for instruction, and suggestions for novels and other texts are found in the curriculum maps provided in **Appendix G**. These competencies are integrated throughout students’ learning experiences in Reading/Language Arts. Students will refine and master previously learned skills in increasingly complex reading selections, presentations, and written compositions. Students will master the following reading skills:

- using the reading process to construct meaning
- understanding and applying literature terminology and literary devices
- recognizing and understanding the characteristics of various literary forms
- analyzing literary selections as a whole
- analyzing characters and their words and/or actions

- evaluating the author's purpose or intent, as well as actions or events that occur within the selection
- understanding the mood, tone and style of writing of the author

Students will also learn how to take notes during presentations and lectures, preparing them not only for summarizing the spoken word but also for evaluating presentations. Students will identify key elements of a well-delivered presentation allowing them to create a rubric that will be used to evaluate their own presentations.

Small groups and centers will be used for individualized instruction and practice, in which students will have access to leveled readings and activities. Highly qualified teachers will appropriately group students by level and provide instruction targeted to each groups' particular needs through scaffolded, guided reading lessons. Continual progress monitoring will ensure that students are receiving instruction accurately, as well as ensure the fidelity of implementation.

Teachers will be encouraged to use a variety of strategies to reach all students at their individual level. When students enter the School reading below grade level, they will have the opportunity to receive extra reading minutes to increase their growth throughout the year. As stated above, intensive reading and language arts courses will be available as needed. Higher-level students will also reap the benefits of differentiated instruction and will have the opportunity to obtain instruction through blending learning.

More details about the Comprehensive Core Reading Program can be found in section 4C.

6-8: Mathematics

Middle school students will complete three annual courses in mathematics, per the Palm Beach County requirement for matriculation into high school. In sixth grade, students will be able to take M/J Math 1, M/J Math 1 Advanced, or M/J Intensive Math 1. In seventh grade, students may take M/J Math 2, M/J Math 2 Advanced, M/J Intensive Math 2, or Algebra I Honors. In eighth grade, students may take M/J Pre-Algebra, M/J Intensive Math 3, Algebra I Honors, or Geometry Honors.

The GVC focuses students on the application of mental math strategies related to the mastery of basic operations, fundamental math concepts, and developing the ability to apply their knowledge to practical problem solving. All middle grades use problem solving to promote analytical thinking skills. A major emphasis will be placed not only on the content standards, but also the practice standards for mathematics. These practice standards are incorporated within the content in order to aid students in gaining mathematical proficiency. The practice standards are listed below and apply to every grade level:

- MAFS.K12.MP.1.1 *Make sense of problems and persevere in solving them.*
- MAFS.K12.MP.2.1 *Reason abstractly and quantitatively.*
- MAFS.K12.MP.3.1 *Construct viable arguments and critique the reasoning of others.*
- MAFS.K12.MP.4.1 *Model with mathematics.*
- MAFS.K12.MP.5.1 *Use appropriate tools strategically.*
- MAFS.K12.MP.6.1 *Attend to precision.*
- MAFS.K12.MP.7.1 *Look for and make use of structure.*
- MAFS.K12.MP.8.1 *Look for and express regularity in repeated reasoning.*

Teachers will use various strategies through real-world applications and will use the structure of modeling, guided practice and independent practice. Using strategies, skills, concepts, and technology, students will move beyond a particular problem, generalizing to other situations, and will experience the integration of mathematics into as many areas of study as possible. The School will also offer a high school level mathematics course as an option for advanced students (i.e., Algebra I Honors, Geometry Honors). Intensive courses listed above will be offered, as needed, for students needing remediation in mathematics. The primary goal of the mathematics program is to provide instruction that integrates the practice standards with the following domains and clusters listed below, along with the math textbook program Glencoe Florida Math Connects as a resource. Textbook resources are continuously reviewed and updated based on effectiveness and needs of the students. Please see a sample math curriculum map in **Appendix G**.

Table 4.4

Grade	Domain	Clusters
Grade 6	Expressions and Equations	<ul style="list-style-type: none"> Apply and extend previous understandings of arithmetic to algebraic expressions Reason about and solve one-variable equations and inequalities Represent and analyze quantitative relationships between dependent and independent variables
	Geometry	<ul style="list-style-type: none"> Solve real-world and mathematical problems involving area, surface area, and volume
	The Number System	<ul style="list-style-type: none"> Apply and extend previous understandings of multiplication and division to divide fractions by fractions Compute fluently with multi-digit numbers and find common factors and multiples Apply and extend previous understandings of numbers to the system of rational numbers
	Ratios and Proportional Relationships	<ul style="list-style-type: none"> Understand ratio concepts and use ratio reasoning to solve problems
	Statistics and Probability	<ul style="list-style-type: none"> Develop understanding of statistical variability Summarize and describe distributions
Grade 7	Expressions and Equations	<ul style="list-style-type: none"> Use properties of operations to generate equivalent expressions Solve real-life and mathematical problems using numerical and algebraic expressions and equations
	Geometry	<ul style="list-style-type: none"> Draw, construct, and describe geometrical figures and describe the relationships between them Solve real-life and mathematical problems involving angle measure, area, surface area, and volume
	The Number System	<ul style="list-style-type: none"> Apply and extend previous understandings of operations with fractions to add, subtract,

Grade Level	Domain	Cluster
	Ratios and Proportional Relationships	multiply and divide rational numbers • Analyze proportional relationships and use them to solve real-world and mathematical problems
	Statistics and Probability	• Use random sampling to draw inferences about a population • Draw informal comparative inferences about two populations • Investigate chance processes and develop, use, and evaluate probability models
Grade 8	Expressions and Equations	• Work with radicals and integer exponents • Understand the connections between proportional relationships, lines, and linear equations • Analyze and solve linear equations and pairs of simultaneous linear equations
	Functions	• Define, evaluate, and compare functions • Use functions to model relationships between quantities
	Geometry	• Understand congruence and similarity using physical models, transparencies, or geometry software • Understand and apply the Pythagorean Theorem • Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres
	The Number System	• Know that there are numbers that are not rational, and approximate them by rational numbers
	Statistics and Probability	• Investigate patterns of association in bivariate data

6-8: Science

Middle school students will complete three annual courses in Science, per the Palm Beach County requirement for matriculation into high school. Students in sixth, seventh and eighth grade will take M/J Comprehensive Science 1, M/J Comprehensive Science 2, and M/J Comprehensive Science 3 respectively. Physical Science Honors may also be offered to seventh and eighth grade students, and Biology Honors may be offered to eighth grade students, depending on the needs of the students.

The primary goal of the Science program is to provide instruction in the following bodies of knowledge/big ideas:

- Earth and Space Science
 - Earth Structures
 - Earth Systems and Patterns
 - Earth in Space and Time

- Life Science
 - Organization and Development of Living Organisms
 - Diversity and Evolution of Living Organisms
 - Heredity and Reproduction
 - Interdependence
 - Matter and Energy Transformations
- Nature of Science
 - The Practice of Science
 - The Characteristics of Scientific Knowledge
 - The Role of Theories, Laws, Hypotheses, and Models
 - Science and Society
- Physical Science
 - Energy Transfer and Transformations
 - Forms of Energy
 - Motion of Objects
 - Forces and Changes in Motion
 - Properties of Matter
 - Changes in Matter

Instruction in the strands of science is achieved through an integrated science curriculum. The integrated science curriculum constructs thematic concepts integrating the perspectives of Biology, Chemistry, Physics, and Earth/Space Science. For example, electricity is normally only studied in Physics, but through the School's integrated science curriculum, students will explore the generation and conduction of electrical impulses in living organisms in Biology; how the earth's electromagnetic field is generated and detected in Earth Science; electro-chemistry in Chemistry; and electron flow and positive and negative charges in Physics/Physical Science. By integrating science themes throughout the science curriculum students will discover the many connections between the different fields of science. The integrated science curriculum consists of four unique blocks of instruction and exploration for each grade level. Each block has a single, integrated theme. All blocks offer multiple cross-curricular opportunities as part of the integrated science curriculum. The curriculum is a three-year continuum moving from concrete concepts to more abstract concepts as students progress from sixth to eighth grade. Topics within each block are chosen to correspond with the NGSSS and the National Science Education Standards (as developed by the National Science Teachers Association).

The School will create and implement a rigorous, inquiry-based science program. Knowledge of scientific facts, vocabulary, and investigative skills will be developed through hands on experimentation. With the incorporation of hands-on activities, students will identify and understand science as an active process of systematically examining and searching for understanding about the natural world. Evidence of the students' understanding of experimentation and the scientific method may be demonstrated in a science fair conducted at the School. The science fair may be incorporated within that program, with explicit instruction and practice of the scientific method in the classroom. Winners of the science fair at the School may be able to participate in the ESP-sponsored regional science fair.

Students will develop solutions to problems by following the scientific method: 1) formulating a hypothesis, 2) devising experiments, 3) controlling and manipulating variables, 4) comparing and analyzing results, and finally 5) defending conclusions. The scientific method will be incorporated throughout all science content. Inquiry skills include organization and mathematical analysis of data, manipulating variables in experimentation, and identifying sources of experimental error.

6-8: Social Studies

Middle school students will complete three annual courses in social studies, one of which must be a Civics course, per the Palm Beach County requirement for matriculation into high school. As a possible track, students will take M/J Geography in sixth grade, M/J Civics or M/J Advanced Civics in seventh grade, and M/J United States History in eighth grade.

The primary goal of the social studies program is to provide instruction in the strands of Geography, Economics, World History, Civics and Government, and American History. The middle school social studies curriculum sets the stage for higher levels of rigor and higher academic achievement further enhanced by the NGSSS and Florida Standards for Literacy in History/Social Studies. Students will understand history as the story of events, peoples, and places, and place these events and activities in chronological order. Students will investigate beliefs and principles of major religions, ethical systems, philosophies, and ideologies that have shaped economic, social, and political institutions and influenced the course of history. Students will learn to identify:

- natural characteristics of places
- how people interact with and modify their environment
- how cultural, economic, and political processes shape human migration and settlement .
- how language, ideas, beliefs, and institutions of one culture influence other cultures
- the relative value of primary and secondary sources
- how diversity of societies, social classes, and groups have been affected and changed by forces of geography, ideology, and economics

Students will demonstrate an understanding that being a good citizen in America involves important actions, including personal and civic rights and responsibilities. Students will identify and describe national symbols, icons, songs, traditions, and individuals of the United States that exemplify cherished ideals, represent American democracy and values, and provide continuity and a sense of community across time. On a broader level, students will demonstrate an understanding of the relationship and interactions between the United States and other nations in the world. In social studies, students will acquire essential knowledge and develop and apply skills as they investigate society, explore issues, make decisions, and work independently and cooperatively with others.

An effective social studies program provides a coordinated, systematic study, drawing upon the disciplines in the social sciences and humanities. It prepares students to be personally and socially aware, promotes multiple perspectives, encourages intellectual curiosity, enhances critical thinking skills, reinforces a broad range of communication skills, fosters positive character development, and charges students to assume responsibility for positive change and civic action. Florida's vision for social studies is based on the rigorous and in-depth expectations

as defined by Florida law and the NGSSS for Social Studies. The social studies curriculum uses a sequential approach to unify history and the social sciences, and promotes the development of concepts and the mastery of methods of inquiry.

Career and Education Planning Course

As part of the requirements for middle grades promotion, each student will be enrolled in a career and education planning course in sixth, seventh or eighth grade, which will be internet-based per statutory requirements. Prior to the start of the school year, the principal will determine the grade level in which the course is offered based on scheduling. The course will include career exploration using CHOICES or a comparable cost-effective program and education planning from www.FACTS.org. The course will result in the completion of a personalized career and education plan. This plan will allow each student to chart his/her courses for high school and major area of interest; set short and long term goals; record personal assessments such as interests, values, skills, aptitudes, and career options; and plan for postsecondary education. The plan will be signed by the student, the student's parent, and the student's support services coordinator, and will serve as a portfolio of information that students can update as they continue their education and career decision making process. The course chosen will be based upon student demand and certification of teachers. Students may have the option of taking the following courses:

- Agricultural Education
- Business Education
- Family and Consumer Sciences
- Health Occupations
- Technology Education

Determining Effectiveness

Additional learning opportunities are allocated and measured using a Response to Intervention (RtI) model. A Multi-Tiered System of Supports (MTSS) team will provide services and interventions to our students at increasing levels of intensity based on progress monitoring and data analysis, which is aligned with all Federal and State of Florida laws. The School's RtI correlates with the Florida Department of Education Statewide Response to Instruction/Interventions Implementation Plan to ensure all students are educated using a Guaranteed and Viable Curriculum to ensure learning gains.

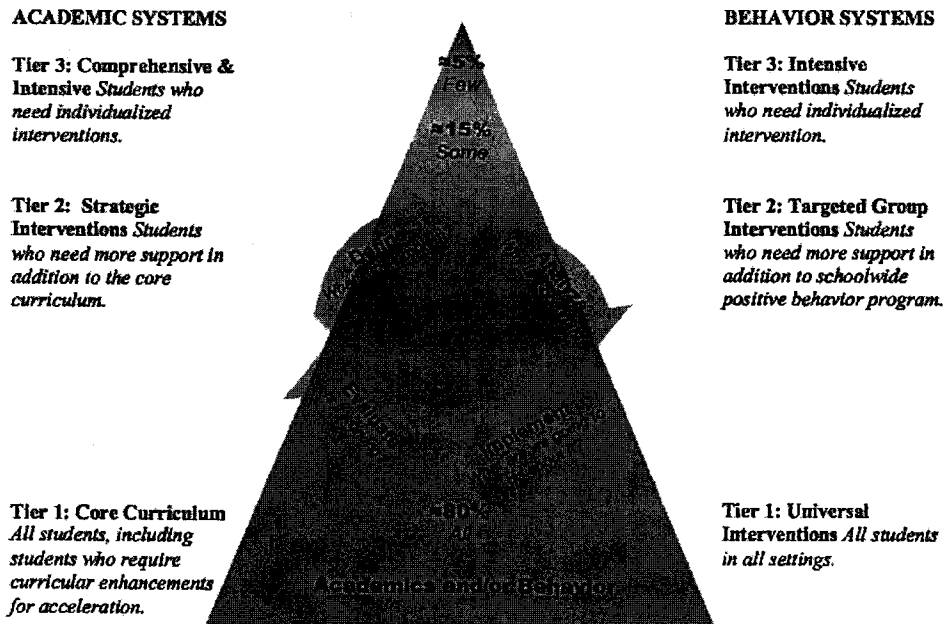
The School's RTI model includes:

Tier 1 – Core, Universal Instruction & Supports: all students will participate in general education learning that includes: universal screenings to target groups in need of specific instructional and/or behavioral support, implementation of the Next Generation Sunshine State Standards and Florida Standards through a standards-based classroom structure, differentiation of instruction including flexible grouping, multiple means of learning, and demonstration of learning, progress monitoring of learning through multiple formative assessments, and positive behavior supports.

Tier 2 – Targeted, Supplemental Interventions & Supports: targeted students participate in learning that is different by including: a standard intervention protocol process for identifying and providing research-based interventions based on student need; on-going progress monitoring to measure student response to intervention; and guided decision-making aligned with the core academic and behavior curriculum. This includes additional instructional time within the subject area of need.

Tier 3 – Intensive, Individualized Interventions & Supports: increased time, narrowed focus, reduced group size instruction and intervention based upon individual student need, provided in addition to and aligned with Tier 1 and 2 academic and behavior instruction and supports, specialized programs, methodologies, or instructional deliveries. There is also a greater frequency of progress monitoring of student response to intervention(s). Students are provided instruction using a curriculum resource that is different from their core instruction.

Figure 1: Three-tier model of school supports incorporating the problem-solving process.



RTI is centrally about optimizing language and literacy instruction for the particular students in each tier, therefore administrative monitoring for effective instruction will maximize instructional time. Differentiated instruction, based on instructionally relevant assessment, is essential. Depending on the tier, students will receive instruction from the classroom teacher, pull-out/push-in teacher, or tutoring teacher. The School’s reading curriculum ensures that instruction will address the needs of all students, including those from diverse cultural and linguistic backgrounds. The Supplemental Intervention Reading Program and Comprehensive Intervention Reading Program, both described below, are aligned to meet the needs of the students in each tier. The RtI block on the sample schedule is included to provide time for differentiated instruction to students in small-groups based on their ability levels and needs. Using the education model and data collected from the classroom, School, and state –mandated

assessments, the teacher can work with all stakeholders in developing an effective plan for covering learning gaps.

Progress monitoring for additional learning opportunities will be measured using resources from the Progress Monitoring and Reporting Network. Programs for comprehensive intervention that meet the state's rigorous guidelines for scientifically-based interventions may come from the Florida Center for Reading Research. Overall success of the extended learning will be measured through impact on student's annual state test results and the benchmark scores.

The classroom teachers will remain in continual contact with all stakeholders by updating the PLP, electronic gradebook, progress reports, and report cards, using data derived from Common Assessments, ongoing progress monitoring, and the benchmark testing results. Teachers will collaborate with resource professionals and administrators to continue the process while devising and executing a successful plan for the remedial student.

Involving parents and students, and engaging them in a collaborative manner, is critical to successful implementation of the education model. Initiating and strengthening collaborations between school, home, and communities, provides the basis for support and reinforcement of students' learning. The plan for assisting remedial students accounts for continued collaboration between all stakeholders as well as continuous monitoring of progress throughout the learning process. Both parents and students will take part in the Personal Learning Plan process and the Progress Monitoring Plan process. Parents will be required to sign both, to provide evidence of awareness of current student level and the plan for improvement.

Supplemental Intervention Reading Program (SIRP)

The School will meet the individual needs of students during the school day. Based on classroom and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90-minute reading block in times such as before and after school, through content area integration, during enrichment activities and any other opportunity to support student achievement of individual learning goals. Materials and resources that will be used are:

- **Reading Plus**^{*6}
- **Reading Eggs***
- **Plato***
- **Triumph Learning**

*Denotes a computer-based program

Comprehensive Intervention Reading Program (CIRP)

The School will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies and/or read two or more years below grade level through additional instructional minutes using a research-based intervention program. Students will receive additional instruction outside of the 90-minute reading block in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade level expectations. Students will not be pulled out of core subjects for extra reading instruction but

⁶ Intervention programs in bold are required for purchase in all schools. Depending on budget and the needs of the students, the other intervention programs are an option.

may be pulled out during non-required electives. There will also be the opportunity for push-in support within the classroom. Some research-based programs that the teacher will utilize include:

- Voyager Passport (K – 8)
- **WonderWorks (K-6)**
- **Corrective Reading (3-8)**
- Reading Mastery (3)

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

In *What Works in Schools*, Robert J. Marzano discusses three types of curricula: the intended curriculum, the implemented curriculum, and the attained curriculum. The intended curriculum is the NGSSS and Florida Standards--the content specified by the state of Florida to be addressed in a particular course or grade level. The implemented curriculum is the content actually delivered by the teacher, and the attained curriculum is the content actually learned by the students. The School's GVC is mapped to the NGSSS and Florida Standards and is designed to eliminate the possible discrepancy between the intended curriculum and the implemented curriculum for all students in grades K-8.

The GVC, the proven framework behind *What Works in Schools*, provides for teachers the intended curriculum sequenced and organized in a manner to ensure the essential content is addressed in the instructional time available, thereby creating for students the greatest opportunity to learn the content expected of them at each grade level or subject.

Curriculum planning begins with a decision about what students need to learn. The content that is considered essential for all students for college and career readiness is identified and communicated to teachers. A month-by-month scope and sequence within each curriculum map is created for all subjects aligned to the NGSSS and Florida Standards. The GVC also includes essential questions, objectives, evidence of learning, item specifications, vocabulary, and resources to provide further guidance on how to effectively ensure students master the curriculum. Implementation of the GVC is supported through the following:

- **Instructional Focus Program (IFP):** Teachers, in conjunction with the School administrative team, plan together and schedule learning objectives aligned to a data-driven calendar. The calendar is developed based on the data provided by each benchmark assessment, which teachers analyze to determine what standards the students need to be re-taught, or taught more in-depth than previously expected. The calendars include targeted standards, plans for instruction, and weekly assessments. A reflection space is designated for teachers to note the results of the assessment, as well as thoughts on the instruction or activities to be considered for revision. Classroom teachers will develop the calendars several times throughout the year to adjust instruction based on results. The GVC is thereby differentiated to meet the needs of the students within the School while maintaining rigorous pacing and high expectations. These calendars are developed for both ELA and mathematics, and teachers will be encouraged to post and track results within the classroom to motivate and challenge their students.

- **Evidence of Understanding:** To ensure mastery, students will complete carefully designed higher-order, real-world performance tasks to demonstrate an understanding of the critical content and skills within a unit of instruction. These can include assessments from the designated textbook series or other research-based resources the School utilizes. Projects, presentations, and teacher-created tasks will also be used. All assessments that are used are designed to require students to employ critical thinking skills to increase rigor, as the School's mission is to create academic rigor within the classroom. These performance tasks are reflected on the gradebook, which provides teachers, parents, students, and school leadership visibility to the level of progress within the GVC.
- **Common Assessments:** In addition to the aforementioned assessments, the ESP will provide monthly "common assessments" which are created from a data bank and disseminated to schools to gauge students' progress on mastery of the GVC. The assessments are aligned to state standards, and include short-term review, as well as spiral review, to check for mastery. This is to provide a uniform tool to monitor progress of mastery of grade level standards more frequently between benchmark assessments administered by NWEA.
- **Data Chats:** Student work and data are considered collaboratively in weekly data chats with school leadership and teacher cohorts. The level of student mastery of standards within the GVC is analyzed in order to drive instruction. Instructional focus plans, progress-monitoring plans, and any other instructional facet are discussed at these meetings to ensure needs of all learners are met. Decisions can also be made at these meetings regarding students who will participate in push-in/pull-out, tutoring, or any other additional support period.

C. Describe the school's reading curriculum.

The School's reading plan includes a reading curriculum based on a foundation of real texts and text exemplars, per the high rigor put forth by Florida Standards. The curriculum for the reading program is included in the curriculum maps (please see samples in **Appendix G**). The GVC, which is the Florida Standards grouped and arranged in a particular way to ensure all grade level standards can be taught within the school year, will be used as the core curriculum for reading, and it will incorporate a variety of genuine texts, with a 50/50 blend of fiction and nonfiction in all grade levels. As referenced in *Just Read, Florida!*, an effective program incorporates a wide range of diverse texts. The basis for the reading materials used will be the text exemplars and a reading program, Florida Reading Wonders. This proposed program is aligned to the rigor, depth, and intent of Florida Standards and includes a range of diverse print and media. Within the program there are diagnostic assessments, leveled texts, intervention and supplemental resources, as well as various other components to meet the needs of all students. The program provides support in building a strong foundation in reading and utilizing critical thinking skills within the reading activities.

The primary goal of the reading plan is to teach children to understand what they read, through systematic, direct instruction of the Florida Standards and aligned to the six (6) components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language.

The ESP has incorporated the six components of reading into the GVC, providing curriculum maps with corresponding standards assessments, benchmarks, teaching strategies, and progress monitoring techniques that will assist teachers in systematic instruction of Florida Standards. Standards are logically grouped and sequenced, building from simple to more complex skills and taught to mastery, as monitored through weekly standards assessments. Phonemic awareness and phonics skills are scaffolded in blending, segmenting, deleting, and other skills. Research has identified specific skills children must learn in order to read well. According to the Report of the National Reading Panel *Teaching Children to Read*, the best instructional reading programs include: use of the alphabet (phonemic awareness and phonics), fluency (guided oral reading and independent silent reading), and comprehension (vocabulary and text comprehension).

Research from *Florida Center for Reading Research* and *Just Read Florida!* will be continually reviewed in order to formulate a research-based reading curriculum based on the needs of the students. The School will implement an uninterrupted 90-minute reading block in kindergarten through fifth grades. The reading block will include whole group instruction utilizing a research-based sequence of reading instruction, with differentiation for specific student learning needs, timely and specific feedback, and high-student engagement to ensure the greatest impact of a full instructional block. There will be an additional period of 60 minutes used for Language Arts, which includes spelling, writing, and further vocabulary development. These two blocks will be blended into one ELA block. In middle school, students who need remediation (determined by state assessments) receive an intensive reading class in addition to their scheduled Language Arts class. No matter the grade level, students will be provided the extra minutes of support either in a push-in or pull-out setting, possibly within a non-required specials period. Table 4.5 describes the progression plan⁷ to increase instructional minutes in reading to ensure that students achieve mastery of grade level expectations.

Table 4.5

On-Site Instructional Plan	Strategic Instructional Plan	Intensive Remediation Plan
90 minute uninterrupted reading block	90 minute uninterrupted reading block	90 minute uninterrupted reading block
60 minute language arts block	60 minute language arts block	60 minute language arts block
40 minute differentiated RtI block	40 minute differentiated RtI block	40 minute differentiated RtI block
	30 minute intervention session 3x per week	30 minute intervention session daily
		60 minute tutoring session

⁷ This is the *minimum* requirement for instructional minutes. The current sample schedule in this application provides for more instructional minutes to ensure students are given ample opportunity to reach grade level in reading/language arts.

6-8 On-grade level Instructional Plan	6-8 Strategic Instructional Plan	6-8 Intensive Instructional Plan
50 minute language arts class	50 minute language arts class	50 minute language arts class
	50 minute reading class	50 minute reading class
	30 minute intervention session 3x per week	30 minute intervention session daily
		60 minute tutoring session

The Comprehensive Core Reading Program (CCRP)

The Comprehensive Core Reading Program (CCRP) is the basis of reading instruction provided to all students at all levels. It correlates to the Florida Standards across all grade levels and addresses the six areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension, and oral language. It provides for explicit, systematic instruction along with ample practice opportunities for students to master the reading skills necessary at their levels. This is provided during the uninterrupted 90-minute reading block. The GVC will be used as the core curriculum for reading, and it will incorporate a variety of genuine texts, with a 50/50 blend of fiction and nonfiction in all grade levels. As referenced in *Just Read, Florida!*, an effective program incorporates a wide range of diverse texts. The basis for the reading materials used will be the text exemplars and reading program, Florida Reading Wonders. The program that is chosen will be continuously reviewed and updated based on effectiveness of meeting the needs of the students. This combination of short stories, novels, non-fiction texts, poetry, and drama will prepare the student for real-life reading application. Text exemplars provide exposure to more complex text to challenge the students, allowing them to reach higher standards of success. The literature and non-fiction texts, supplemented with exemplar texts, suggested in the curriculum maps, are to be used for close, analytic reads.

Approximately 45 minutes of the block will consist of teachers providing the designated reading lesson for the day, and the remainder of the time will be differentiated for students to receive targeted small-group instruction or complete independent activities tailored to practice necessary reading skills from the lesson. Highly qualified teachers will provide the small-group instruction, as well as monitor independent work, providing corrective feedback to ensure appropriate use of learning time. Teachers will use texts and materials at the student’s instructional level, and progress to more complex text as necessary. Specific materials are listed under Specification 4 of the *Just Read, Florida!* Reading Program specifications listed in this application.

Students will be screened at the beginning of the school year using NWEA, Wonders diagnostic assessment, Skills Checklist, and others to determine basic reading development and to detect the presence of any difficulty. Kindergarten students will be screened using the statutorily required FLKRS assessment. Based on the instructional implications of the diagnostic screening, students will be provided instruction to meet their individual needs with an emphasis on cooperative learning and small group instruction. Groups are flexible based on progress monitoring of reading skills through continuous formative assessments within the classroom, and further Common Assessment testing.

More details on the CCRP can be found in the Reading Program Specifications section, as well as materials for the CCRP, SIRP, and CIRP.

Supplemental Intervention Reading Program (SIRP)

Based on benchmark and classroom assessment data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90-minute reading block in times such as the RtI block, before and after school, through content area integration, during enrichment activities, and any other opportunity to support student achievement of individual learning goals.

Comprehensive Intervention Reading Programs (CIRP)

The School will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies and/or read two or more years below grade level through additional instructional minutes using a research-based intervention program. Students will receive additional instruction outside of the 90-minute reading block in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade level expectations. Students will not be pulled out of core subjects for extra reading instruction; it may be during non-required electives. There will also be the opportunity for push-in support within the classroom.

Reading Program Specifications

In order to make reading a “primary focus,” all objectives from the *Just Read Florida!* Reading Program Specifications found below will be implemented at the School, which create the reading plan, as described in all of section 4C.

Specification 1: Professional Development

- 1.1 Comprehensive Initial Professional Development
- 1.2 Professional Development for Everyone
- 1.3 Frequent and Continuous Professional Development
- 1.4 Professional Development to Impact Change
- 1.5 Professional Development Led by School-site Expertise

The School will provide professional development for all teachers through the model of continuous improvement. All teachers will be provided research-based professional development based on school improvement goals. Teachers will meet in professional learning communities regularly by grade level teams, facilitated by their team leads, to analyze student data and design units and accompanying lessons. Team leads participate in monthly leadership meetings with administrators as well. Based on administrative walk-throughs, QUEST visit feedback, and student performance, teachers will be provided specific, differentiated professional development from mentor teachers, administration, curriculum specialists, or curriculum resource teachers. At least one CRT might be on staff at the School, and a regional curriculum specialist will be assigned for support. Professional development will be provided at least monthly, in addition to weekly grade level meetings, as well as on designated teacher professional development days. Teachers will meet for data chats with mentor teachers and administrators, after benchmark assessment periods, to analyze student progress and develop an action plan for professional development, which can include reading intervention strategies, teaching reading in content areas, and many other literacy development opportunities.

In preparation for their highly supportive roles within the School, CRTs attend boot camp each year to provide training on how to best serve the School. In order to provide accurate and effective professional development to the teachers throughout the year, CRTs attend monthly Curriculum Cadres as well as weekly webinars, provided by curriculum specialists.

Returning principals and new principals both have their own professional development institutes over the summer to prepare for the coming year, with regard to best practices, new regulations, and any other expectation within their roles. Principals and assistant principals attend meetings monthly to receive support within their positions.

The ESP also has a professional development plan for New Teacher Induction. This event occurs over the span of at least a week, network-wide, prior to orientation at the school level. Additional opportunities for NTI will be provided throughout the year as teachers are hired. Returning teachers receive one full week of professional development prior to the start of the new school year for Returning Teacher Orientation (RTO).

In addition, teachers and administrators are encouraged to exemplify the commitment to lifelong learning, as stated in the mission, by seeking professional development outside of the requirements of the School. Teachers also have to complete required coursework to obtain proper ESOL endorsement, as well as follow state guidelines for professional certificate renewal.

Specification 2: Administrative Practices in Support of Reading

- 2.1 Reading as a School-wide Priority
- 2.2 In-service and Evaluation Processes Focused on Reading
- 2.3 Resource Focus on Reading Achievement

School leaders will set high expectations for student achievement in reading and will develop a culture of excellence with a focus on reading. The weekly administrative walk-throughs and QUEST visit feedback will be targeted to track teachers' mastery of high-probability instructional strategies. These measures ensure that teachers implement the reading plan with fidelity and that resources are allocated and used to deliver the strongest impact on student achievement in reading.

High-quality reading programs and materials will continuously be chosen to meet the needs of students. Feedback from teachers can be gathered at each biweekly data chat, as well as from results from each Common Assessment and benchmark assessment to evaluate the effectiveness of each chosen instructional program. Novels and other fiction and nonfiction texts will also be purchased for students to read within classroom instruction, as well as for personal reading pleasure, to increase motivation and foster a love for reading in students.

The principal will clearly articulate the vision, mission, and expectations that all children can read, and assist in establishing that reading is the primary priority by spearheading the Reading Challenge. All students will be expected to read a specific number of books at their independent level throughout the year. The table below is a suggestion for requirements for the number of books read by each student:

Table 4.6

Grade Level	Number of Books
Kindergarten	50 picture books
1 st and 2 nd Grade	50 picture books or Early Readers (approximately 80 pages each)
3 rd – 5 th Grade	50 chapter books (approximately 100 pages each)
6 th – 8 th Grade	50 chapter books (approximately 150 pages each)

Teachers will monitor students' independent reading through a variety of methods and celebrate progress toward the school-wide goal. This is tracked on hallway or classroom displays. This challenge will also provide for a home-school connection with reading, in addition to their regular daily homework assignments from core courses. Parents will be required to sign a reading log or tracking system to monitor students' independent reading at home. Parents can facilitate deeper understanding of texts by being the "teacher" at home, asking their children questions about what they are reading and providing support for any book reports or projects that may need to be completed. Students are encouraged to use their local library or borrow from the leveled classroom libraries in order to fulfill the requirements of the reading challenge. Students may have the opportunity to use tablets or eReaders as well.

Staff members also have a reading challenge in which they are expected to read a specified number of books throughout the year. This further promotes the School's vision of creating the desire for students to be life-long learners because students will see their teachers as role models, demonstrating their love for learning through reading.

The School may also have a Literacy Committee or similar group in order to develop programs and activities that will promote reading throughout the School.

Specification 3: High Quality Reading Instruction is a Dynamic System

- 3.1 Propels Student Learning in Essential Reading Components
- 3.2 Expends Efficient Use of Instructional Time
- 3.3 Contains Systematic Set of Assessment Practices
- 3.4 Differentiated Instruction

Essential Reading Components

The six components of reading will be taught explicitly with structured practice to ensure mastery. Phonemic awareness skills, such as phoneme blending and phoneme deletion, will be scaffolded beginning with simpler phonemes, and building to more complex phonemes. Phonics skills and decoding strategies will be taught systematically and sequentially so that students understand how letters represent sounds and sounds blend together to make words that contain meaning. The curriculum supports students enhancing their phonics skills within their writing. In addition to explicit instruction, these skills are further mastered through centers and cooperative learning activities.

Teachers will provide fluency instruction on three levels of text: high frequency word fluency, phrase fluency, and text fluency. Students will set individual goals for fluency, and teachers will track progress toward achievement through regular fluency assessments.

To build academic vocabulary, teachers will be guided in choosing the most important vocabulary words to teach, and following a six-step process to teach new words so that students develop a deep understanding of the word (Marzano). Students are first provided a description or example of the word (verbally and in non-linguistic form). Students then restate this description in their own words, and also create a picture or symbol to represent the word. Students interact with this new word in various higher-order activities throughout the week, as well as with each other. They may also participate in games with the word for further motivation and connections. Reading process and literary analysis skills will be taught through direct instruction of content cluster skills, and modeling of metacognitive, comprehension strategies (Keene and Harvey & Goudvis). This is supported through guided reading with leveled texts. By providing direct, systematic instruction for all six components of reading, the School will ensure that all students achieve annual growth in reading.

Efficient Use of Instructional Time

In order to maximize instructional time, teachers are requested to map out their lessons minute-by-minute. This ensures for "bell-to-bell" instruction, with strategies implemented to engage students within learning the entire time. These plans are approved by administrators and implemented with fidelity throughout the year. With administrative approval, teachers may adjust their plans as the year progresses to best fit the needs of students. These minutes are posted in the classroom for all students, as well as visitors, to see. This makes all stakeholders aware of what's happening in the classroom, and help keeps instructional pacing appropriate.

Teachers are also expected to map out their lesson plans in a very structured manner, following the guidelines of using an introduction, modeling, guided practice, independent practice, and closure within every lesson and every subject. The introduction is intended to hook and engage the students, previewing content in a meaningful way, as well as discuss the essential question and objective for the lesson. Teachers then model the skill they are trying to teach, explaining step-by-step in an explicit manner. Guided practice is used for students to apply the skill under guidance from the teacher, who is there to further explain misunderstandings or reinforce correct actions. Students move into independent practice when they have proven they have understood the concept, and the purpose is to master the objective. This is a time in which teachers can pull a small-group to provide extra assistance to those who are not ready to move on to the independent practice stage and hone in on particular deficiencies. Lastly, a closure activity is conducted, whether it is in the form of an exit-slip, or turn-and-talk response, in order to gauge final understanding of the concept taught within the lesson.

Assessment: At the beginning of every school year, teachers will analyze previous year's state testing scores and assess each student's reading level through a variety of assessments, such as Wonders Diagnostic, NWEA, Skills Checklist and running records. This data, combined with the first benchmark assessment, will be shared with parents and will be the basis for Personalized Learning Plans, as well as Progress Monitoring Plans.

In order to monitor progress toward achieving personalized learning goals, teachers will administer a variety of assessments. Progress monitoring tools that may be used are DIBELS and EasyCBM. Fluency assessments such as oral reading fluency checks, combined with running records, using scaffolded discussion templates, will provide data regarding reading level progress. Teachers will administer weekly standards assessments to measure mastery of Florida Standards. Weekly standards assessments are formative assessments that are designed to evaluate whether a student has mastered a specific standard at the lowest level that was taught. Each weekly assessment will measure the academic performance of each student on a particular standard, based on content that has been introduced and practiced multiple times. Monthly Common Assessments provide a uniform tool to the School to measure mastery of the GVC. The benchmarks, administered every quarter, as well as monthly Common Assessments will provide data regarding progress toward the state-mandated assessment.

All elements of progress monitoring will be shared with parents through the progress reports, report cards, and data conferences. This connection between home and school will enhance students' ability to achieve annual progress.

Differentiated Instruction: As mentioned in the Educational Program Design, teachers can differentiate in three ways: with the content students are learning, the process in which the material is being taught, and the product that is developed to demonstrate learning. Some best practices with regard to differentiating include:

- Focusing on the standard for the content being taught; activities may be different, but the objectives are still the same for each activity. For example, students may read higher-level text yet still master the same standard as students reading on-level text.
- Addressing various individual student differences (learning styles, prior knowledge, and differences). For example, students who are tactile learners can use manipulatives, whereas students who are visual learners can use pictures.
- Grouping students differently depending on the activity or based on ability level.
- Integrating formative assessments throughout the activity to make adjustments.
- Continuously assessing, reflecting and adjusting content, process, and product to meet student needs.

Students will be screened at the beginning of the school year using Wonders diagnostic assessment, NWEA, Skills checklist, and others to determine basic reading development and to detect the presence of any difficulty. Based on the instructional implications of the diagnostic screening, students will be provided instruction to meet their individual needs with an emphasis on cooperative learning and small group instruction. Cooperative groups are flexible based on progress monitoring of reading skills. The reading lesson segments can incorporate differentiated texts—for on-level, advanced, below-level, and ELL students. Teachers may utilize center resources such as those from *Empowering Teachers* and *Read, Write, Think* to engage students in reading activities to deepen their understanding of reading skills through hands-on activities, the use of manipulatives (i.e. word sorts, letter tiles, and dry erase boards), and integration of technology (i.e. listening centers, Reading Eggs, Reading Plus)

To further enhance learning for those students who are higher-level, the School will emphasize using higher-order thinking skills and higher-order tasks to challenge the students. These tasks are utilized as students master concepts and deepen their understanding, and ultimately will benefit all levels of learners. The activities are to enrich college-ready skills, such as problem-solving, critical thinking, synthesizing, analysis, connections, creativity, metacognition, evaluation of decision-making, and transferring knowledge. Not only can these be applied within the reading program, but also across all content areas.

Examples of higher-order activities that can be utilized include, but are not limited to:

- Cooperative learning groups
- Student-created artifacts
- Cross-curricular projects
- Inductive learning
- Real-world application projects (i.e. Budgets)
- Circle of knowledge
- Evaluations and Critiques
- Research projects
- Debates
- Mock trials

Specification 4: Reading Text Materials and Resources

- 4.1 Materials Aligned with Student Reading Levels
- 4.2 Comprehensive Instructional Materials
- 4.3 Wide Assortment of Diverse Text
- 4.4 Flexible Use of Text
- 4.5 Appropriate Use of Technology

The Comprehensive Core Reading Program (CCRP) Materials: the School will use the GVC to teach all Language Arts Florida Standards. The GVC, which includes the Florida Standards mapped in a way to guide instruction, is the core curriculum for the School, and it will incorporate a variety of genuine texts, with a 50/50 blend of fiction and nonfiction in all grade levels. Teachers will have as a resource a textbooks series that meets the state's requirements for a scientifically based reading program. The School will use McGraw-Hill Florida Wonders. As all of the resources are consistently reviewed and evaluated, this choice may change in the future if new, more effective resources are determined. As stated previously, this proposed program includes a range of diverse print and media aligned with the rigor of Florida Standards. Within the program there are diagnostic assessments, leveled texts, intervention and supplemental resources, as well as various other components to meet the needs of all students. Accompanying instructional materials such as workshop kits, decodable books, and leveled guided reading sets will be used for differentiated instruction during the 90-minute reading block. Novel studies will be incorporated using exemplar texts. The increase in complexity will be accomplished by exposing students to genuine texts. Blended learning will be utilized for all learners, and will include the following resources: Plato, Reading Eggs, and Reading Plus. Classroom libraries and/or digital libraries are also available to meet the diverse needs of students' reading levels and

cultural backgrounds. Students will have the opportunity to utilize these resources at school and at home.

Supplemental Intervention Reading Program (SIRP) Materials: the School will meet the individual needs of students during the school day, by the adding to the 90-minutes of core reading instruction through the Supplemental Intervention Reading Program. Based on classroom and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90-minute reading block in times such as the RtI block, before and after school, through content area integration, during enrichment activities, and any other opportunity, to support student achievement of individual learning goals. Materials and resources that may be used are:

- **Reading Plus***⁸
- **Reading Eggs***
- **Plato***
- **Triumph Learning**

*Denotes computer-based program

Comprehensive Intervention Reading Programs (CIRP) Materials: The School will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies, and/or read two or more years below grade level. Students will be given additional instructional minutes using a research-based intervention program. Students will receive this additional instruction outside of the 90-minute reading block, in a small-group setting, with more frequent progress monitoring, to ensure accelerated progress toward grade level expectations.

Some research-based programs that the teacher may utilize are:

- **Wonderworks (K-6)**
- **Voyager Passport (K-8)**
- **Corrective Reading (3-8)**
- **Reading Mastery (3)**

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

All students entering the School, particularly those who enter below grade level, will benefit from the implementation of the education model. The School's education model, which includes the GVC, is aligned to specific state standards and grade-level expectations, is the framework of what is taught at each grade level, and allows for modifications to the instruction in the classroom to meet the students' needs. Students will be engaged by the innovative K-8 curriculum, which is designed to introduce core concepts that are further developed and expanded as students progress through each grade level. This process allows them to develop the skills necessary to: 1) comprehend and interpret texts, including written as well as audio and visual texts; 2) compose a variety of types of texts, including critical real world concepts; 3)

⁸ Intervention programs in bold are required for purchase in all CSUSA-managed schools. Depending on budget and the needs of the students, the other intervention programs are optional.

effectively communicate and interact in cooperative learning groups; and 4) communicate information through different modes of presentation.

Baseline assessments from the previous year or grades from the student's previous school will be utilized to target students who are performing below grade level. The School will analyze Common Assessments, previous benchmark assessment, and state assessments to determine which interventions would best suit the needs of the students. Even after the decision is made to place students into intervention programs, the process will be monitored by administration via data chats and observations. Teachers will monitor progress within each of the programs to ensure fidelity of implementation, as well as effectiveness of the program, with formative assessments. The Progress Monitoring Plan is a tool created by the teacher that lists the accommodations and goals made for students below grade level. This is signed by the parent to ensure accountability and revisited periodically to make adjustments if students are still performing below grade level.

The school will provide the follow accommodations for students below grade level:

- Differentiated instruction - Students will benefit through the use of innovative, differentiated instructional methods, which utilizes research-based instructional strategies, including but not limited to Marzano's thirteen high-probability teaching strategies, to enhance the student's opportunity to learn the specific skills identified. Small-group instruction is utilized in different subjects, including ELA and math, in order to support the needs of students who are struggling with the content. The reading lesson segments can incorporate differentiated texts—for on-level, advanced (enrichment), below-level, and ELL students. The school can also have a math resource that provides for enrichment, on-level, and re-teaching of each lesson.

Teachers can differentiate in three ways: with the content students are learning, the process in which the material is being taught, and the product that is developed to demonstrate learning. Some best practices with regard to differentiating include:

- Focusing on the standard for the content being taught; activities may be different, but the objectives are still the same for each activity. For example, students may read higher-level text yet still master the same standard as students reading on-level text
 - Addressing various individual student differences (learning styles, prior knowledge, and differences). For example, students who are tactile learners can use manipulatives, whereas students who are visual learners can use pictures.
 - Grouping students differently depending on the activity
 - Integrating formative assessments throughout the activity to make adjustments
 - Continuously assessing, reflecting and adjusting content, process, and product to meet student needs
-
- **Push-in/Pull-out** – Certified teachers will be available to pull-out or push-in with students who are below grade level. As described in the RtI model, students will also receive extra instructional time to meet the demands of the curriculum. This additional time for instruction outside of class time will be crucial for increasing student learning gains, as increased instructional minutes is the primary drive for catch-up growth, as

stated in *Annual Growth for All Students and Catch Up Growth for Those Who Are Behind*. (Fielding, Kerr, Rosier 2007).

- **Tutoring** - For students that require additional intervention, tutoring will also be available at the School. These sessions will be derived from the operating budget and be applied to those students requiring extra intervention to bring them up to grade level expectations. Certified teachers will use a set curriculum in a small group setting, targeted to students' skill deficiencies, as determined by diagnostic and formative data. Tutoring sessions will be targeted by using students' benchmark data to determine areas of re-teaching. The instructional strategies will be varied depending on the students' unique way of learning. The goal of tutoring sessions is to engage the student and re-teach the information in a new way. Sessions can take place after school, and the School may have the opportunity to have Saturday sessions as well.
- **Instructional Focus Plan (IFP):** Teachers, in conjunction with the School administrative team, plan together and schedule learning objectives aligned to a data-driven calendar. The calendar is developed based on the data provided by each benchmark assessment, which teachers analyze to determine what standards the students need to be re-taught, or taught more in-depth than previously expected. The calendars include targeted standards, plans for instruction, and weekly assessments. A reflection space is designated for teachers to note the results of the assessment. Classroom teachers develop the calendars several times throughout the year to adjust instruction based on results. The GVC is thereby differentiated to meet the needs of the students within the School while maintaining rigorous pacing and high expectations. These calendars are developed for both ELA and mathematics, and teachers are encouraged to post and track results within the classroom to motivate and challenge their students.

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

As stated previously, the courses offered at the School will be consistent with the courses made available by FLDOE via <http://www.cpalms.org/Courses/CourseDescriptionSearch.aspx> and <http://www.fldoe.org/articulation/CCD/files/1415CCDBasic6-8.pdf>.

K-5: World Language

Offered as a "specials" class once a week, the focus of the world language program is learning about the language through study of poetry, songs, and other aspects of culture. Students focus on developing the conversational and written skills, as well as formal language skills, required for living in a diverse environment. A vital component in the foreign language program is the goal that students build an understanding of the relationship between the different perspectives and products of various cultures. Application of this knowledge will afford students the ability to recognize cultural practices and the uniqueness of various communities. The School plans to offer Spanish as a World Language.

K-5: Art

The art program will be based on NGSSS and students will receive instruction once a week in a specials period. The primary goal of the art program will be to provide every student an opportunity to develop and explore his or her creative potential. Art specialists will encourage skill development and artistic adventure as they guide students to create and express themselves in both realistic and abstract models.

Students will develop art skills, including an aesthetic awareness of art forms in nature, an appreciation of different artistic styles, and the confidence to use art as a mode of personal expression. Students will practice imagining, experimenting, solving problems, thinking independently, and making their own decisions.

K-5: Music

The music curriculum will be aligned with state standards and will include both vocal and instrumental music. Students will receive instruction in music in a specials period once a week. A variety of melodic and harmonic classroom instruments in accompaniment of singing during classroom practice and performances are incorporated throughout the music curriculum. Music specialists will introduce students to both music skills and knowledge of various types of musical literature. Students will be exposed to musical contributions representing various cultures, genres, styles, and artists. Exposure to a variety of composers representing various historical periods and cultures will enable students to understand the role of regions, events, and historical context on the various music types.

Skills and techniques will be developed throughout all grade levels. The curriculum focuses on the refinement of musical skills by introducing and practicing techniques such as blending vocal timbres, matching dynamic levels, appropriate tempo and balance, and responding to cues of the conductor through the singing of songs, rhymes, and melodies both individually and as a group. In addition, instruction will lead students to demonstrate progressive competency in reading and interpreting simple melodies, rhythms, melodic patterns, and appropriate dictation.

Creation and communication is another important part of the curriculum. Creative expression, individual interpretation and the creation of original musical works and songs will be encouraged and guided throughout the curriculum.

The last area included within the field of music is application to life. Real applications of music within the curriculum will help students connect the impact of music to their everyday lives. Awareness of the use and role of music in media and entertainment is a focus of development. The curriculum provides an opportunity for modeling and practice of appropriate audience behavior in various musical settings.

K-5: Technology

The School recognizes and embraces the important role technology plays in educating children to prepare them for the opportunities of tomorrow. Technology has proven invaluable not only as a skills-based tool for children to learn, but also as an additional instructional tool to assist teachers in providing targeted, effective learning instruction for successful educational outcomes.

The School's philosophy of the role of technology in the classroom is based on three concepts. First, technology is a core for learning. Second, technology must be ubiquitous, (i.e., readily accessible to teachers and students in the classroom and all areas where learning takes place). Third, educational use of the Internet broadens and deepens students' knowledge and academic achievement. Appropriate use of the Internet will be ensured via the installation of software filters designed to block access to those sites deemed unsuitable for student access, including pornographic sites. Supervision by faculty and staff will further ensure appropriate student use of the Internet.

The Children's Internet Protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. The School will ensure that all students receive instruction regarding appropriate on-line behavior. The School bases technology instruction on six national standards (Spiral of Skills) that support computer literacy beginning in kindergarten. These standards are taught with increasing complexity at appropriate levels (Level I, Grades K-2; Level II, Grades 3-5) as follows. The student:

- Knows the characteristics and uses of computer hardware and operating systems
- Knows the characteristics and uses of computer software
- Understands the relationship among science, technology, society, and the individual
- Understands the nature of technological design
- Understands the nature of, and operation of systems
- Understands the nature and uses of different forms of technology

K-5: Physical Education

The primary goal of the physical education program is the basic application of individual skills in a team sport environment. Physical education will include a variety of developmental activities, emphasizing fine and gross motor skill development. The kindergarten through second grade curriculum is focused on movement exploration through various motor and non-motor experiences, and includes instruction in keeping growing bodies healthy, clean, and out of harm's way (e.g. health/nutrition, exercise, drug prevention, first aid, and safety). Physical education in grades three through five allows students to interact in team sports that also contribute to developing habits of good sportsmanship. The School will provide a minimum of 150 minutes of physical activity each week as directed by Fla. Stat. §1003.455(3). This requirement will be waived for students who meet the criteria delineated in Fla. Stat. §1003.455(4).

K-5: Media Program

The School's Media Program will be focused on maximizing the classroom as the center of learning, with provisions for each class to have a classroom library and access to computers. Classroom libraries will be filled with a variety of texts, including, but not limited to, novels, magazines, newspapers, and reference materials. Classrooms will be equipped with computers and/or laptops to supplement instruction with digital learning resources. Having access to tablets will further enhance reading experiences within the classroom.

A stationary computer lab will be available for use throughout the day, not just for technology classes, but also for research projects, blended learning opportunities, and a variety of other uses.

Mobile laptop carts are also accessible for teachers to implement a whole-class project or online-learning experience.

6-8: World Language

The primary goal of the world language program, aligned to the Next Generation World Language Standards, is to provide instruction in the following five areas: communication, cultures, connections, comparisons, and communities. Focusing on these five areas, students will learn to communicate in a language or in languages (other than English) through the following modes of communication: interpretive listening, interpretive reading, interpersonal communication, presentational speaking, and presentational writing. The program is intended to focus on formal communication, as many students may know how to speak the language informally with families, but not formally in writing or reading. Students will formulate and answer questions about the literary elements of targeted language selections. Students will identify themes, ideas, or viewpoints on social behaviors and/or social interactions of various cultures and will discuss these cultural differences as they participate in age-appropriate cultural activities ranging from literature, to music, to food, and other aspects of culture.

With a focus on communication, students will learn to exchange information with peers orally and in writing. They will use appropriate vocabulary and cultural expressions to request additional information when a message in the target language has not been fully understood, and they will use repetition, rephrasing, and gestures effectively to assist in communicating spoken messages. Presentations by students will be conducted in the foreign language to further develop their communication skills in front of an audience regarding various topics. Through these presentations, students will recognize that languages have different patterns of communication and interaction. They will be prepared to use the language within and beyond the school system. Foreign language courses for high school credit will be offered for those students who meet prerequisite requirements. The school plans to offer Spanish as the World Language.

6-8: Technology

Technology instruction in grades 6-8 continues to employ national standards, benchmarks, and grade level expectations and builds upon the skills learned in grades K-5. Technology, like other subject areas, is departmentalized and offers specific courses for study. Students in grades 6-8 may elect to take a semester or full-year computer course, such as an introduction to computers and/or computer programming. These courses may include a culminating project that demonstrates their computer literacy. This project must be interdisciplinary, completed under the supervision of the computer teacher and a core subject area teacher, and is designed to meet the *No Child Left Behind* requirement for computer literacy. Examples of such projects are PowerPoint presentations, creation of a desktop published document, and/or effective use of a spreadsheet to track data. See **Appendix H** for the School's Technology Plan.

In compliance with the Children's Internet Protection Act, the School will ensure that all students receive instruction regarding appropriate on-line behavior.

6-8: Fine Arts

The primary goal of the art program is to provide instruction aligned to the state standards in the domains/strands of art: critical thinking and reflection; historical and global connections; innovation, technology, and the future; organizational structure; and skills, techniques, and processes. The Arts encompass music, visual arts, theatre, and dance. The Arts are serious and rigorous academic subjects with the potential to help students achieve creativity, self-awareness, self-expression, and interactive and cooperative learning skills. Study of the Arts has been proven to enrich and enhance reading, writing, and mathematics skills. Research also shows education in the Arts is critical to students' intellectual, social, emotional, and physical growth.

Students will enhance their knowledge about the Arts by learning artistic traditions of their own culture as well as artistic traditions of other cultures. While understanding that each art is distinctive, students will also recognize the many similarities between and across various art forms. Students will look at the Arts as a language unto itself as well as a link to other disciplines, cultures, and human interactions.

Courses that the students may take include, but are not limited to, art appreciation/history, photography, and digital art. Courses will be determined based on teacher certification and student demand.

6-8: Physical/Health Education

Middle school students will complete one semester of Physical Education in sixth, seventh and eighth grades, per the Palm Beach County requirement for matriculation into high school as outlined in 1003.455(3). The primary goal of the physical education program is to provide instruction in the strands of physical education: physical literacy, responsible activity behaviors, and advocate and promote physically active lifestyles. These strands offer students the opportunity to develop and continually enhance life management skills necessary for healthy, active living. Students will not only develop the skills required for participation in physical activities, but will also develop an understanding of physical fitness, health and nutrition, and the importance of instituting positive health behaviors.

Physical education courses are designed to address the needs of all students. Students will analyze the benefits of regular physical activity; learn how participation in physical activity creates receptiveness toward persons of differing abilities; and understand that physical activity provides for challenge and healthy competition. Students will demonstrate competency in physical education by maintaining a level of physical fitness that enhances health.

Students will obtain the knowledge and skills needed to set goals related to personal health and well-being and to maintain and enjoy a healthy lifestyle. Students will develop and implement a personal wellness plan that promotes mental, physical, emotional, and social health throughout the stages of life.

6-8 Media Program

The School's Media Program will be focused on maximizing the classroom as the center of learning, with provisions for each class to have a classroom library and access to computers. Classroom libraries will be filled with a variety of texts, including, but not limited to, novels, magazines, newspapers, and reference materials. Classrooms will be equipped with computers

and/or laptops to supplement instruction with digital learning resources. Having access tablets will further enhance reading experiences within the classroom.

A stationary computer lab will be available for use throughout the day, not just for technology classes, but also for research projects, blended learning opportunities, and a variety of other uses. Mobile laptop carts are also accessible for teachers to implement a whole-class project or online-learning experience.

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

Within the student information system, teachers can track in real time, the results of formative assessments, the extent to which they have covered each standard, as well as the level of mastery attained by students. Teachers write notes and track on the curriculum map how the students perform on each unit and standard, which is an important reflective piece when evaluating the curriculum. Common assessments will also be administered monthly, which are aligned with curriculum maps tied to the standards to track mastery of the grade level standards of the curriculum. Resources are continuously reviewed and updated by the ESP based on several components such as effectiveness, cost, etc.

School administrators monitor the effectiveness of the implemented curriculum throughout the year by conducting weekly informal walk-throughs, as well as up to four QUEST visits, in which every teacher is observed and coverage of the curriculum is examined. This creates a continuous feedback loop where each teacher and administrator is provided specific feedback on the all the elements of *What Works in Schools*, specifically on ensuring a GVC.

Ultimately, the effectiveness of the GVC will be evaluated by the attained curriculum, primarily measured by students' performance on the FSA and FCAT 2.0. The School will monitor, review, and revise all resources and materials based on data and student needs. If the school is not reaching its goals based on student performance then administration, along with the ESP, will make decisions on how to adjust the GVC or curriculum resources to best ensure that students are reaching their goals.

Section 5: Student Performance, Assessment and Evaluation

A. State the school's educational goals and objectives for improving student achievement.

The School's performance-based educational goals and objectives are designed to focus all stakeholders on student academic achievement. With rigorous academic goals, individual student goal-setting (through student PLPs), and parental support of academic growth, the School will ensure continually improving student achievement.

Kindergarten through Second Grades

Students will be assessed using benchmark assessments, which measure achievement and growth in ELA and mathematics and are aligned to the Florida Standards. The benchmark assessment which will be utilized is the Northwest Evaluation Association's Measures of Academic Progress and/or MAP for Primary Grades assessments. After the first benchmark, all students receive an end-year growth target.

Goal: Collectively, 100% of student growth targets will be met or exceeded in grades K-2 on benchmark assessments aligned to the Florida Standards in ELA and Mathematics.

Third through Eighth Grades

Goal-setting in grades three through eight will align to the Florida School Performance Grades accountability system. Subsequently, changes to the Florida School Performance Grade accountability calculation will prompt a revision to the school's goals in the effected year(s). Per the Florida A+ School Grading system, each school evaluates individual student success and effectiveness of the curricula by their performance on the State Assessments and State Alternative Assessments (currently the FCAT 2.0, End of Course Assessments and the FAA). The individual student performance data are then combined to measure the school's progress over the last year. Schools accumulate points for both achievement and growth on both state assessments and state alternative assessments. The state calculates the percentage of students meeting high standards in Reading,⁹ Mathematics, Science, and Writing; the percentage of students making annual learning gains in Reading and Mathematics; and the percentage of the lowest 25% of students making annual learning gains in Reading and Mathematics. Middle and high schools have additional components, including performance on End of Course Assessments, graduation rates and college readiness. Once a school's points are totaled, they are placed on one of four grading scales that correspond to their grade configuration. All schools must meet one additional objective: they must make adequate progress with the lowest 25% in Reading and Mathematics as defined by the Florida A+ Plan. The School will meet this objective for as long as it is a requirement of the State of Florida.

Students will demonstrate academic improvement and success by either meeting high standards or making annual learning gains as defined by the Florida A+ Plan. Currently, the meeting of

⁹ We recognize that with the adoption of the Florida Standards, subsequent references to reading assessments may soon be replaced by ELA assessments. As a charter school, we are subject to state testing and accountability requirements, and we are prepared to make such adjustments as required by the-State of Florida.

high standards is defined as those students who score an achievement level of three or higher in Reading, Mathematics, and/or Science, and 3.5 or higher in Writing. On the FAA, students must score a level 4 or higher to be classified as meeting high standards.

Students will demonstrate a year's worth of learning, or a "Learning Gain" on the FCAT 2.0 in one of three ways:

Table 5.1a

Current FCAT 2.0 Learning Gain Requirements																			
1. FCAT 2.0 Achievement Level	Improve one or more levels (e.g. from 1-2, 2-3, 3-4, 4-5)																		
2. Maintain a Proficient Level	Maintain level 3, 4, or 5 without dropping from previous score																		
3. Adequate Vertical Scale Score Growth	Show growth within a level 1 or level 2, according Florida's required Vertical Scale Score increases for Math and Reading.																		
	<i>One Year's Growth – Reading</i>																		
	<i>Adequate Reading Gains</i>																		
	<table border="1"> <thead> <tr> <th>Grade</th> <th>3-4</th> <th>4-5</th> <th>5-6</th> <th>6-7</th> <th>7-8</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>12</td> <td>10</td> <td>9</td> <td>8</td> <td>7</td> </tr> <tr> <td>Level 2</td> <td>11</td> <td>9</td> <td>8</td> <td>7</td> <td>6</td> </tr> </tbody> </table>	Grade	3-4	4-5	5-6	6-7	7-8	Level 1	12	10	9	8	7	Level 2	11	9	8	7	6
	Grade	3-4	4-5	5-6	6-7	7-8													
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Grade	3-4	4-5	5-6	6-7	7-8														
Level 1	16	10	10	9	11														
Level 2	15	9	9	8	8														

Learning gains on the End of Course Assessments are determined by the statewide sample of EOC testers using the "Common Scale Score." Learning gains results are not reported to schools at the grade or assessment level.

Students demonstrate a year's worth of learning or a "Learning Gain" on the Florida Alternative Assessment in one of three ways:

Table 5.1b

Current FAA Learning Gain Requirements	
1. FAA Achievement Level	Improve one or more levels (e.g. from 1-2, 2-3, 3-4 etc.)
2. Maintain Proficiency	Maintain level 4 or higher without dropping from previous level.
3. Adequate Vertical Scale Score Growth	FAA students who remain at performance level 1, 2 or 3 are credited with gains if their score improves by at least 5 points from the previous year.

The data displayed in tables 5.1a and 5.1b above are based on the latest information provided by the FLDOE at the time the application was submitted.¹⁰ Any changes made by the FLDOE after submission will be adjusted accordingly for the School, as needed.

The School understands and is dedicated to ensuring that all children have a fair, equal, and significant opportunity to obtain a high-quality education and will continually strive for academic excellence on challenging state academic standards (NGSSS and Florida Standards) and the state academic assessments.

School's Goals

By the 2014-2015 school year, Florida Standards and corresponding assessments will be fully implemented in the subject areas of ELA and Mathematics. In its initial charter year the school will aim to meet or exceed the performance of comparable Palm Beach County schools on the eight elements of the Florida School Performance Grade. After establishing the baseline student performance in year one, the School may revise and document its multi-year goals in the School's annual Strategic Plan. Currently, the state evaluates K-8 buildings on one scale for purposes of accountability calculations. Therefore, to maintain a level of transparency with our students, parents and the community at large, the School will align its goals to publicly available data calculated and published annually by the Florida Department of Education.

Calculations to meet the school's minimum goal requirements in year two and beyond are detailed below for Proficiency, Growth, Closing the Achievement Gap and the Florida School Performance Grade. These S.M.A.R.T. goals comply with current AMO requirements as required by Florida's ESEA Flexibility Waiver, specifically the safe harbor provision. The state of Florida met 1 out of 18 (6%) AMO Reading and Math targets in 2012-2013 using the safe harbor calculation. Therefore, the School acknowledges that these are rigorous goals and is prepared to effectively target instruction to meet these high expectations and achieve student success.

Proficiency Goal

Specific: Each year, on the State Assessments (currently FCAT 2.0, End of Course and FAA, but in 2014-15, Florida Standards-aligned assessments are set to replace many FCAT 2.0 tests in Math, Reading, and Writing) the School will see a significant increase in the percentage of "Proficient" students (as defined currently by those scoring Level 3 or above in Math, Reading and Science and level 3.5 or above in Writing).

Measurable: Math, Reading and Science scores for students in third through eighth grade will reflect at least a 10% reduction in the number of students who are NOT "Proficient" relative to the previous year or meet or exceed the performance of Palm Beach County's demographically similar schools. The assessment scores in Year 1 of the charter will establish the baseline for measuring this goal. Assessment scores in the *second* year will be the initial comparison to the baseline. If in any prior year, proficiency is at or above 90%, the School will increase said

¹⁰<http://schoolgrades.fldoe.org/pdf/1314/SchoolGradesCalcGuide2014.pdf>

proficiency by 1%, or meet or exceed the performance of Palm Beach County's demographically similar schools.

Attainable: We believe this goal is attainable, given that our students will have the appropriate resources and access to high quality teachers.

Relevant: This goal is relevant to the School's mission, highlighting the importance of student success and academic rigor.

Time Bound: The establishment of a baseline will occur at the completion of the first full year of the charter. After that time, goals will be evaluated and assessed annually, after the release of state assessment results in the spring.

Growth Goal

Specific: Each year, on the State Assessments the School will see a significant increase in the percentage of students making learning gains in Reading and Mathematics.

Measurable: Reading and Mathematics scores for students in fourth through eighth grade will reflect at least a 10% reduction in the percentage of students NOT making learning gains relative to the previous year or meet or exceed the performance of Palm Beach County's demographically similar schools. School-wide learning gains in Year 1 of the charter will establish the baseline for measuring this goal. Learning gains in the second year will mark the initial comparison to the baseline. In 2014-15, Florida Standards-aligned assessments are set to replace many FCAT 2.0 tests. Upon their replacement, the School will adhere to the new learning gain calculations provided by the State of Florida.

Attainable: This goal is attainable with the programmatic, financial and human resources that will be available at the School.

Relevant: This goal is relevant to the School's mission as students must experience growth and development annually.

Time Bound: The establishment of a baseline will occur at the completion of the first full year of the charter. After that time, goals will be assessed annually, after State Assessment results are released in the spring.

Closing the Achievement Gap Goal

Specific: Each year, on the State Assessments the School will see a significant increase in the percentage of its lowest 25% of students making learning gains in Reading and Mathematics.

Measurable: ELA and Mathematics scores for students in fourth through eighth grade will reflect at least a 10% reduction in the percentage of the School's lowest 25% of students NOT making learning gains relative to the previous year or meet or exceed the performance of Palm Beach County's demographically similar schools. School-wide learning gains for the lowest 25% in the first year of the charter will establish the baseline for measuring this goal. Learning gains among the lowest 25% in the second year will allow for the initial comparison to the baseline. In

2014-15, Florida Standards-aligned assessments are set to replace many FCAT 2.0 tests. As stated above, upon their replacement, the School will adhere to the new learning gain calculations provided by the State of Florida.

Attainable: This goal is attainable given the School's focus on individualized and personalized learning plans.

Relevant: This goal is relevant to the School's vision that every student can learn and actualize his/her potential.

Time Bound: The establishment of a baseline will occur at the completion of the first full year of the charter. After that time, goals will be assessed annually after State Assessment results are released in the spring.

Florida A+ School Grade Goal

Specific: The School will meet or exceed Palm Beach County's performance on the Florida A+ School Grade model components among district schools with comparable student demographics.

Measurable: The School will meet or exceed Palm Beach County's performance, among schools with comparable student demographics.

Attainable: The School will have the academic, financial and human resources necessary to meet or exceed the performance of its peer schools.

Relevant: As a school of choice, we recognize that comparative school performance is a crucial to our ability to attract and retain students as well as maintain parent confidence.

Time Bound: School grades are reported annually in the summer by the State of Florida.

The goal setting procedures described above represent a comprehensive list of performance targets aligned to the Florida school grade calculation. Baseline values on each metric will be established at the end of the School's first academic year. The tables below represent an application of the goal setting procedures to a sample baseline year of data; goals in year two and beyond will be based on meeting or exceeding the baseline achieved in year one (or the year prior), with the goal of reducing the percent of students who are not proficient or not making gains by 10% each year of the charter. Year two, three, four and five goals are shown with baseline values from the average of a sample¹¹ of area schools' School Performance Grade results, published in July 2014. Since the actual student population of the School is unknown, the sample average among the area schools' performance is a best approximation of the average area student's performance. When the student population of the sample schools does not contain the

¹¹ The schools used in this sample include Calusa Elementary School, Coral Sunset Elementary School, Del Prado Elementary School, Don Estridge High Tech Middle School, Eagles Landing Middle School, Hammock Pointe Elementary School, Loggers' Run Community Middle School, Omni Middle School, Sandpiper Shores Elementary School, Sunrise Park Elementary School, Verde Elementary School, Waters Edge Elementary School, Whispering Pines Elementary School.

minimum number of students required for reporting, the district average is substituted and notated with a ^D.

Table 5.2

Sample Goals: Grades 3-8 SW Palm Beach							
Goal Area	Assessment	Subject	Sample 2014 Baseline Results	Year 2	Year 3	Year 4	Year 5
Proficiency	FCAT Grades 3-8	Reading/ELA	77	79	81	83	85
	FCAT Grades 3-8, Algebra and Geometry EOC	Math	75	77	80	82	84
	FCAT Grades 4 and 8	Writing	79	81	83	84	86
	FCAT Grades 5, 8 and Biology EOC	Science	69	72	75	78	80
Growth	FCAT Grades 3-8	Reading	75	78	80	82	84
	FCAT Grades 3-8, Algebra and Geometry EOC	Math	77	79	81	83	85
Closing the Achievement Gap	FCAT Grades 3-8	Lowest 25% Reading	77	80	82	84	85
	FCAT Grades 3-8, Algebra and Geometry EOC	Lowest 25% Math	70	73	76	78	80

Goal Area	Assessment	Subject	Expected Baseline Results	Year 2	Year 3	Year 4	Year 5
Proficiency	Middle School EOC	Algebra ^D	94	95	95	96	96
		Geometry ^D	99	99	99	99	99
		Biology ^{D*}	88	89	90	91	92

All values are percentages.

Each year reflects a 10% reduction in the number of students who are NOT Proficient, or did not make learning gains relative to the previous year.

^D Indicates the district average has been used in place of the local schools' average.

* Indicates a lack of data at the 8th grade level. 9th grade results were used to estimate a baseline.

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

The School will adhere to the CSUSA Florida Student Progression Plan, which is found in Appendix G.

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

As this application is for a kindergarten through eighth grade school, this question is not applicable.

D. Describe how baseline achievement data will be established, collected, and used.

With the GVC at its core, the School will administer assessments as outlined below and follow administration with in-depth analysis to establish current baseline levels of mastery of specific skills, and identify specific areas of need for all students.

Baseline achievement data will be collected from previous year's FSA/FCAT 2.0/EOC scores, benchmark 1, and numerous diagnostic assessments. This data will be used to generate the PLP, which is created by compiling prior rates of academic progress in order to identify students' current strengths and areas of need to effectively target instruction. Palm Beach County Public Schools will provide the School, prior to the beginning of each school year and upon request during the school year, all student performance data electronically (in .txt, .csv, mdb, or .xls format) and cumulative records for all incoming students. Teachers and other key stakeholders will have access to student performance data disaggregated by school, grade level, individual teacher, and/or individual student. This information will be used to determine student placement and students' background knowledge, as well as to make informed decisions about instructional focus and strategies to best meet the needs of each student.

Benchmarking

The School will use NWEA benchmarks that are nationally-normed, simulated state standardized tests in order to provide administrators, teachers, and students with information on individual student achievement based on a specific set of criteria including NGSSS and Florida Standards. Utilizing research on feedback, these exams will be openly discussed with students to assist them in understanding what they have successfully mastered and what is needed for continuous improvement. Benchmarking is administered three times a year, prior to the state standardized test, providing teachers with an updated evaluation of student learning. The ESP will assist the School in compiling this student assessment data, by individual student, by individual skill, by class and by grade level. This will give the School administrator an understanding of what each student has or has not mastered and will allow for professional discussion about data-driven instruction in the classroom.

Personalized Learning Plans

All students will have a PLP, as mentioned in previous sections. The PLP is designed to track an individual student's strengths and weaknesses and cumulative progress in attaining a year's worth of learning, at a specific grade level. The plan's development is a collaborative effort between the teacher, parent, student, and other staff involved with the student's academic achievement. PLPs are updated quarterly, at a minimum.

Teachers will consider the following information when assessing the student's strengths and weaknesses:

- The student's academic performance prior to his/her enrollment
- The results of any achievement testing
- Examples of the student's work
- A written or oral statement from the student about what they like to learn and a parent statement about how their child learns best (e.g., in a quiet place, working in groups, etc.)
- Reports and observations from the student's teachers
- Information and suggestions from the student's parents

Projects, assignments, tests and any other information that indicate mastery of specific skills will be collected in the student's portfolio as evidence of progress. A measure of each student's rate of academic gains will be determined at the end of the year via his/her individual portfolio and the comparison of FSA/FCAT 2.0/ EOC learning gains. Teachers will be trained on the use of the PLP. Administrators and teachers will compare the data within the PLP with that of students within the county in comparable populations. Based on the instructional implications of the data, teachers will differentiate instruction to remediate any skill deficiencies and provide enrichment to extend learning for students who demonstrate mastery.

The School will use baseline data to identify professional development needs for the school and school-wide instructional goals.

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

The School considers evaluation and assessment to be a broad and continuous effort. Proper assessment verifies that students have successfully acquired crucial skills and knowledge. Assessment of student performance in core academic areas will be achieved in various ways, depending on the subject area. To ensure efficient collection and transfer of student performance data, the School will cooperate with all schools in obtaining all necessary records and student information. Listed below are measurement tools that will be used for assessment purposes. The assessment tools listed below do not limit the School from incorporating other measures that we might determine necessary to support the mission of the School.

Standards Assessments

Standards assessments are formative assessments that are designed to evaluate whether a student has mastered a specific standard at the lowest level that was taught. Each weekly or bi-weekly standards assessment measures the academic performance of each student on a particular standard that has been introduced and practiced multiple times. The standards assessments were

created to provide teachers with reliable information on the academic progress of each student. This approach addresses the research of Marzano, Bangert-Drowns, and Madaus, by providing timely and content-specific feedback that relates directly to the GVC and classroom instruction. Again, parents have the ability to track their child's progress through the student information system at any time via internet capability, and/or printed copy from the teacher.

Criterion-Referenced Assessments

The School will administer assessments that mirror the state-mandated assessments in order to ensure adequate progress and preparation for every student.

- State-Mandated Assessments – Students will participate in the administration of the FSA/FCAT 2.0/EOC annually, as appropriate. ELL students will participate in any state or district mandated assessments such as CELLA. Third grade students will have the opportunity to take the state approved alternative assessment for good cause exemption or mid-year promotion.
- Criterion-Referenced Performance tests are created based on FSA/FCAT 2.0/EOC test specifications. Administration includes both pre- and post- testing measurements administered in the areas of reading, science, and mathematics. These performance tests include weekly standards assessments and benchmark tests.
- Common Assessments: The ESP will provide monthly “common assessments” which are created from a data bank and disseminated to the School to gauge students' progress on mastery of the GVC. The assessments are aligned to state standards, and include short-term review, as well as spiral review, to check for mastery. This is to provide a uniform tool to monitor progress towards mastery of grade level standards more frequently between benchmark assessments administered by NWEA.
- Weekly Standards Assessments include objective-based questions that are used for quick check of content material as well as essay questions that require critical thinking and writing skills. These assessments are aligned to the curriculum maps and measure mastery of standards included in the unit.
- Writing Prompts will be administered regularly to measure progress in the four components of effective writing. The School will follow the Florida Writes! Rubric (or state-mandated rubric based on new Florida Standards assessment) to determine mastery of competencies.

Project-Based Performance Tasks

- Inquiry-Based Projects – Students will participate in problem solving tasks, hands-on experiments, and other inquiry-based projects described by Marzano as learning activities for Generating and Testing Hypothesis (Marzano).
- Real World Application – Teachers will ensure deep understanding of standards by utilizing instructional strategies such as non-linguistic representations, cooperative learning, comparisons, and other strategies that ensure that students apply knowledge to real world scenarios.
- Student Portfolios – Student work samples that focus on the development of reading, writing, and communication skills.

Ongoing Formative Practice Assessments

- Achievement of goals and objectives in the student's PLP
- Quarterly progress summaries
- K-2 Skills Checklists
- EasyCBM
- DIBELS
- Running Records
- Oral Reading Fluency Checks
- Journals
- Teacher observations
- Anecdotal records of the student's performance
- Attitude inventories
- Tools within software programs

Benchmarks for improved student academic performance will be identified using various standardized testing regimens taken at different time intervals throughout the year. For students entering the School from a Palm Beach County public school, past test results and cumulative records will be requested from the district to provide baseline data and student academic levels.

Students' strengths and areas of growth will initially be identified after administration of the first benchmark assessment. Continual monitoring of student achievement data will be provided by administering additional benchmarks two more times during the school year. The NWEA benchmark assessment test will be administered periodically prior to the FSA or FCAT 2.0, thereby providing teachers with an updated evaluation of student learning. Though a formative assessment is not used for norm referencing or as an assessment of a student's overall academic achievement, it does play an integral part in monitoring student growth and in modifying instruction.

Through analysis and evaluation of data, administrators, teachers, parents, and students will be able to devise an academic plan for each student to achieve learning gains. As a reference, baseline achievement levels will be incorporated into each student's PLP as a starting point for determining future rates of academic progress. Based on areas of mastery and deficiency, students' PLPs will be modified. Goals will be set for each student, skill areas will be identified, and student grouping, based upon academic needs will be adjusted. Each student's PLP will serve as the foundation from which to measure student outcomes. The outcomes will be congruent with the NGSSS, Florida Standards and the GVC. Students are expected, at a minimum, to achieve the benchmarks of the NGSSS and Florida Standards for each grade level and the goals and objectives specified in their PLPs.

The following is a list of the formal testing methods, which will be used by the School as part of its plan to assess student performance.

Baseline Assessment

Baseline assessment provides all stakeholders with the information needed to identify students' strengths and weaknesses and to effectively target instruction. Baseline assessments include but are not limited to MAP and MPG, Florida Kindergarten Readiness Screener (FLKRS), numeracy diagnostics, and other diagnostic assessments, as well as previous performance on FSA or FCAT 2.0.

Benchmark Tests

Benchmark tests are simulated high-stakes standardized tests that are meant to provide administrators, teachers, parents, and students information on individual student achievement based on a specific set of criterion. These exams are meant to be "formative" in nature. The School will use NWEA MAP (3-8) and MPG (K-2) benchmark tests. These exams will be openly discussed with students in order for them to understand what they have successfully mastered as well as what they need to improve. The ESP will assist the School in compiling this student assessment data by individual student, by individual skill, by class and by grade level. This will give the School administrator an understanding of what each student has mastered and will allow for professional discussion about data-driven instruction in the classroom.

Florida Standards Assessment (FSA) and Florida Comprehensive Assessment Test (FCAT 2.0)

The School will follow the state of Florida's transition to Florida Standards. As such, the School will utilize the FSA, in addition to FCAT 2.0, as appropriate, which are the foundation of the statewide assessment and accountability program. The FSA includes grades 3-10 assessments in ELA and mathematics. FCAT 2.0 is used to assess grades 5 and 8 in Science, in addition to retakes of the FCAT 2.0 Reading and Math tests for retained 10th grade students. The assessment for reading in grades 6-8 will be a Computer-Based Test (CBT). Students will complete a CBT assessment for mathematics in grades 5-6. Middle school students that are eligible to take high school courses will complete an End of Course Assessment. The Florida EOC Assessments are part of Florida's Next Generation Strategic Plan (<http://fcats.fldoe.org/eoc/>) for the purpose of increasing student achievement and improving college and career readiness. EOC assessments are computer-based, criterion-referenced assessments that measure the Next Generation Sunshine State Standards (<http://www.floridastandards.org/homepage/index.aspx>) for specific courses, as outlined in their course descriptions. Student achievement data is used to report educational status and annual progress for individual students, schools, districts, and the state. Standards articulate challenging content that Florida students are expected to know and master. The administration of the FSA and FCAT 2.0 is "summative" in nature. The results are distributed to schools and the parents and are the basis for the Florida A+ Plan.

End of Course Assessments (EOC)

The Florida End-of-Course Assessments are computer-based tests designed to measure student achievement for specific middle- and high-school level courses, as outlined in their course descriptions. These assessments are part of Florida's Next Generation Strategic Plan. They were created for the purpose of increasing student achievement and improving college and career readiness in the areas of Algebra 1, Geometry, Biology I, and, US History and Civics.

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

The School will address four components of data-driven instruction:

1. Culture
2. Assessments
3. Analysis
4. Action

The use of student assessment and performance data is vital to the culture of the School, as evidenced by the education model, a continuous improvement process that is not only used to improve student learning and achievement, but is also used to evaluate and inform instruction. The data-driven cycle of assessment, analysis, and action is indispensable for increasing student achievement. It will be deeply embedded in the School's culture and will be a top priority for school-wide improvement. The School leader will use a simple but highly effective yearly data calendar, which will be displayed publicly and referred to constantly, so that everyone in the School community—including students and families—knows when important steps in the data cycle will take place. The principal will carve out time for the assessment, analysis, and action, through scheduled data chats with mentor teachers and administration as well as any professional development teachers need to succeed in each part of the cycle. (Fenton and Murphey).

Teachers will use the data from the benchmark process and Common Assessments to differentiate instruction of specific skills through various instructional and regrouping strategies in order to ensure that individual student needs are addressed. To evaluate student learning and the effectiveness of instruction, the teacher will give students formative assessments on those specific skills. After itemized analysis of each assessment, the teacher will report feedback to students and parents verbally, as well as through the student information system, in order to update each student's PLP. Based on the results of the assessment, the teacher will decide whether to re-teach specific skills that have not been mastered or go back to baseline assessment in order to activate students' background knowledge on the new skill to be introduced.

Progress Monitoring Plan (PMP)

The Progress Monitoring Plan was designed to provide students, parents, teachers, and administrators with specific academic intervention information for students who are performing below grade level in each grade. This is included as part of the RTI process. The PMP lists students' areas of academic weakness and describes interventions that can be implemented in the areas of writing, reading, mathematics or science. Each student meeting the criteria above must have a PMP. The PMP must also be reviewed by all stakeholders after at least 12 weeks of instruction, in order to assess whether implemented strategies are increasing student achievement in the identified area.

Student data will be compiled which identifies the lowest 25% in the School from benchmark data and individual student FSA and FCAT 2.0 scores. The lowest 25% in reading is generated in order to assist teachers in targeting students who need remedial instruction. This is not meant to identify the lowest 25% in the school grade calculation but is meant to identify students who need academic support. The benchmark test will be given within the first month of school so that

individual student strengths and weaknesses can be identified quickly and a PMP generated in order to make sure classroom instruction is geared toward meeting the needs of every student. This allows students, parents, teachers, and administrators to re-evaluate individual student's academic achievement in a more time efficient manner. Recognizing areas of strengths and weaknesses in a timely manner is vital to ensure students have enough instructional time and practice to solidify their understanding before reassessment occurs. If a student should need multiple specialized plans, such as PMPs for reading intervention, Individual English Language Learner Student Plans, Educational Plans for Gifted Students, or Individual Education Plans for ESE Students, members of committees will overlap so that communication among members and alignment of plans can be ensured.

Table 5.3

LEARNING MONITORING		
School Level	<p><i>Goal Setting</i> The School sets strategic goals to achieve overall success according to Florida School Improvement Plan and Florida School Grades.</p> <p>School leaders set collaborative instructional and achievement goals annually as part of the culture of continuous improvement.</p>	<p><i>Monitoring</i> Individual data chats held quarterly to review areas of strength and opportunity based on benchmark results. Data from the student information system supports creation of school action plans.</p>
Teacher Level	<p><i>Goal Setting</i> Proficiency and learning gain goals are broken down into grade level and classroom level targets.</p>	<p><i>Monitoring</i> School leadership holds bi-monthly data chats with teachers to analyze overall classroom strengths and opportunities, identify students or standards in need of remediation, and develop classroom action plans.</p>
Student Level	<p><i>Goal Setting</i> Student data from FSA/FCAT 2.0/EOC, academic grades, benchmarks and other formative assessments are compiled on the PLP. With guidance from teachers and parents, students generate goals for each academic area as well as conduct and effort. Teachers explain defined learning gain targets to support student goal setting for FSA/FCAT 2.0.</p>	<p><i>Monitoring</i> In quarterly data chats, teachers analyze the data within the PLP with students and set goals for each academic area as well as conduct and effort. Goals and progress monitoring data are visible to parents, students, and teachers through the student information system.</p>

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

Student assessment and performance information will be shared with students and parents in multiple ways. Teachers will update PLPs and/or PMPs, as well as reflect data on the report card, and discuss student progress via student/teacher and teacher/parent data chats. Parents can schedule conferences and communicate with teachers as often as necessary, but report cards will be distributed quarterly as a formal communication tool. Progress reports will be sent home mid-quarter for parents to monitor progress.

In addition, parents will have access to the student information system, as mentioned in previous sections. This online access will inform them, via a controlled access password, about their child's class work, test grades, and weekly progress towards meeting the NGSSS and Florida Standards. Parents will have significant information provided to them to schedule a conference, ask questions, or just be aware of their child's academic achievement. From there, parents will collaboratively develop a PLP with their child and the child's teacher to set periodic growth goals.

Benchmark assessments, administered by NWEA, will take place three times a year. After administration of each benchmark, that data, in conjunction with students' scores from the Florida Standards Assessment and FCAT 2.0 will be communicated to parents at least quarterly after each test.

Section 6: Exceptional Students

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

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

The School's admission policy welcomes and encourages the enrollment of students of all learning profiles. Students with disabilities shall have an equal opportunity of being selected for enrollment in the School per Fla. Stat. §1002.33(10)(f). The School will provide services to students with disabilities by providing a continuum of services including consultation and support facilitation in the regular classroom environment (at least 80% of instruction will occur in a class with non-disabled peers). Students with disabilities whose Individual Education Plan (IEP) demonstrates the need for special education or related services in areas including speech therapy, language therapy, occupational therapy, physical therapy, and/or counseling will be served in the regular classroom or Exceptional Student Education (ESE) setting, as determined by the IEP team through consideration of the least restrictive environment based on the individual student's need. Through consultation, the special education teacher and general education teacher will meet on a regular basis to plan, implement and monitor instructional alternatives designed to ensure that the student with a disability is successful in the general education classroom. Within this level of service, the special education teacher serves in a consultative role to the general education teacher who is endorsed in the core content area and who is primarily responsible for instruction. Through consultation, the special education teacher confers with the general education teacher on areas including but not limited to a specific student's IEP accommodations, application of skills in the general education setting, and tracking goal progress. Additionally, the special education teacher also works in partnership with the general education teacher toward a common output that will serve the needs of the given student. For example, this may include changing the presentation of an assignment to allow the student additional spacing between questions, adjusting the number of problems or pages assigned to match the student's capabilities, or creating guided models that the student can refer to when practicing new skills independently in the classroom. Through support facilitation, the special education teacher is present in the regular classroom to provide direct service to the students with disabilities for part of the instructional block and as indicated by the student's IEP. This allows the special education teacher to support the learning and progress of students with disabilities through strategy and skill instruction, remediation, pre-teaching, or re-teaching, as needed.

The School will employ a Student Services Coordinator who will oversee ESE and 504 Plan compliance. This individual will work with special education and regular education staff to build provision of service schedules to ensure that all students receive their special education and related services as indicated on their IEP. All special education and related services providers will consult with general education teachers at the start of the school year, or following identification of a newly eligible student, to review the student's IEP and confirm that the general education teachers understand their role in implementing the IEP, designing instruction

for the student, and progress monitoring of the student's IEP goals. The Student Services Coordinator will maintain a school year calendar reflecting each ESE student's annual IEP date as well as reevaluation dates that will come due during that school year. This will allow the School to schedule and hold meetings in a timely manner.

The Student Services Coordinator will also ensure compliance with Section 504 of the Rehabilitation Act of 1973 that states that no person with a disability can be excluded from or denied benefits of any program receiving federal financial assistance. A person is disabled within the definition of Section 504 if he or she has a mental or physical impairment, which substantially limits one or more of a person's major life activities. Section 504 requires that a school evaluate "any person who, because of a disability, needs or is believed to need special education or related services." If it is determined that a student is disabled under Section 504, the School will develop and implement the delivery of needed services and/or accommodations. The determination of what services and/or accommodations are needed will be made by a group of people knowledgeable about the student. Appropriate accommodations for 504 eligible students will be implemented in general education classes and throughout the School building to meet the student's needs.

The School will use a Response to Intervention model based on a Multi-Tiered System of Support to provide high quality instruction and interventions matched to the needs of each individual student and each student's performance will drive future instructional decisions. This will be in place for regular education students, as well as students who have previously been identified as having a disability. Through a collaborative problem solving model, the School's multi-disciplinary team (i.e., school counselor, teacher, curriculum resource teacher, administrator, School's district-assigned school psychologist) will systematically review performance data of all students and identify interventions as needed to improve student performance. This team will work with teachers on implementation of these interventions with fidelity and progress monitoring. The team will meet regularly to discuss how to better enable learning for students at each of the three intervention tiers. Should the team determine, based on student intervention/progress monitoring data, that a student may have a disability and require special education services, upon receipt of parent consent, the School will follow Palm Beach County Public Schools' procedures for referring that student to the School's district-assigned School psychologist for a psycho-educational evaluation.

Should parents request an evaluation of their child prior to the completion of the general education interventions, the School will obtain consent to conduct the evaluation and continue to provide the general education interventions concurrently or provide the parent with written notice of its refusal to conduct the evaluation. The School will work with the Palm Beach County Public Schools to ensure that initial evaluations of students suspected of having a disability are completed within 60 school days (cumulative) of which the student is in attendance after the School's receipt of the parental consent for evaluation.

After the district-assigned School psychologist completes a formal evaluation of the student, results will be shared with the IEP team which is comprised at a minimum of an ESE teacher, general education teacher, evaluation specialist, district representative, the student's parent, and student (if over 13 years of age). For initial eligibility meetings, Palm Beach County Public

Schools' ESE representative will also attend to determine a student's eligibility for ESE services based on the results of the psychologist's assessment and to make placement decisions, if warranted.

B. Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.

The School's admission policy welcomes and encourages the enrollment of students of all learning profiles. Students with disabilities and students served in English for Speakers of Other Languages (ESOL) programs shall have an equal opportunity of being selected for enrollment in the School per Section 1002.33(10)(f). The School's enrollment application does not request information on disability status. The School will accept any student residing within the district who submits a timely application, unless the number of applications exceeds the School's enrollment capacity for the given grade level. In such cases, all applicants shall have an equal chance of being selected through a random selection process. The School does not discriminate or limit enrollment based on race, religion, or disability. Furthermore, the School's marketing strategy materials will reflect that it is a "tuition-free" public charter school and that it serves students with "exceptionalities," "disabilities," and "limited English proficiency."

C. Describe how the school will work with the sponsor to ensure the charter school is the appropriate placement for each student with a disability, based on the student's needs.

The School will provide a Free and Appropriate Public Education (FAPE) to all students with disabilities in accordance with all state and federal special education guidelines and regulations as provided in the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The School will implement the same identification, evaluation, placement, and due process procedures as other traditional schools in Palm Beach County. The School recognizes that the services offered to students with disabilities fall within the full continuum of services offered by Palm Beach County Public Schools. As such, the School will work with the district to determine the proper placement for students with disabilities within the full continuum of services that Palm Beach County Public Schools offers.

Once a student has completed the registration process and there is an indication that the student has a current IEP, the district's ESE staffing specialist assigned to the School will be notified. The parents of a student with a current IEP will be invited to attend a meeting with School staff and the district staffing specialist or other assigned ESE representative to discuss the type and degree of services required to meet the needs of the student. A recommendation will be made as to how the required services may be reasonably delivered to the student within the School and/or the district. It is vital that the School and the district review specific services that may be required for individual students in order to ensure that they are placed in the most appropriate educational setting.

The School will ensure to the maximum extent appropriate, students with disabilities will be educated in the least restrictive environment. The IEP team will determine the least restrictive environment, as well as the special education and related services and supplemental aids that will

be needed for the student with a disability. The IEP team will determine the educational placement for the student with a disability and this placement decision will be based on the student's IEP. Should the IEP team determine that a student requires services outside of the continuum of services offered by the School, the School will collaborate with Palm Beach County Public Schools on behalf of the student to determine the most appropriate placement based on the student's needs.

D. Describe how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services.

The School will utilize the regular School facilities and adapt them to the needs of exceptional students by adhering to Section 504, IDEA, and ADA to ensure that the School provides a FAPE within the least restrictive environment. The School will implement the Universal Design model, accommodating to the maximum extent possible for individuals with special needs.

The School is aware that special education spaces should not be clustered or isolated in a single area of the building. While some special education functions clearly need to be adjacent or in proximity to one another, the balance will be dispersed throughout the School. The design of the School will respect the distance students travel throughout the building. If elevators are required in the design of the building, they will be centrally located and never placed at the far ends of the building.

The School's Universal design sanctions that school furniture should maximize comfort and minimize the potential for injury, eye fatigue, and distractions by being free of protrusions and having rounded edges and no glare surfaces. Likewise, pedestrian walks, bus circulation, car circulation, service deliveries, and parking will be physically separated. The clear delineation of these traffic patterns enhances everyone's safety. Pedestrian routes, including those to and from parking areas and bus loading and drop-off areas, will be supervised during school hours as well as well-lit during dark hours. Points of transition such as steps, ramps, intersections, and entry doors will meet all ADA requirements.

For students with disabilities whose needs can be met in a regular classroom environment, provisions of supplementary supports and services and/or modifications and accommodations will be provided as outlined in their IEP. The School is aware that some students' IEPs may necessitate the need for assistive technology, environmental adaptations, specialized instructional strategies, peer supports, curricular adaptations or modifications, and collaborative teaching. The extent to which an individual student participates in the general education setting with the use of such supplementary aids and services and/or modification and accommodations is determined on a case-by-case basis by the IEP team.

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

The School's effectiveness in serving exceptional education students will be evaluated on a continuous basis in several ways. The School will ensure that procedures for collecting and reporting to the district and the FLDOE are in place and all required school-based designees are aware of the procedure. The School will have designated a minimum of two individuals responsible for collecting data within the school. Performance data of all students will be reviewed, including students with disabilities and gifted students.

ESE teachers and the general education teachers will collaborate with lesson planning and implementation, as well as to review progress monitoring data on the students that they serve to determine if students are meeting the goals and objectives of their IEPs. Teachers of gifted students will collaborate with general education teachers related to differentiation of instruction and curriculum compacting for the School's gifted students as well as implementation of their EPs. This will ensure that the focus will be on each student's progress, by all teachers who serve exceptional education students within the School. School based administrators, faculty, and staff of the School will review all exceptional education student data to ensure that the entire ESE program is focused on student achievement (i.e., both on learning gains as well as maintaining high levels of performance). Florida Standards Assessment, FCAT 2.0 or FAA data are additional ways to evaluate the progress of the School's special education students.

Additionally, the effectiveness of the School's exceptional education program will be monitored and evaluated by providing and requiring participation of all teachers in professional development opportunities that focus on writing quality IEPs/EPs, the use of research-based instructional strategies for exceptional education students, implementing accommodations for students with disabilities in the regular education classroom, and modeling how to use progress monitoring data to analyze whether students are effectively meeting their IEP/EP goals. Furthermore, all teachers at the School will be observed throughout each school year by the School's administrative team as well as by visiting teams through the QUEST process. All observations are aligned to Marzano's teacher level factors and timely, constructive feedback is provided to teachers following each observation.

The School will follow the sponsor's processes related to quarterly reporting of each student's IEP/EP goal progress to their respective parents. In addition, the School will review promotion/retention rates of students with disabilities and discipline data for students with disabilities. Each of these data sources will provide an additional indication of the School's effectiveness in serving ESE students.

The families of exceptional education students will be invited and encouraged to participate in the School's Open House events that occur twice annually. At these events parents will be provided with an opportunity to meet all teachers and staff members who provide services to their exceptional education students and visit their student's classrooms. Parents will also have the opportunity to see work samples on a continuous basis, check student progress through the web-based student information system, contact teachers by phone or through email, and provide input through parent meetings and surveys.

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

When exceptional students enter the School, the Student Services Coordinator will advise the ESE team of the student's enrollment. The team will review the student's IEP and the Student Services Coordinator will ensure that all services indicated on the student's IEP are in place. The ESE teacher will collaborate with the student's general education teacher to ensure understanding of the IEP and to offer support related to the provision of supplemental aids and/or instructional modifications as outlined in the IEP.

When providing instruction in the classroom, teachers will use scaffolding and provide students with direct instruction, modeling, guided practice, and independent practice. Small groups will be used for more individualized instruction when necessary with additional support provided by ESE staff when needed. If students enter the School reading below grade level, for example, they will have the opportunity to receive extra reading minutes to increase their growth throughout the year, as it is the intention of the School to meet the individual needs of students during the school day. Based on Common Assessment and benchmark data, students may receive additional instruction and practice on identified skills. Teachers will provide additional instruction beyond the standard instructional block in times such as before and after school, through content area integration, during enrichment activities, and any other opportunity, to support student achievement of individual learning goals. The School will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies and/or read two or more years below grade level through additional instructional minutes using a research-based intervention program. Students will receive additional instruction outside of the 90-minute reading block in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade level expectations. These instructional opportunities developed around a student's unique needs help to increase their engagement in the learning process.

The School will use a Response to Intervention model, as indicated in section 6A, based on a Multi-Tiered System of Support to provide high quality instruction and interventions matched to the needs of each individual student and each student's performance will drive future instructional decisions. Please see the Educational Program Design of this application for details regarding the Response to Intervention model.

The School's classroom teachers will remain in continual contact with all stakeholders, by updating the student's PLP, using data derived from Common Assessments, ongoing progress monitoring, report card, and the benchmark testing results. Involving parents and students, and engaging them in a collaborative manner, is critical to student success. Initiating and strengthening collaborations between school, home, and communities, provides the basis for support and reinforcement of students' learning. The plan for assisting remedial students accounts for continued collaboration between all stakeholders as well as continuous monitoring of progress throughout the learning process.

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

Based on the collective experience of the Governing Board and the ESP, the School expects that the population of ESE students will be approximately 14% of the student population; the budget contains this assumption. It is expected that 7% of the School's population will be ELL or LEP; the budget reflects this as well.

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

For ESE students who enter the school with an IEP, the IEPs are implemented. In addition, the Governing Board is knowledgeable of the placement and service delivery of students with disabilities. Appropriately certified teachers will serve students meeting the eligibility criteria for special education in the educational program, as specified in students' IEPs. Based on the enrollment of students with disabilities, the School will hire and train the appropriate number of teachers/para-professionals to ensure adherence to the federal and state guidelines for class size and caseload and ensure all necessary IEP services are being implemented. Special education staff will include a Student Services Coordinator who oversees ESE compliance as one of the position's responsibilities, as well as ESE certified teachers and ESE aid. ESE staffing will be adjusted based on actual enrollment. Specific information regarding the five-year staffing plan for the School is included in the budget.

The School will also contract with appropriately licensed vendors to provide special education clinical services including speech therapy, language therapy, occupational therapy, physical therapy, and counseling based on need reflected on students' IEPs. During the summer prior to the School's opening, IEPs of enrolled students will be reviewed to determine which of these special education clinical services will be needed and to finalize contracts with vendors to allow services to be in place at the start of the school year. These positions collectively form the School's ESE Department and will allow for the provision of a continuum of services including consultation, collaboration, and support facilitation in the regular classroom environment (at least 80% of instruction will occur in a class with non-disabled peers). The Student Services Coordinator will ensure that students are scheduled in a manner that allows for implementation of the services identified on each student's IEP. The School will also include among its staff, teachers who will be gifted certified/endorsed and who will participate in staff development opportunities with the state and with district schools to ensure that guidelines and procedures established by the district related to meeting the needs of gifted students are implemented and followed.

The School will provide a comprehensive professional development program for its teachers, but will also participate in the necessary training provided by the district for data systems, compliance, reporting, and implementation of necessary Exceptional Student Education services and to foster clear communication on behalf of its students.

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

Gifted learners are defined as "Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities" (No Child Left Behind). Students who have been identified and qualify for a Gifted Education Program and whose parents have given consent, each have an Educational Plan (EP) written yearly, which includes a statement of the present levels of educational performance of the child, a statement of goals, including measurable short-term instructional objectives, identified criteria, evaluation procedures and evaluation schedules for determining whether the goals are being achieved, and a statement of the specific services to be provided to the child.

Development of the EP process will build parent/School relationships; provide a forum for discussing student needs beyond the general curriculum, facilitating changes in instruction and classes and determining appropriate service options. The EP will be reviewed during the year to determine if a goal has been met and/or should be rewritten. Educational Plans will be reviewed and rewritten as often as needed, but no less than the frequency identified by the Palm Beach County Public School gifted services policy manual. Participants at an EP meeting will include the student's parents, at least one teacher of the gifted, one general education teacher, a school-based LEA representative, and an evaluation specialist if evaluation results are being discussed. Whenever appropriate, the student would attend the EP meeting as well.

The School's gifted students will receive enrichment through regularly scheduled gifted instruction provided by a gifted endorsed teacher. Gifted students will participate in gifted instruction for a minimum of one hour each day. The gifted endorsed teacher will also collaborate with the student's general education teacher to support the teacher in the extension of the student's learning. All gifted students are responsible for mastering the NGSSS and Florida Standards, however, differentiated instruction will be provided to allow for more enrichment and curriculum compacting opportunities in areas of particular strength. The goal of the program is to further develop the student's cognitive, learning, research and reference, and metacognitive skills at each grade level.

Each quarter, teachers will analyze the benchmark assessment results of their students. For gifted students, teachers will use this benchmark assessment data to help identify enrichment areas. Within the framework of the school's GVC, teachers will determine the instructional focus, strategies, and curriculum resources to be used for enrichment during the six weeks between benchmark assessments. At the end of the year, several sources of data will be considered in evaluating the services offered to gifted students. Florida Standards Assessment data, FCAT 2.0 data, benchmark testing data and classroom assessment records will be analyzed to determine areas in which students need challenging goals and higher levels of enrichment. Tracking enrollment and registration of elementary students in advanced/gifted groups, as they prepare for and are placed in middle school courses, will also be used as a measure of effectiveness. For middle school students, tracking enrollment and successful completion of high school math and foreign language classes while still in middle school for these gifted students will also be used as

a measure of effectiveness as well as results from EOC assessments. This data will be used to further motivate, challenge and prepare gifted students.

In addition, the school's gifted instruction as a whole is built upon an academic foundation and centered on interdisciplinary enrichment activities. Through differentiated activities, students' studies may include holistic projects that include components such as the development of advanced research skills, complex creative thinking and problem-solving, communication skills for a variety of audiences, and use of technology to promote the desire for learning on self-selected and/or teacher selected topics.

An effective gifted program will show that the students it serves have successfully met their goals and continuously build on current strengths and weaknesses. An effective gifted education program will focus on writing goals that are high but achievable, continuously reviewed, created with student and parent input, evaluated for successful completion, and build on each student's strengths and weaknesses.

Section 7: English Language Learners

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

The mission of the English for Speakers of Other Languages (ESOL) program is to prepare and successfully equip English Language Learners (ELLs) with different levels of limited English proficiency with the academic and communication skills needed to meet the same curriculum standards as non-ELLs. Staff with ESOL certification/endorsement in accordance with the policies and procedures of the state of Florida and Palm Beach County Public Schools will serve students identified as having limited proficiency in English. The School will adhere to Palm Beach County's ELL Plan for identification, assessment procedures, programmatic procedures, student plan development, monitoring, and reporting/notification, as outlined in this section.

ESOL Identification and Placement Procedures

ELLs are identified through the registration process. At the time of registration, parents are given a Home Language Survey to identify potential ELLs. The three questions on the Home Language Survey include:

- Is a language other than English spoken at home?
- Did the student have a first language other than English?
- Does the student most frequently speak a language other than English?

Those students whose parents respond affirmatively to any of the questions are referred to the principal's designee for ESOL for language screening. The student is then assessed using the Language Assessment Scales (LAS) at the school within 20 days of registration to identify an ELL student and determine their skill levels in listening and speaking. Students in grades K-1 take the PreLAS, and the students in grades 2-8 take LAS Links (LLK). If the student is not assessed within these 20 days, this period is extended an additional 20 days, as long as parents are notified in writing in their native language.

The Date Entered a United States Schools (DEUSS) is required for all students with affirmative responses to the Home Language Survey and who are coded LY, LF, LP, or LZ on the element English Language Learners, PK-12. This includes the month, day, and year on which the student entered the United States (any of the 50 states, excluding U.S. territories and possessions).

Parents are advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the ESOL program. The ESOL designee at the School will then be responsible for administering CELLA Online. If the assessment is delayed beyond the 20-day period, the following documentation will be provided for each student, stating:

1. Reason for the delay in assessing the student
2. Evidence that the student is being provided ELL accommodations until the assessment is complete
3. Timetable to complete the assessment within 20 days after initial enrollment
4. Notification of the above documents to parent/guardian, preferably in their primary language

Students in grades K-2 who score as oral/reading-writing proficient on the PreLAS or LLK will not be eligible for ESOL program services, unless recommended by the ELL committee. Students in grades 3-8 who score as English proficient on the LLK will be administered the LLK for reading and writing proficiency. Those students in grades 3-8 who score nonproficient on the LLK for reading/writing will enter the ESOL program. Those who score proficient on the LLK for reading/writing will not be entered in the ESOL program.

Those students in grades K-8 who do not qualify for ESOL will be placed into regular mainstream classes. The initial testing documents for students who do not qualify for ESOL services are stapled to their registration form and filed in their cumulative folders. The person responsible for ELL data entry enters the oral category on the student's demographic screen to indicate that appropriate language assessment has been completed.

Students who score non-proficiency on oral/reading-writing using PreLAS or LLK in all grade levels, will be classified as ESOL students. The information will be entered into the data system, and all respective parties will be notified. The student's ELL plans will be updated on the system at least in the beginning and end of each school year, on the anniversary date of the student's entry into the ESOL program, as well as any other time updates need to be made (change in ESOL level, instructional program, etc.) in order to ensure documentation of the student's current services.

Information that is included in the student's ELL plan includes program eligibility information, instructional strategies and setting, course schedule, indicators to determine adequate progress in English language development, oral proficiency in English, and written ability in English or another language. Students are identified by their oral proficiency and literacy proficiency on a scale of 1-4.

The assessment instruments used will follow the established guidelines and procedures of Palm Beach County Public Schools.

Parent Notification

The parent/guardian will be notified after the assessment has been completed only if the student qualified for ESOL services. The letter will include information regarding the student's ESOL level, ESOL program information, date tested, and will include the principal's signature, and School's information should the parent have any questions or concerns.

Parents will be also be notified of any ELL Committee meeting, official documentation of CELLA testing, AMAO letters, or any other appropriate documentation. This will be sent to the parents in their home language when applicable.

ELL Committee

The ELL committee will be created in the School to help service the ESOL student population.

The ELL committee will review files quarterly and can conduct the following services:

- Review instructional programs and lack of progress
- Address parental/teacher concerns
- Retention of ELLs¹²
- Review instructional program of former ELLs
- Reclassification of former ELLs
- Review academic progress for extension of ESOL services
- Review all available data when exiting a student from the ESOL program
- Request evaluations/support when needed

The members of the ELL committee include the ESOL designee for the School, the general education teacher, ESOL teacher (middle school), the parent/guardian, and a member from the administrative team. As soon as an ELL meeting is scheduled, the parent/guardian is notified and invited. During the meeting the recommendations are made and recorded in each student's cumulative folder for documentation purposes. All members of the committee sign to acknowledge recommendations. A log of the school's ELL committee meetings documenting the information on a yearly basis will be maintained. Teachers will view the documentation each year to ensure that proper accommodations are being made within the classroom.

Instruction

In order to promote both literacy and proficiency, the ESOL program will provide ELLs with English language development instruction that is age and grade appropriate and is tailored to the student's English proficiency level. ELLs will be in a climate that promotes not only listening, speaking and reading, but also writing skills. ELLs will receive comprehensible instruction for the core curriculum so that they can make academic progress comparable to that of native English speakers as documented by individual and group data.

In grades K-5, the School will offer ELL students instructional services through a Mainstream-Inclusion delivery model in both English Language Arts and Core/Basic Subject Areas. In grades 6-8, students will receive instruction in Sheltered English Language Arts and Mainstream-Inclusion for all other subject areas. Mainstream/inclusion instruction provided to ELL students will be equal in amount, sequence and scope to the instruction provided to the non-ELL students at the same grade levels. Instruction will be supported through the use of ESOL instructional strategies, which are monitored by the ELL committee and documented in lesson plans. In addition, the curriculum, textbooks and other instructional materials used by ELL students will be comparable to those used by their non-ELL counterparts. Supplemental text and materials will also be provided.

In grades 6-8, ELL students will take M/J Language Arts Through ESOL 1-3 and/or M/J Developmental Language Arts Through ESOL 1-4. The course number is dependent on the

¹² The School will adhere to the promotion and retention policies for ELLs as outlined in the Student Progression Plan.

English proficiency level of the student.

Instruction is supported through the use of ESOL instructional strategies, such as, but not limited to:

- Provide a climate of warmth and caring which nurtures a sense of comfort
- Seat the student close to the front of the room
- Establish a daily routine in the classroom and prepare students for any changes
- Use as many of the senses (seeing, hearing, touching, smelling and tasting) as possible to present information to students
- Provide ESOL students guidelines for written work and homework assignments
- Provide alternative instruction whenever the class lessons are extremely difficult for the ELL student
- Arrange small discussion and talking activities that permit students to practice verbal skills
- Utilize oral techniques, such as cueing, modeling elicitation and chunking
- Utilize graphic organizers such as webbing and semantic maps
- Modify lesson objectives according to the language level of the ELL student
- Use manipulatives to help students visualize the math concepts
- Allow students to use computational aids such as number lines, counters and computation charts
- Teach math concepts and computation procedures through games and kinesthetic activities
- Give practice in reading word problems by identifying the key words to determine the operation needed to solve the problem
- Utilize the cooperative learning approach in which the student is given the opportunity for peer instructions

ELL students will work with their teachers to create and maintain a PLP to track. The PLP will be used to show the areas of success and growth that the student maintains. It will further identify the type of assistance needed to equip the student with the ability to achieve high standards of proficiency and to comprehensively communicate in English. In addition, all ELL students who show academic difficulties will be referred to RtI, where a team will meet to discuss interventions and strategies to support the ELL student's continued academic success. The ESOL strategies will be documented in the teacher's lesson plan and in the student's PLP and ELL folder. The effectiveness of these ESOL strategies will be determined by the teachers' observations, administrative classroom walk-throughs, data chats, QUEST visits, and district fidelity checks.

Please see section 7C for more details on instruction for ELLs.

Accommodations for State Wide Assessments

ESOL students will receive the necessary accommodations for all state wide assessments, as mandated. Some accommodations include, but are not limited to, additional time for assessments, oral presentation of test directions, flexible setting, and small group for testing as well as others.

Exiting ESOL and Post Program Review

The School will utilize Comprehensive English Language Learning Assessment (CELLA) to measure the growth of students classified as ELL students on a yearly basis. The CELLA assesses the students on four modalities: speaking, listening, reading, and writing. If the student does not show proficiency on CELLA, the student will continue to receive ESOL services. For extension of services, the ESOL designee will inform teachers of students who have completed three years in the ESOL program. If the student does not meet criteria for exit after three years, the ELL committee convenes to determine whether the child will receive extended services for the fourth, fifth, and sixth year. This recommendation will be documented in the ELL folder.

In compliance with Florida Administrative Code 6A-6.0903, ESOL students in grades K-2, who at the end of the year show proficiency in all modalities of the CELLA, including reading, writing, listening, and speaking, will exit the ESOL program. ESOL students in grade 3 and above, who show proficiency in all four modalities of the CELLA, and receive an FCAT (or new state-mandated assessment) score of 3 and above in the reading portion will exit the ESOL program.

The student's academic progress will be monitored through the Post Program Review for a period of two years. Documentation, which includes the monitoring form and monitoring tool, will be placed in the student's ELL file. The student will be reviewed after the first grading period, after the first semester, after the first year, and after the second year of exiting the program. The Language Arts teacher will indicate if the student is making appropriate progress or if the student is not performing due to language deficiencies, at which time an ELL committee meeting will need to convene. An ELL committee review is required when a former ELL student's performance is unsatisfactory. During the ELL committee meeting, recommendations regarding the student's progress can be made that include whether the student should re-enter the ESOL program if necessary.

Re-entry of ELL Students

Students who enter the district from another district in Florida will need to provide appropriate ESOL documentation and CELLA testing results to determine their ESOL status. Students who provide documentation will be placed in the ESOL program accordingly. Students, who do not provide any documentation regarding their current ESOL status, will be assessed using the previously mentioned screenings.

Students Entering From Other Districts

Students who enter the district from another district in Florida will need to provide appropriate ESOL documentation and CELLA testing results to determine their ESOL status. Students who provide documentation will be placed in the ESOL program accordingly. Students, who do not provide any documentation regarding their current ESOL status, will be assessed using the previously mentioned screenings.

Interventions for ELL students

ESOL students who present academic difficulties will be included in the RtI process, previously described in the Educational Program Design section. Interventions that will be provided include push-in/pull-out support, tutoring, and small-group instruction. Progress Monitoring Plans will

be created for ELL students to properly document types and frequency of interventions. The LEP committee will take part in monitoring these PMPs to ensure ELLs are making adequate progress, based on performance of class and benchmark assessments. See Section C for additional information regarding support for ELL students performing below grade level.

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

In compliance with Florida law, META requirements, and the META Consent Decree, the School's teachers will be required to participate in training when they have an ELL assigned to their class. The School will provide adequate staffing of certified ESOL teachers based on the student population. An ESOL designee and an ESOL aide will be included among the School staff, if fifteen or more students of the same language are registered. Teachers will adhere to the following state requirements:

Category I Teachers:

- Certification in another subject appropriate to the teaching assignment
- Complete 300 in-service points, or 15 semester hours of college credit through the courses listed below
 - Methods of Teaching ESOL
 - ESOL Curriculum and Materials Development
 - Cross-Cultural Communication and Understanding
 - Testing and Evaluation of ESOL
 - Applied Linguistics
- Experienced Teachers have 6 years for completion of ESOL Endorsement
- Beginning Teachers have 6 years for completion of ESOL Endorsement

Category II Teachers:

- Hold certification in a subject appropriate to the teaching assignment
- Complete 60 in-service points or a 3-semester hour college credit ESOL Strategies course
- Experienced Teachers have one year to complete
- Beginning Teachers have two years to complete

Category III Teachers:

- Hold certification in a subject appropriate to the teaching assignment
- Complete 18 in-service points or a 3-semester hour college credit ESOL Strategies course
- Experienced Teachers have one year to complete
- Beginning Teachers have two years to complete

Category IV Administrators and Student Services Coordinator:

- 3 semester credit hours or 60 in-service points
- Experienced School Administrators and Student Services Coordinator hired prior to September 9, 2003, have three calendar years to complete from date of hire
- Beginning School Administrators and Student Services Coordinator hired after September 9, 2003, have three calendar years to complete from the date hire. The school-based administrators will utilize a spreadsheet to keep track of all certification and

professional development, in order to ensure that teachers are taking the necessary courses to become ESOL endorsed.

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

For ELLs that are performing below grade level, provisions of supplementary supports and services and/or modifications and accommodations will be provided, as described below, to ensure that they benefit from the curriculum. It is understood that students who have been in the ESOL program for more than three years may need additional support, and the LEP committee will convene to make such accommodations. Students will be provided with English instruction designed to develop integrated language skills through the use of specific ESOL curriculum strategies and instructional delivery models for both Basic ESOL and content subject areas such as mathematics, science, social studies, and computer literacy. Instructional time and curriculum will be equal to instructional time and curriculum provided to non-ELLs in basic or categorical programs as established by Palm Beach County Public Schools, state, and/or federal guidelines appropriate to those courses. Teachers of ELLs will be appropriately certified and ESOL endorsed, making use of appropriate instructional strategies in the delivery of the course or program curriculum. Teachers will include designated ESOL instructional strategies and accommodations, such as visual aids and audio tools, in lesson plans and will have a master list of possible ESOL instructional strategies within their lesson plan binder.

ELL components are included within the Florida Wonders reading program such as ELL leveled texts, to supplement the lesson and provide differentiated support to ELL students. Students who are performing below grade level will also be referred to the RtI process as described in the Educational Program Design section of this application, and the ELL/LEP committee will make appropriate decisions based on the needs of the student. ELLs will receive extra instructional minutes and proper intervention programs, which will be indicated on their PMP, as necessary, in order to support their growth and learning in the School.

Plato is one online program that will be utilized that adjusts according to needs of ELL students. Plato offers language instruction courses, and students can record their speech to be assessed. Texts can be translated into various languages, and they can read definitions in both English and Spanish. Reading Plus is an adaptive program tailored to each student, and provides audio support in which students can hear words in either English or Spanish to connect oral language to written word. Additional visual supports are provided within the program to help with vocabulary acquisition and comprehension, which otherwise would have been difficult utilizing just context clues. To further provide support in math, another program, ThinkThroughMath, provides live support from bilingual teachers. Additional resources will be identified and provided based upon the needs of the students.

Depending on the number of ELL students enrolled, ELL students will be grouped in the same courses as much as possible within scheduling in order to provide an environment that is more comfortable for these students and they are able to communicate and collaborate with each other. It is the intent of the School to hire a bilingual teacher in order to provide additional support in the students' home language.

Section 8: School Climate and Discipline

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

The School will maintain a safe learning environment at all times. The School's discipline plan is rooted in equipping students, teachers, and all other members of the school community with the tools needed to secure an optimal teaching and learning environment, thus enhancing the opportunity for exemplary academic achievement and personal development.

The Responsive Classroom program may be utilized for grades K-5 to support the social and emotional growth of students, which will in turn promote the academic growth of students. The School will adhere to the following guiding principal outlined from the program:

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn: Process and content go hand in hand.
3. The greatest cognitive growth occurs through social interaction.
4. To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
5. Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
6. Knowing the families of the children we teach and working with them as partners is essential to children's education.
7. How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.

A similar program may be used for grades 6-8, targeting the unique needs of adolescents in order to help them build a love for school and feel like a part of a community at School. The Developmental Designs program targets three main areas: self-management and other social-emotional skill building; relationship and community-building; and academic skill building. When used with fidelity, this program promotes the development of students into responsible citizens as they grow through adolescence, which leads to conscientious decision-making with regard to their academic success.

The School will utilize the Palm Beach County Code of Student Conduct to guide the staff as to the appropriate actions to take with regard to infractions against various school policies. The Code of Student Conduct for elementary students can be found here <http://www.palmbeachschools.org/Students/documents/ElementaryStudentcodeofconductFY14.pdf>. The Code of Student Conduct for middle school students can be found at <http://www.palmbeachschools.org/Parents/documents/SecondaryStudentcodeofconductFY14.pdf>

The School will work collaboratively with the Palm Beach Public Schools on severe disciplinary matters in order to ensure that the correct discipline process is followed as well as any referrals to alternative learning environments. Copies of the Palm Beach County Code of Student Conduct

will be distributed to each student and parent at the beginning of the school year. Additional school-specific procedures will be published in the student handbook.

Teachers will attend summer professional development sessions prior to the start of the school year. Parts of the professional development sessions are designed with a focus on understanding the school-wide discipline plan, the Palm Beach Code of Student Conduct, and classroom management. Teachers will also be encouraged to attend classroom management professional development sessions offered by Palm Beach County Public Schools, where applicable.

New teachers will participate in an annual New Teacher Induction session, as well as in various professional development sessions offered throughout the school year. These supplemental sessions are primarily designed to assist with classroom management. Below is a sampling of professional development sessions related to classroom management and student discipline that will be provided:

- Responsive Classroom
- Developmental Designs
- What Great Teachers Do Differently: 14 Things that Matter Most
- Safe and Civil Schools
- CHAMPs: A Proactive and Positive Approach to Classroom Management
- Response to Intervention
- Exceptional Student Education Regulations and Procedures
- Positive Behavior Support Models

The School will comply with the legislative requirements for charter schools that are deemed a "persistently dangerous school," and any student who is a victim of a violent criminal offense (as defined by the FLDOE) will have the option to transfer from the School, as it is a school of choice.

Students who become violent or disruptive shall, when safety permits, be removed from other students. If safety does not permit the removal of the student, staff will immediately remove the other students from the area and relocate them in a safe area. The disruptive student's parents/guardians shall be immediately notified and when possible the student will be counseled by school staff. In the event that a student becomes violent, law enforcement shall be immediately notified and appropriate disciplinary action shall be taken.

With the assistance of parents working with the School, a strong bond will be created that will help stop bullying in schools. Communication among parents, students and teachers concerning incidents of bullying will be used to help prevent acts of violence and possible tragedies. Schools and parents must educate children about bullying behaviors to help create a safe and secure school environment. Children who bully need to be taught empathy for others' feelings in order to change their behaviors and the School must adopt a zero-tolerance policy regarding bullying.

The "Jeffrey Johnson Stand Up for All Students Act" (F.S. 1006.147) prohibits the bullying and/or harassment, including cyber bullying, of any public K-12 student or employee. All school employees are required to report allegations of bullying and/or harassment to the principal or the principal's designee. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may

constitute bullying or harassment anonymously or in-person to the principal or principal's designee. This communication among parents, students and teachers concerning incidents of bullying will mitigate risk in this area. Schools should be a safe place for teachers and children to teach and learn. The School will follow the Palm Beach County Public School's policy in order to meet these required standards.

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

Discipline

The School will utilize the Palm Beach Code of Student Conduct to guide decisions for student discipline. Copies of the Palm Beach Code of Student Conduct will be distributed to each student and parent at the beginning of the school year.

The School will adhere to all federal law regarding proper handling of disciplinary action of all students, including IDEA policies and students with a 504 plan, as stated in the Code of Conduct.

The actions taken for discipline align to the possible infractions within the Palm Beach County Code of Conduct, with the exception of In-School Suspension. The School will utilize an alternative appropriate consequence from the list provided in the Code of Conduct, depending on the level of the offense.

Suspension

The School will follow the Palm Beach County Code of Conduct to determine which infractions constitute using suspension as an appropriate consequence. No Level 1 behaviors will result in suspension. Level 2 behaviors that are serious and habitual may result in suspension from one to three days. Suspension can occur for up to five days for a Level 3 infraction, and up to ten days for a Level 4 infraction.

Expulsion

Per the Palm Beach County Code of Conduct, a principal may request that the Superintendent recommend to the School Board that a student be expelled. Principals may take this action when they have exhausted less severe administrative corrective strategies, or when they have considered those alternatives and rejected them as inappropriate in the given situation. Only the District School Board can approve an expulsion. The maximum period of time for an expulsion may not exceed the remainder of the term or school year and one additional school year of attendance. An expelled student is entitled to due process, including a formal hearing.

II. ORGANIZATIONAL PLAN

Section 9: Governance

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

The Florida Charter Educational Foundation, Inc. is a Florida not-for-profit corporation and will be the Governing Board that operates the School. FCEF has been granted 501(c)(3) status by the IRS and is organized exclusively for the purpose of governing charter schools. See Appendix A for corporate documents.

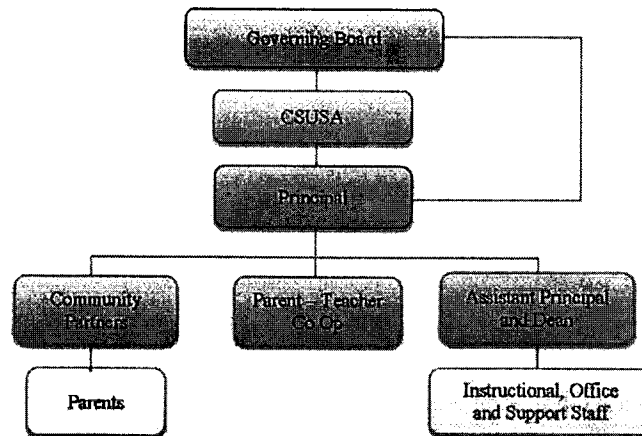
The current members of the Florida Charter Educational Foundation include:

- Ken Haiko, Chairman
- Dennis Clark, Vice Chairman/Secretary
- Thomas Wheeler, Treasurer
- John O'Brien, Director
- Margaret Wells, Director

FCEF is governed by the general philosophy that it is an organized group of volunteers who, collectively, are legally and morally accountable to the community for the health, vitality and effectiveness of the School. As the charter holder, FCEF will have ultimate authority over and responsibility for school operations, including all responsibilities set forth in Section 1002.33(9), Florida Statutes. This includes, but is not limited to the following: annual adoption of budget; ensuring the school retains the services of a certified public accountant or auditor for the annual financial audit; reviewing the annual audit; reporting progress annually to the Sponsor; and designating at least one administrative person to be responsible for duties associated with performance evaluations of instructional personnel and administrators. FCEF is responsible for continuing oversight over the operations of the School, and shall conduct itself in accordance with all applicable laws and regulations.

B. Provide an organizational chart for the school and a narrative description of the chart.

Figure 9.1



Meetings of the Governing Board are open to the public and held in accordance with the Sunshine Laws. Although the School will be managed by CSUSA, parents, community partners, and members of the public are encouraged to attend such meetings and share any comments, questions, or concerns regarding the School with the Governing Board during that time.

The Governing Board leads the organization and has ultimate authority and responsibility for all school operations.

- The Governing Board has contracted with an ESP to manage the day-to-day operations of the School.
- The Governing Board will oversee the ESP via a performance-based contract.
- The School Principal will be an employee of the ESP.
- The School Principal is responsible for managing all School staff, parent organizations and community partners.

The relationship between the Governing Board and the ESP provides clear accountability for the services provided by the ESP. The organization as a whole is responsible for the School's performance and the ESP will be actively involved in managing the School's operations in order to ensure successful outcomes. A strong relationship will exist between the School Principal and the Governing Board. The School Principal will provide monthly status reports for the Governing Board and participate in all board meetings. During board meetings, the School Principal will present the School's status report and field any questions of the Governing Board. The ESP will maintain primary responsibility for reporting to the Governing Board and conducting follow-up action items.

As per the management agreement, the ESP shall consult with the Governing Board with respect to the hiring of the Principal and will have the ability to provide input on the School Principal's performance. The Governing Board will hold the School Principal accountable primarily through the performance expectations defined in the management agreement between the Governing Board and the ESP. A comprehensive and rigorous performance evaluation process has been developed by the ESP, which aligns expectations to the Educational Model and the specific mission of the School.

C. Provide a description of how the governing board will fulfill its responsibilities and obligations.

The primary role of the Governing Board is to:

- Determine the organization's mission and vision
- Create the organization's policies
- Ensure effective organizational planning
- Ensure adequate resources
- Manage resources effectively (approve/monitor budget and financials)
- Determine, monitor and strengthen programs and services
 - Assure programs and services are consistent with the mission
 - Assess the quality of program and services
- Hold the charter contract
- Enhance public standing
- Ensure legal and ethical integrity and maintain accountability
- Recruit and orient new board trustees and assess board performance
- Monitor school academic performance and ensure adequate progress is made
- Select ESP
- Perform operational oversight of the ESP

The Governing Board will hold the Charter for the School. The Governing Board is comprised of respected Florida leaders that are committed to providing quality educational options for the citizens of Florida. The Governing Board is responsible for developing and outlining the mission, vision, and values of the School and developing the appropriate policies to ensure those fundamentals are maintained and effectively and properly managing public funds.

The Governing Board is responsible for the legal and financial obligations of the School. The Governing Board establishes policy consistent with the School's mission and ensures that the School's programs and operations are faithful to the terms of the Charter, including compliance with statutory and regulatory requirements. The Governing Board will annually adopt the School's budget and provide continuing oversight over charter school operations including the following:

- Communicating the mission and vision to the School community
- Holding the ESP accountable for achieving results as outlined in the management agreement
- Leading by example in their personal and professional endeavors

The Governing Board will present an annual progress report to the district. This report will include:

1. The School's progress towards achieving the goals outlined in the Charter
2. The information required in the Annual School Report, pursuant to F.S. 229.592
3. Financial records of the Charter School, including revenues and expenditures
4. Salary and benefit levels of School employees

The School will maintain a website that provides information about the School's academic performance and state accountability grades(s), the names of the governing board members, school programs, the ESP, the School's annual budget and annual independent fiscal audit, and, on a quarterly basis, the minutes of governing board meetings.

Table 9.1

Schools' Organizational Goals	Measurable Objectives
Properly manage and govern the School	Set policies including: <ul style="list-style-type: none"> • Operational policies • Academic and financial accountability • Report the School's progress annually to FLDOE • Establish policy consistent with the School's mission and ensuring the School's programs and operations are faithful to the terms of the Charter including compliance with statutory and regulatory requirements
Oversee operational policies	<ul style="list-style-type: none"> • Conduct regularly scheduled board meetings in a manner compliant with Open Meeting Laws
Ensure financial accountability	<ul style="list-style-type: none"> • Annually adopt, maintain and amend (if necessary) the annual operating budget • Create or adopt policies for internal controls • Review and approve financial statements on a consistent basis • Ensure that the School has contracted with a certified public accountant for the annual financial audit • Review and approve the audit report, including audit findings and recommendations
Accountability for performance	Implement required reporting policies for the ESP. Review the following performance reports from the ESP on a periodic basis (monthly, quarterly, or annually as appropriate): <ul style="list-style-type: none"> • Financial Reports • School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the School) • Satisfaction Surveys • Strategic Plan • Annual Accountability Report

D. Describe the proposed policies and procedures by which the governing board will operate.

FCEF's corporate By-laws contained in Appendix A specify FCEF's operational policies and procedures. The business and property of the School shall be managed and controlled by FCEF. FCEF will be accountable to the district, parents and students through regularly scheduled FCEF board meetings (which will be publicly advertised and noticed in advance and held in the manner consistent with Florida law) working sessions, professional management reports, and.

parent/teacher assessments. FCEF will be responsible for developing and implementing all policies related to general practices of the School.

FCEF will appointed a representative at the School to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and to help resolve disputes. The representative will reside in Palm Beach County. Once selected, the representative's contact information will be provided to parents and will be posted on the School's web site. The Governing Board will hold at least two meetings per school year at the School, and may hold additional meetings at its discretion.

FCEF may have a Chairman, President, Vice President, Secretary and Treasurer, each of whom shall be elected by FCEF. Such other officers and assistant officers as deemed necessary may be elected or appointed by FCEF.

Number of Directors

The governing body of FCEF consists of the Directors named in the Articles of Incorporation. The number of Directors may at any time be increased to no more than nine (9) and decreased to no fewer than three (3) by a majority vote of FCEF.

Election and Term of Office

All officers of FCEF shall be elected by a vote of FCEF at the annual meeting of FCEF. A duly elected officer shall hold office for a term of one (1) year, commencing at the close of the annual meeting, and until their earlier death, resignation or removal.

Duties

Chairman: The Chairman of FCEF shall preside at all meetings of FCEF and shall perform such other duties as may be assigned to him by the FCEF board of directors. The Chairman also fulfills the duties of President, as listed below.

President: The President shall be the principal executive officer of FCEF and, subject to the control of FCEF, shall in general supervise and control all of the business and affairs of FCEF. He/she shall act as a duly authorized representative of FCEF in all matters in which FCEF has not formally designated some other person to act. He shall report as directed to FCEF at each meeting. He may sign, with the Secretary or any other proper officer authorized by FCEF, deeds, mortgages, bonds, contracts or other instruments which FCEF has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by FCEF or by the By-laws to some other officer or agent of FCEF, or shall be required by law to be otherwise signed or executed; and in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by FCEF from time to time.

Vice-President: The Vice-President shall act in the place and stead of the President in the event of the President's absence, inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by FCEF.

Secretary: The Secretary shall keep or cause to be kept all of the records of FCEF, record or cause to be recorded the minutes of the meetings of FCEF, send out or cause to be sent out all notices of meetings of FCEF and all committees, attest to the seal of the corporation where necessary or required, and keep or cause to be kept a register of the names and addresses of each director. The Secretary shall perform such other duties as may be prescribed by FCEF.

Treasurer: The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of FCEF is made and that such accounting is presented to and made available to FCEF. The Treasurer shall perform such other duties as may be prescribed by FCEF.

Resignation or Removal of Directors

A director of FCEF may resign at any time by tendering his/her resignation in writing to FCEF, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by FCEF at its principal place of business. Any elected director may be removed at any time, with or without cause, by a majority vote of the other directors.

Vacancies

Vacancies occurring in an elected directorship, however caused, shall be filled as soon as practicable by election. Except for a director elected due to the natural expiration of his predecessor's one-year term, a director so elected to fill a vacancy shall hold office of the remainder of his predecessor's term.

Compensation of Directors

Directors of FCEF will not receive compensation for services rendered in their capacities as directors/officers, and no loans shall be made to any director/officers.

Conflict of Interest

The purpose of the conflict of interest policy is to protect the taxpayer and FCEF's interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of FCEF or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. See Appendix B for signed FCEF board member conflict of interest policy. FCEF shall be governed by and adhere to all applicable laws regarding conflict of interest, including Sections 112.313(2),(3),(7), and (12), Florida Statutes.

Ethical Issues

FCEF requires that every FCEF board member, as a preliminary screening for background information, complete a form that includes "Ethical Questions" to be answered. All FCEF members will participate in governance training, required pursuant to Section 1002.33(9)(j)4, Florida Statutes, which includes training on ethics.

Public Meetings and Minutes

The FCEF shall conduct regularly scheduled meetings, provide reasonable public notice of the date, time and place of its meetings including a teleconference number (in accordance with FLDOE requirements and Florida Sunshine Laws), and make minutes of its meetings available

for public review in accordance with Florida's Public Records Law, Chapter 19, and Florida Statutes. Regularly scheduled meetings shall include sufficient member attendance to constitute a quorum of the governing body for the official conducting of School business. The meeting minutes will be posted on the School's website.

Meeting Schedule

The FCEF will hold meetings at regularly scheduled intervals, during which they will review and consider available academic performance data, the School's monthly financial expenditures, enrollment, personnel issues and changes, facility updates, and any additional issues related to the School. The tentative meeting schedule for the 2015-16 school year will be provided to the district as part of the pre-opening checklist. All meetings will be publically noticed in advance on the Schools website and physically posted at the School.

E. Explain how the founding group for the school intends to transition to a governing board. (This question is not applicable if the applicant is an established governing board.)

Florida Charter Educational Foundation, Inc. Governing Board is an established governing board; as such this question is not applicable.

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

The Governing Board has already complied with Fla. Stat. §1002.33(6)(f), which requires charter school applicants to participate in training after approval of an application but at least 30 calendar days before the first day of classes at the charter school.

New Governing Board members will be nominated by existing members through a nominating committee. The Governing Board may appoint a nomination committee to consist of no fewer than two Governing Board members. The nomination committee will compile and submit to the Governing Board a slate of candidates for the directorships and offices to be filled at the upcoming meeting. These submissions shall be deemed to be nominations for each person named. Persons shall be offered a position on the Governing Board contingent upon a favorable vote of the Governing Board.

All Governing Board members will complete initial and ongoing governance training in accordance with Rule 6A-6.0784. Each Governing Board member will complete a minimum of four (4) hours of instruction focusing on government in the sunshine law, conflicts of interest, ethics, and financial responsibility as specified in Section 1002.33(9)(k), F.S. After the initial four (4) hour training, each member will, within the subsequent three (3) years and for each three (3) year period thereafter, complete a two (2) hour refresher training on the four (4) topics above in order to retain his or her position on the Governing Board. Any member who fails to obtain the two (2) hour refresher training within any three (3) year period will take the four (4) hours of instruction again in order to remain eligible as a Governing Board member. New members joining the Governing Board will complete the four (4) hour training within 90 days of their appointment to the Governing Board. Governing Board members will participate in training that

is offered by a trainer who delivers governance training consistent with a governance-training plan that has been approved by the FLDOE.

Topics to be covered as specified in Fla. Stat. §1002.33(9)(k), will include:

- Conflicts of Interest
- Models of Governance and Leadership
- Charter School Law in Florida
- Ethics
- Basic Understanding of Parliamentary Procedures
- Government in the Sunshine Law
- Financial Responsibility
- Guided Questions for Mission Statement and Strategic Planning
- Drafting Board Policies

Each Governing Board member will also receive a comprehensive binder containing copies of the Governing Board By-laws, charter contract, management agreement, minutes from previous year's meetings, contact information and other pertinent information.

G. List each of the proposed members of the school's governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member, provide a brief description of the person's background that highlights the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.

FCEF's current Governing Board members include:

- Ken Haiko – Chairman
- Dennis Clark – Vice Chairman and Secretary
- John O'Brien – Treasurer
- Colonel Thomas Wheeler – Director
- Margaret "Peggy" Wells – Director

See Appendix B for copies of FCEF's board of directors' resumes and conflict of interest forms.

Kenneth Haiko serves as Chairman of the Board and has been a strong advocate of public charter schools for many years. Ken has worked with over a dozen charter schools overseeing all aspects of finance and operations. A successful businessman in South Florida for over 40 years, Ken brings many years of business, finance, and charter school experience to FCEF.

Dennis Clark is Vice Chairman and Secretary of the Board. Dennis is a broadly experienced, results oriented banking executive with strong leadership and critical thinking skills. A banking executive for many years, Dennis currently owns and operates Risk Assessment Solutions, a company that provides assistance to non-profit organizations and small businesses. Dennis brings a wealth of knowledge and expertise to FCEF in the area of finance.

John O'Brien serves as Treasurer of the Board. John has been an educator for over 30 years. He has taught at both the elementary and middle school level. Until his recent retirement, he was the Principal of Gateway Charter School in Fort Myers, Florida. Under his leadership, Gateway Charter School achieved an A+ rating from the FLDOE. John brings a wealth of educational knowledge and school leadership expertise to the Governing Board.

Colonel Tom Wheeler serves as a Director of FCEF. Currently serving as Executive Director of the Department of Professional Standards, Colonel Wheeler is a 26-year veteran of law enforcement, most recently as Chief of the Florida Department of Law Enforcement. Colonel Wheeler serves on numerous boards and commissions both locally and state-wide. Colonel Wheeler holds a high interest in promoting and changing the needs of the K-12 student population. His past experience as Policy Director with the Florida Department of Education is an added asset to FCEF.

Margaret "Peggy" Wells serves as a Director of FCEF. Ms. Wells is employed by Homestead Hospital in Data Analysis & Performance Improvement. She is a graduate of Baptist Bible College, Springfield, MO and has her Associates degree in Art History. Ms. Wells is an active member of the Homestead Little League/Youth Baseball Program, AWANA Ministries, and the Parent Teacher/Student Organization at Keys Gate Charter School. Ms. Wells brings her educational background to FCEF as a former teacher and athletic coach.

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

Procedure for Student/Parent/Guardian Complaints:

The Governing Board believes in just, fair and equitable treatment of ALL students and in providing a learning environment that is free from unfair or discriminatory practices. Procedures for addressing grievances and complaints from students, parents, and teachers and resolution of discriminatory practices have been established.

It is the belief of the Governing Board that school-based concerns and complaints are best handled at the school level. In general, when a parent complaint or concern is received, we will first ensure that the parent has contacted the appropriate school administrator about the concern, and that the issue had the opportunity of being addressed at the School. If this has not been successful, we will then generally refer them to the ESP or address the issue directly. It is the belief that it is the Governing Board's responsibility to make every effort to address all such complaints and concerns and not that of the district.

Rights: Students/Parents have the right to report, and seek redress for unfair treatment, discriminatory practices or harassment.

Responsibilities: Students/Parents have a responsibility to know and follow procedures for filing complaints.

There may be times when students feel they have been treated unfairly. In most cases, problems can be resolved if students/parents speak with the teacher or staff member involved. If the

student/parent does not resolve the problem or feels uncomfortable addressing the issue directly to the teacher or staff member, the student or parent may request a conference with the Principal or Assistant Principal.

The student/parent may also request the presence of a third party, such as a counselor, resource teacher or other staff person. The parent may also be present. If the problem is not resolved at this level, the following steps should be followed:

1. The student/parent must present a written and signed statement to the School Principal within five school days. The statement should include the following information: (a) description of the incident; (b) date and time of the incident; (c) persons involved and/or witnesses; (d) location of the incident; and (e) attempts made to resolve the issue.
2. The School Principal shall respond, in writing, within five school days of the receipt of the statement. The School Principal shall make every effort to resolve the matter.
3. If the problem still has not been resolved or the School Principal fails to respond in a timely manner, the student/parent may submit the grievance to the ESP for resolution.
4. A meeting will be scheduled within five school days of receipt of the student's/parent's request for such a meeting. This meeting will include the person involved in the original action, the School Principal, the student, the parents, and representative from the ESP. If a decision is made at this meeting, documentation of the agreed upon actions will be forwarded to all parties within five school days.
5. If the student or parents are not satisfied with the outcome of the decision, they may contact the Governing Board for their input. This may be done at any point of the process.

Section 10: Management

A. Describe the management structure of the school.

The relationship between the Governing Board and the ESP will be codified with a performance-based management agreement. The proposed management agreement between the Governing Board and ESP outlines the duties and responsibilities of each party and the specific performance requirements of the ESP.

The Governing Board shall independently adopt a comprehensive budget on an annual basis, which shall include all forms of revenue and all expenditures. Amendments to the budget will require the approval of the Governing Board. On a monthly basis, the ESP will provide to the Governing Board an accounting of all school revenues and expenditures. In addition, the ESP will report on a monthly basis the current student enrollment of the School and the number of students on the waiting list, if any. The School will make available monthly financials, which will include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles.

The ESP will be responsible for the day-to-day financial management of the School, subject to the budget and oversight of the Governing Board. The Governing Board will be responsible for overall policies regarding school governance, academic, personnel, discipline and grievance. It is the Governing Board's responsibility to hold the ESP accountable for the successful operation of the School and its ability to deliver academic results.

The Governing Board intends to contract with the ESP for the provision of certain management services, including personnel services. All administrators, teachers and staff at the School will be solely employed by the ESP.

Job Descriptions:

The knowledge, skills and qualifications required for key members of staff are specified in the job descriptions. See **Appendix E**.

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

The principal is responsible for the administration of the School staff. The selection criterion includes the following, at a minimum:

- Educational Leadership Certification
- Educational Background - Degree in Education with appropriate school grade level background; experience as an educational leader
- Teaching experience
- Knowledge of the needs of the School's population
- Knowledge of curriculum for appropriate grades of student body
- Experience in working with governing school boards
- Skills in using technology as a tool for learning and monitoring student progress
- Ability to work with community organizations, agencies and resources
- Motivation to establish innovative and creative learning programs

- Dedication to providing supplementary programs to enhance student learning
- Commitment to professional development programs for faculty and school concepts
- Ability to implement staff development and training
- Ability to promote a positive school climate
- Commitment to enabling each student to reach his/her personal best

Process used to select the School Leaders

As per the management agreement, the ESP shall consult with the Governing Board with respect to the hiring of the School leader. The ESP uses a robust recruiting process called the Leadership Assessment Center. This process is used to determine if a candidate would be a good building leader and is an important component of the interview process. All candidates for Dean, Assistant Principal and Principal participate in the one-day event. Leadership Assessment Center activities consist of:

Technology Activity – Desegregating Data (60 Minutes)

This activity evaluates a candidate's ability to access raw data through the FLDOE (Internet) and compile it into a useable spreadsheet and convert it into a graph (Excel). Finally, the candidates transfer the graphs into a presentation (Power Point).

- Each technology component is intended to gauge a candidate's level of basic computer skills.
- Assessors of this activity look for mastery of a cohesive and complete data analysis presentation.

Essay Writing Sample (60 Minutes)

This activity is used to assess the candidate's writing ability as well as their overall philosophy of education.

- The subject of the essay forces the candidate to read an education article, reviewing the subject and asserting a personal view point.
- Assessors of this activity look for congruence with the education model as well as the candidate's ability to articulate his/her viewpoint in writing.

Group Presentation (40 Minutes)

This activity is used to determine the candidate's ability to work collaboratively with a group as well as his/her ability to present in front of a group.

- Group topics are decided by assessors. The group of candidates use chart paper and markers to brainstorm topic solutions. The group uses cluster techniques to prioritize and synthesize solutions and to develop an implementation plan.
- Assessors will look for specific behaviors observed in terms of group interaction.
- Assessors also look for the presentation results, communication, clarity, voice and other leadership traits.

Interview (60 Minutes)

Each candidate is interviewed by the ESP. Interview templates are prepared in advance and include the following topics:

- The candidate's philosophy of education
- The candidate's understanding of his/her role

- The candidate's use of data including understanding of any state-mandated assessment(s)
- The candidate's familiarity with charter schools, knowledge of and accountability to governing boards and other key information relevant to being a building leader in a charter school environment.
- The candidate's grasp of specific responsibilities relevant to his/her role such as: interviewing, creating a school-wide culture, discipline, outreach, instructional leadership, supervision, etc.
- For scenarios that may come up at a school, interviewers use behavioral interviewing techniques to gain insight into the candidate's past behavior, which is the best predictor of future behavior.
- Each question is scored; a minimum score must be achieved to be considered a serious candidate.

Candidates that participate in the event may be invited into the pool of approved candidates. As the organizational demand for talented leaders arise, candidates in the pre-approved pool are offered positions within their preferred regional areas. Care is also given to match each school leader to the school environment that best matches his/her leadership strengths. The Governing Board is consulted about leadership candidates in an effort to support a positive working relationship between the Principal and the Governing Board. The ESP will remove the Principal if the Governing Board is reasonably dissatisfied with his/her performance.

Setting Performance Expectations (School Principal)

Performance expectations are communicated in August of each year.

- **Criteria on Performance Evaluation Tool:** All criteria on which the Principal will be evaluated is communicated in August. Given the range of responsibilities for which Principals are accountable, this communication in August ensures that specific expectations are set. The ESP clearly defines "what good performance looks like." Performance within each criterion is used to determine merit increases.
- **School Principal Goals:** The School will have a Strategic Plan as well as a School Improvement Plan. School-wide goals will be developed from these two documents. The Principal in conjunction with the ESP will jointly determine the performance goals. The Principal's goals are developed in the following five areas:
 1. Academic Excellence
 2. Operational Performance
 3. Superior Culture
 4. Financial Health
 5. Growth

Achievement of these goals are evaluated at the end of the year and linked to an incentive bonus.

Monitoring Performance and Providing Feedback

Performance is monitored throughout the year and feedback is provided to support continued improvements and high performance. Monitoring methods include:

- School site visits conducted semiannually
- Staff surveys conducted in November and April
- Parent surveys conducted in November and April

- Monthly Principal meeting and reporting
- Benchmark tests
- Regular conversations and visits with the ESP

Performance Management – School Principal Evaluation Tool

A formal evaluation is conducted at the end of the year. The School will use an approved evaluation tool. The following are the categories included in the School Principal Evaluation Tool. For each factor, specific criteria have been identified in terms of what performance is expected.

School Principal Evaluation

Table 10.1

Academic Excellence	Operational Management	Staffing Culture	Financial Growth	General
<ul style="list-style-type: none"> • GVC • Challenging goals and effective feedback • Parent and community involvement • Safe and orderly environment • Collegiality and professionalism • Teacher-level factors • Technology 	<ul style="list-style-type: none"> • Registration and student record keeping • Customer service • Governing Board relations • Following ESP guidelines for facility operations • Supports ESP communication s functions • Compliance with district and state regulation 	<ul style="list-style-type: none"> • Leadership • Human resources • Performance and planning • Compensation management • Staff Recognition • Hiring • Fellowship 	<ul style="list-style-type: none"> • Budget development & management • Business manager relations • Fundraising • Risk management 	<ul style="list-style-type: none"> • Enrollment • Succession Planning • School Opening Team

C. Provide a staffing plan.

The proposed staffing plan for each year of the Charter, aligned with the School’s projected enrollment is included in the budget documents found in **Appendix F**.

D. Explain the school’s plan for recruitment, selection, and development.

Recruitment

All employees must be committed to the high academic standards of the School. Faculty must be able to work cooperatively and collaboratively with fellow faculty members, parents, community organizations, and the business community. Quality teaching requires energetic, creative, knowledgeable persons who possess a desire to make education exciting and to make a difference in the educational experience of each student.

If students are to succeed to their maximum potential, having a quality teacher working with every student is paramount. The Governing Board and the ESP are committed to recruiting, selecting, inducting and retaining highly effective teachers. It is recognized that hiring talented people who continue to develop skills and increase their value to the School and to students is critical and that high-performing educators are the School's most important asset. The purpose of the employment procedures and policies is to recruit employees who contribute to the School in a way that aligns with the School's mission, and behave in a way that is consistent with the School's values.

The No Child Left Behind Act of 2001 simplifies the process of identifying and hiring "highly qualified" teachers. The ESP provides procedural guidelines and support that enhances the likelihood of recruiting highly effective staff. The comprehensive recruitment effort is focused on identifying certified teachers who come from diverse backgrounds and uses a system of intensive screening designed to hire the most qualified applicants.

The School will be an equal opportunity employer and will recruit quality staff throughout the year for job openings using a progressive and innovative recruiting plan. Recruitment will occur locally, state-wide, and nationally through various resources that include:

- School's website
- Employee Referral Program (which produces a high volume of quality candidates who have a better understanding of the corporate culture and position requirements resulting in lower turnover).
- Search of resume databases and scan of social networks
- Job Fairs (education job fairs are held to seek teaching professionals)
- College Recruiting (colleges and universities, both locally and nationally, are identified in order to attract and hire newly graduated teachers.
- On-line Job Posting Boards (select educational and job recruitment websites are utilized to advertise teaching openings)
- Minority Organizations (work in conjunction with minority referring organizations to help ensure that the work force is reflective of the diverse community served)

The ESP will manage job advertising, conduct applicant screening, and refer qualified applicants to the Principal and administration to ensure that the School's staffing needs are met. A consistent process of screening, interviewing and selecting employees is essential to the School's ability to recruit qualified staff. A consistent process ensures that candidates have been provided an equal opportunity to demonstrate and/or articulate their skills and abilities.

The School will employ a systematic approach to screen applicants to ensure that final candidates meet the qualifications for the position. Screeners will ask questions of applicants that focus on their abilities, skills and experiences in an initial screening interview. Then, as the applicant pool is narrowed, successful applicants will advance toward a more in-depth building-level interview with the Principal and/or interview team.

The utilization of research-based interview protocol supports interviewers in distinguishing promising teachers from those with less potential to be effective.

The interview process for hiring instructional staff uses a panel or team interview approach, assembled by the School Principal. Final candidates progress to an interview with the Principal. The interview protocol asks teacher applicants about their past performance and experience. The interviewer or interview team uses an anchored rubric to evaluate responses.

Selection

The selection process is informed by factors identified in applied psychology, such as interview structure and the phrasing of question prompts, and it draws on effective teacher research. Interview protocol focuses on job-related questions and thus is within the legal bounds of interviewing guidelines. Research-based data on interviewing and the qualities of effective teachers provides the foundation for the teacher selection process. According to research, six quality indicators of teacher effectiveness ultimately influence student achievement. They are:

- 1) pre-requisites of effective teaching;
- 2) the teacher as a person (i.e., personal attributes);
- 3) classroom management and organization;
- 4) planning for instruction;
- 5) implementing instruction (i.e., instructional delivery); and
- 6) monitoring student progress and potential (i.e., student assessment and student expectations).

These quality indicators are explicitly linked to core qualities of effective teachers, and allow interviewers to use research-informed questions that relate to core qualities for selecting the best teacher applicants as shown in the table 10.2 below.

Teacher Selection Process

Table 10.2

Prerequisites of Effective Teaching	Teacher as a Person	Classroom Management and Organization	Planning for Instruction	Instructional Delivery	Assessment
<ul style="list-style-type: none"> • Verbal ability • Content knowledge • Education coursework • Teacher certification • Teacher experience 	<ul style="list-style-type: none"> • Caring • Fairness and respect • Interaction with students • Enthusiasm • Motivation • Dedication to teaching • Reflective practice 	<ul style="list-style-type: none"> • Classroom Management • Organization • Student Discipline 	<ul style="list-style-type: none"> • Importance of instruction • Time allocation • Teacher expectation • Instructional planning 	<ul style="list-style-type: none"> • Instructional strategies • Content and expectations • Complexity • Questioning • Student engagement 	<ul style="list-style-type: none"> • Homework • Monitoring of student progress • Response to student needs and abilities

The School will comply with F.S. 1002.33(9)(k)4, by providing descriptive information about School personnel, including salary and benefit levels of employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field. The minimum and preferred qualifications for each instructional and student service position applicable at the School will

also be available for review. Qualification information will include: degree(s) held, past teaching experience, certification, years of experience, and any other relevant information.

Upon selection, education credentials will be verified by the ESP. The verification process includes checking for clearance of disciplinary actions. All employees will be fingerprinted and have background checks conducted as required by chapter 1012.56 of the Florida Statute. The School will contract with the district to process fingerprinting and background checks. The support staff will include cafeteria staff, custodians, paraprofessionals, secretaries, substitute teachers, and others approved to support the School's programs. All support staff will be required to be fingerprinted and have background checks prior to employment.

Processes are in place to ensure hiring is consistent with all state and federal law and supports the School's budget. Approval processes will be followed which include school requirements, human resources consistency, and financial accountability. If the candidate successfully completes the pre-employment requirements and meets all the desired qualifications, an offer of employment will be extended.

Upon acceptance of the offer, a New Hire Packet will be presented to the new employee. The packet includes the required human resources and payroll forms, such as I-9 (to be completed within 3 days of employment), W-2, Employee Handbook (and acknowledgement page), and information related to company-offered benefits.

Interviewed applicants will be required to complete an employment application and a Release of Information Form. The Release of Information Form allows the School to conduct a background check and verify the candidate's employment history. According to Fla. Stat. §1012.315, a person may be ineligible for employment within the School based on specific criteria. The School will adhere to the parameters of such statutes.

The School will be an equal opportunity employer and will not unlawfully discriminate in its employment practices. The hiring policy is designed to offer an equal employment opportunity to all qualified employees without regard to race, color, creed, national origin, age, pregnancy, gender, marital status, sexual orientation, veteran status, non-job related disability, physical or mental handicap, or any other characteristic protected by law. The School's hiring policies will comport with all federal and state laws including Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Fair Labor Standards Act, Equal Pay for Equal Work Act of 1963, Age Discrimination Act of 1963, Title VI and VII of the Civil Rights Act of 1964, Age Discrimination Act of 1967, Occupation and Health Act of 1970, Patsy T. Mink Equal Opportunity in Education Act, Vietnam Era and Special Disabled Veterans Readjustment Assistance of 1974, and Worker's Compensation and Unemployment Compensation.

Certification Monitoring

Teachers' certification status will be actively monitored throughout their career with the School. The Human Resources department will maintain a file for every teacher (and staff member) and ensure that his or her certification is current. Teachers who do not possess current certification will be separated from employment until such certification may become current. It is the responsibility of the ESP to ensure teachers meet the requirements prior to employment and to ensure any conditional requirements are met by the educator within the required timeline.

Temporary (non-renewable) certificates and five-year renewable requirements will be actively monitored for compliance by the ESP.

Employees will participate in a mandatory Human Resource Orientation geared to familiarize new employees with the School, company history, vision and mission, and to review key areas of the Employee Handbook (please see **Appendix E** for the Employee Handbook). The first 90 days of employment are considered an orientation period, during this period new teachers go through a Teacher Induction Program.

Professional Development

Effective teachers who utilize multiple instructional strategies are providing their students an educational environment that focuses on innovative learning methods for application of what they have learned. To facilitate a broad understanding of high-probability research based instructional strategies the ESP will provide professional development trainings as outlined in Table 12.2.

Professional development is a strategic tool for the School's continued growth, productivity and ability to retain valuable employees. Short-term plans are implemented to create projects; long-term plans are implemented for the organization; career development plans are implemented for the employee; and skill-building is used for immediate improvement in employee performance in areas of deficiency. All of these components are part of professional development.

Section 11: Education Service Providers

A. Describe the services to be provided by the ESP.

The ESP will provide the Governing Board with assistance in developing, planning, and marketing the School, as well as organizing the finance, human resources, curricula and operations of the School. The ESP's scope of services, as outlined in Table 11.1, includes, but is not limited to:

Table 11.1

Educational Management	<ul style="list-style-type: none"> • Provide customized curriculum designed to meet national, state, and local standards • Provide continuous program evaluation • Accountability • Sustainable performance • Curriculum material selection • Student data analysis • Student individual education plans, assessments, records, etc. • Professional/school development • Teacher instructional support, coaching, and mentoring • Assistance in coordinating parent, teacher, and student organizations
Development and Operations Management	<ul style="list-style-type: none"> • Assist in Charter Application preparation and Charter Contract negotiations • Ensure state, local, and school board compliance • Develop project timelines • Negotiate contracted services (food, transportation, security, custodial, etc.) • Assess demographic and market needs • Develop enrollment marketing plan
Financial Management	<ul style="list-style-type: none"> • Establish accounting systems and internal controls that allow for safeguarding of assets and financial viability • Budgeting and forecasting • Preparation of financial statements • Submission of financial reports to external entities as required by charter • Submission of financial reports to governing board • Audit management • Prepare application for grants and loans
Facilities Management	<ul style="list-style-type: none"> • Strategic financing and construction partnerships • Assist in site acquisition and/or lease negotiations • Liaison with building and/or renovation team to ensure quality and design standards are met • Operational design of classrooms and school space and programmatic input for functionality purposes • Procure furniture, fixtures, equipment, and supplies • Secure basic utility services (phone, water, electric and disposal service)
Human Resource Management	<ul style="list-style-type: none"> • Employee benefits, Worker's Compensation and 401(k) • Compensation planning & performance evaluations • Personnel administration: hire principals, teachers and other staff • Personnel procedures and ongoing staffing assistance • Manage School payroll

ESP Services	
	<ul style="list-style-type: none"> • Government compliance and reporting • Professional back-office services
Technology Management	<ul style="list-style-type: none"> • Design and development of technology labs and student stations • Local and wide area network installation • Remote access and software integration • Technology support • Purchasing of technology • Maintenance of student information system • Maintenance of school websites • Email hosting

The ESP will not own any items purchased with public funds. All purchases made with public funds will be the property of the School. Funds for operating and capital expenditures will come from School revenues. The ESP is responsible for facilitating the transactions to acquire necessary property for the School. The ESP will only make spending decisions based on the approved operating budget. The ESP will provide detailed monthly financial statements (balance sheet and statement of revenues and expenditures) to the Governing Board showing a comparison of budget-to-actual results throughout the year. The ESP will be paid management fees per the School budget, as approved by the Governing Board. The ESP will receive payment on a monthly basis as revenues are received and school expenditures are processed. An independent auditor will provide audited financial statements to the Governing Board on an annual basis.

General Functions of the ESP according to the Management Agreement

- Perform day-to-day management of the School, in accordance with the Management Agreement, the non-profit purpose of the Governing Board, the Charter Contract and subject to the direction given by the Governing Board.
- Implement and administer the Educational Program, including the selection of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs approved by the Governing Board.
- Perform repeated evaluation, assessment and continuous improvement of the educational curriculum and program development and report findings to the Governing Board upon its request.
- Manage personnel functions, including professional development for the School Principal and all instructional personnel, as well as the personnel functions outlined in the Management Agreement including drafting operations manuals, forms (including teacher offer letters, applications, enrollment and similar forms), and management procedures, as the same are from time to time developed by the ESP and as approved or requested by the Governing Board.
- Manage the accounting operation, including general ledger management and financial reporting including identifying and applying for grants, spending and administering any grant funding obtained in compliance with the specific terms and conditions of said grants and participating in any audits related.

- Working with the Governing Board for budget modification, amendment or approval; provided that any modifications or amendments shall be approved by express vote of the Governing Board and be consistent with staffing and education models.
- Market to and recruit students.
- Implement pupil performance evaluations that permit evaluation of the educational progress of students and administer all standard assessments, as required.
- Provide other functions and services as necessary or expedient for the successful administration of the School.

B. Provide a draft of the proposed contract between the school and the ESP including.

Please refer to **Appendix C** for the proposed contract between the Governing Board and the ESP to provide services for the School.

C. Unless the ESP is the parent non-profit organization, explain why the ESP was selected, including what due diligence efforts were conducted to inform the selection and how the relationship with the ESP will further the school's mission.

The Governing Board selected the ESP, Charter Schools USA, because of CSUSA's successful track record of managing schools in the Governing Board's network. The Governing Board believes CSUSA has the right resources, education model, human resources and overall capacity to successfully operate additional schools for the Governing Board. The following includes several reasons the Governing Board continues to partner with CSUSA to bring high performing charter schools to the community:

- **High academic standards** – as a member of the CSUSA network of schools, the School will be eligible for AdvancED accreditation in its first year (under SACS or NWAC). CSUSA was the first ESP in the nation to receive the AdvancED accreditation seal at the corporate level, meaning that all of its current schools are accredited and new schools are immediately eligible for accreditation in year one.
- **Financial Health** – Ethical use of public funds is a necessary condition for effectively managing a charter school, but it is not a sufficient condition. It takes more than just goodwill to maintain financial health in a charter school. All CSUSA schools carry a fund balance. A positive fund balance demonstrates the School is financially viable. Eighty percent of the schools managed by CSUSA meet the recommended threshold of a fund balance of at least 3% of the school's annual total expenses.
- **Customer Satisfaction** – Annually more than 93% of parents re-enroll their child(ren) for the next academic year.
- **Longevity** – CSUSA has been a pioneer in the charter school movement, opening its first charter school in 1998 and experiencing steady growth ever since.
- **Diversity** – CSUSA operates successful charter schools in both urban and suburban communities. Approximately 70% of students in CSUSA-managed schools are non-white. Approximately 50% of CSUS-managed schools are Title I schools and approximately 55% of students qualify for Free or Reduced Lunch. Throughout the network of CSUSA-managed schools – especially in Florida - there are many students who are English Language Learners.

- ***Systematic Processes and Tools*** – CSUSA has developed a comprehensive service delivery model supported by processes, methods, systems and tools that ensure consistency and address the requirements of each stakeholder group – students, parents, staff, the Governing Board and the School District of Palm Beach County. Examples include:
 - Monitoring and evaluating performance (academic, financial, internal/external customer satisfaction, vendor, etc.)
 - Online help desk systems for general IT support, student information system, and facilities maintenance
 - Red Carpet Customer Service
 - People First and Leading Edge Professional Development for staff
 - Budget process and financial reporting, (e.g. Finance Dashboards)
- ***Innovative*** – Deploying blended learning to enhance individualized instruction at all levels, piloting state of the art paperless classrooms, while also maintaining a comprehensive curriculum (music, arts, character education, foreign language, sciences) despite funding inequities.
- ***Building Capacity*** – CSUA has developed over 2mm square feet of public school space with \$500mm of private capital through existing partnerships for facility acquisition/development and long-term low-interest financing.

The Governing Board believes that CSUSA can further its mission by ensuring the development of a charter school with a research based, data-driven curriculum, that can be individualized to meet the needs of every student in addition to ensuring the School has the operational, financial and human resources required for success in a K-8 school. The Governing Board is impressed with the academic performance and growth CSUSA's network of Florida schools saw in 2014.

Each time the Governing Board plans to open a new school, we use that as another opportunity to evaluate the ESP and its ability to serve the needs of students, parents and the Governing Board. As Florida Charter Educational Foundation, Inc. expands, it becomes increasingly important for us to work with an ESP that has a proven ability to support our growth and help us scale our model to new sites and locations. CSUSA's disciplined, innovative culture and research-based education model is crucial as we strive to expand while continuing to provide quality results.

D. Explain the ESP's roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship.

In compliance with F.S. 1002.33(9)(h), the Governing Board shall adopt on an annual basis a comprehensive budget, which shall include all forms of revenue and all expenditures. The ESP may make purchases on behalf of the Governing Board based on the approved budget. If purchases outside of the approved budget are required, the Governing Board will need to approve those purchases and amendments to the budget.

The ESP maintains internal control policies which are adopted by the Governing Board via the Management Agreement. These internal controls include General Governmental Accounting Policies, Financial Reporting, Budgeting, Cash Receipts and Deposits, Purchasing and Cash Disbursements, Capital Assets and Payroll.

The ESP views internal controls as a means to reduce risk of asset loss, ensure reliability of financial statements as well as compliance with laws and regulations. There are several components to internal control which included control environment, risk assessment, control activities information and communication and monitoring. The ESP uses these components to establish its internal control policies and procedures.

The ESP will provide to the Governing Board, on a monthly basis, an accounting of all School revenues and expenditures as well as a balance sheet. In addition, the ESP will report on a monthly basis the current student enrollment of the School and the number of students on the waiting list, if any. The ESP will also provide a budget vs. actual report and forecast which shows the School's anticipated results at year-end.

The ESP will be responsible for the day-to-day financial management of the School. All accounting and reporting follows the Financial and Program Cost Accounting and Reporting for Florida Schools (Red Book), as required in F.S. 1002.33(9)(h).

In compliance with F.S. 1002.33(9)(j), the School will obtain an annual financial audit to be performed by an independent certified public accountant. The School's audited financial statements will be comprised of three components: 1) entity-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. In addition, the audit will consider internal controls in place and will note any significant deficiencies or material weaknesses in internal controls. This report will also contain other supplementary information in addition to the basic financial statements themselves. Please refer to Section 18 for a more detailed explanation of the financial management processes.

E. Unless the ESP is the parent non-profit organization, explain how the governing board will ensure that an "arm's length," performance-based relationship exists between the governing board and the ESP.

The relationship between the Governing Board and the ESP is codified with a performance-based contract. The Management Agreement outlines the duties and responsibilities of each party and the specific performance requirements of the ESP. The Governing Board has complete authority to oversee the ESP and can terminate the Management Agreement for non-performance.

The Governing Board will fulfill its duties as indicated in the controlling charter school statute "the governing body of the charter school shall exercise continuing oversight over charter school operations." Fla. Stat. § 1002.33(9)(i).

All members of the Governing Board will comply with the conflict of interest policy. In addition, no member of the Governing Board will be employed by Charter Schools USA. No employee of

Charter Schools USA will serve as members of the Governing Board. At no point in time is a member of the Governing Board permitted to simultaneously work for Charter Schools USA.

The Governing Board has the authority to approve the budgets and Charter Schools USA will only make expenditures on behalf of the School that are approved and authorized by the Governing Board. CSUSA will receive compensation for its services in the form of a management fee. Any fees paid to CSUSA will be approved by the Governing Board during the annual budget development process. As per the Management Agreement, the customary fee for the comprehensive services provided is 15% of revenue; however, CSUSA may reduce its fee as a contribution to the School budget to ensure the School's overall financial viability in the event the full management fee cannot be paid. In such cases, the reduced fees do not create any liability or obligation to the Governing Board to repay CSUSA in the future.

F. Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.

CSUSA has unparalleled experience and qualifications in charter school management, including team members with direct oversight to plan, design, develop, staff, operate, equip and maintain the facility and programs. Charter Schools USA has an experienced and talented management team led by Jonathan K. Hage, President and Chief Executive Officer. Mr. Hage founded Charter Schools USA in 1997 and the organization has emerged as one of the nation's fastest growing and most successful education companies, with more than 5,000 employees educating nearly 50,000 students in 58 schools across seven states as of the 2013-14 school year. For the 2014-15 school year that number is set to grow to approximately 60,000 students in 70 schools. Under Mr. Hage's leadership, Charter Schools USA started the nation's first charter school in the workplace, the first municipal charter school, and operates the largest municipal charter middle-high school.

CSUSA is one of the longest standing, largest, and fastest growing companies in public education reform. CSUSA's rare combination of being amongst the largest and fastest growing organizations is the result of a disciplined, yet entrepreneurial, culture that has built a research-based education model that can be replicated. A commitment to the education model is definite, however, there is also a dedication to constantly improving through innovation.

CSUSA was the first education management organization in the nation to receive the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) accreditation seal at the corporate level, meaning that each CSUSA-managed school is accredited. New schools, including the proposed School, will be immediate candidates for accreditation in the first year of operation. The accreditation process involves three ongoing components: 1) meeting high quality standards; 2) implementing a continuous process of improvement; and 3) engaging in quality assurance through internal and external review. The corporate accreditation is for a five-year term with regular monitoring of progress and reporting occurring during the term. CSUSA will be reviewed for continuous improvement every five years with a team returning for a site visit. CSUSA's corporate staff of approximately 450 employees will dedicate hands-on guidance and support for all aspects of operations for the School.

The School's educational philosophy is rooted in the belief that every child can learn when provided the right academic resources and learning environment. CSUSA creates a learning environment that is founded upon the following traditional educational methodologies and current research: Howard Gardner's *Theory of Multiple Intelligences* and Robert J. Marzano's *What Works in School: Translating Research into Action*. Measurable progress will be supported by consistent data and a variety of teaching strategies that match a student's learning style. The philosophy is the belief that all children can learn, function as responsible citizens and actualize their potential as productive members of the workforce. The mission of the ESP stems from this core philosophy and values the relationship between teacher and student and the role the family plays in a child's academic and social development. The mission is to build a rigorous and productive learning environment where students can reach their academic potential and where teachers set clear educational goals.

CSUSA demonstrated success in significantly increasing student academic achievement and attainment for all students—particularly minority and low-income students—is a direct reflection of the quality charter schools it operates. CSUSA takes a hands-on approach with each one of its network schools through all aspects of development, implementation, and management. This approach is geared toward building strong long-lasting relationships with governing boards and the School community, as well as ensuring the quality expected from all stakeholders in a CSUSA-managed school.

G. Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools.

Appendix D contains a complete list of CSUSA-managed schools including their location, grades served and 2013-14 student performance data and 2012-13 audited financial performance data.

Section 12: Human Resources and Employment

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

Performance-Based Compensation: Research supports the notion that people are motivated through achievement and growth. Both internal and external research has validated that School employees believe it is very important to be eligible for pay differentiation based on performance. Moreover, studies indicate that not only does this contribute to the retention of high-quality staff, but also positively impacts student achievement. Principal and teacher performance evaluations will comply with Florida's Student Success Act. Consequently, the School will have a performance-based compensation plan that includes the following:

- Performance bonuses for administration based on pre-determined goals.
- Participation in various programs, such as American Board for Certification of Teacher Excellence, to provide incentive bonuses for teachers based on student achievement.
- School-wide performance incentive goal provided to faculty and staff at each school that achieves predetermined school-wide goals.

As allowed in Section 1002.33(12)(i), the School will operate as a private employer and will reflect an employment practice that will seek to mirror the diversity of the community and student population.

The Governing Board believes that it is in the best interest of both the School and its employees to fairly compensate its workforce for the value of the work provided and have structured the compensation system in a way that rewards high performers based on criteria linked to student achievement. Pay scales have been established so that salaries can grow with merit increases. How quickly an employee moves toward the maximum is determined by the budget and the level of individual performance through an annual performance appraisal process. Incentive bonuses are provided that link to the School's strategic plan. Examples of these are: student achievement and school enrollment criteria. The Governing Board will establish budget criteria, incentives, and other motivating factors that will attract, reward and retain the best employees. When determining an employee's starting salary several factors are considered, including but not limited to:

- Base Pay, which is the start of the salary band
- Years of experience the candidate brings with him/her
- Higher education degree of a Masters or Ph.D.
- Critical shortage area: Science, Math, etc. (as needed)

The School's salaries are comparable to Palm Beach Public Schools but structured differently. The School will use a salary worksheet to calculate starting salaries in a fair and consistent manner. As an example of how the School determines starting salaries, table 12.1 provides the basic criteria:

Table 12.1

Position Title	Teachers' Starting Pay		
Base Salary	Min \$36,882	Mid \$39,000	Max \$42,000

The budgeted average base teacher salary assumes that approximately half of the teachers start at the beginning of the salary band and the other half will have varied levels of teaching experience or require adders as needed to recruit qualified candidates. In order to prepare a conservative budget, the average salary for instructional staff was used; however the school fully understands that differentiated pay is required according to the Student Success Act and each teacher's actual compensation will be based on merit pay calculated at 50 % Student Growth Measure; 30% Teacher Performance Evaluation Score; and 20% Deliberate Practice Score.

Once the starting salary is determined, the employee moves through the band depending on how well he/she performs. The band is assessed annually based on local market analysis, cost of living adjustments, budget and other factors that might justify adjusting the salary band. The above does not include additional bonus opportunities that teachers are eligible for through School and goal achievement.

The ESP works hard to provide performance incentives to supplement base pay and to reward high-performing staff. Each year a percentage increase will be built into the budget for merit increases, as funding allows. During the initial years of operation as enrollment in the School is growing, it is a challenge to build additional incentives into the budget. However, there is always a strong focus on differentiated pay to attract and retain top talent and on identifying funding sources to support this strategy. Incentive strategies include but are not limited to:

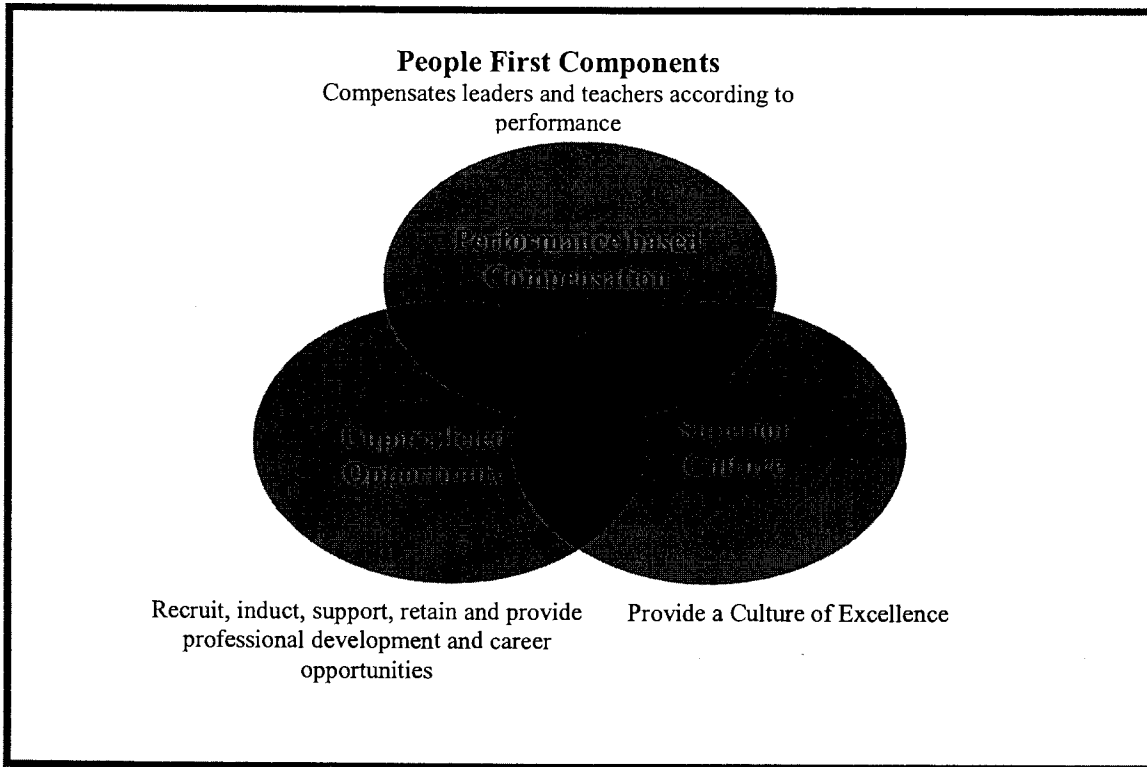
- Merit increases: Merit increases are built into the budget and awarded based on performance on formal evaluations. In many cases, this allows high-performing staff to meet or exceed what they might earn in the district.
- School-Wide Incentive Bonus: The Governing Board works diligently to manage costs so that budget surplus funds can be allocated towards a School-wide incentive bonus to reward all team members for the achievement of specific goals.
- Recognition Programs: The ESP provides network-wide recognitions such as Teacher of the Year, New Teacher of the Year, and Team Member of the Year. These are awarded at an individual school level, as well as overall winners. The recognition is accompanied by a cash award.

B. Describe the proposed personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program.

The Governing Board will work directly with the ESP to implement the School's employment procedures and policies. The ESP has conducted extensive internal and external research to determine the most important elements in designing a work environment and culture to support employee performance, build morale, and promote student achievement. The following describes

the School's People First Plan which is the framework for all employment policies and procedures.

Figure 12.1



The School will implement the People First Plan as outlined below:

All School staff will participate in a Human Resources Orientation Program where policies will be reviewed in detail and each employee will acknowledge his/her responsibility to adhere to School policies. Some of these policies will include harassment, discrimination, workplace violence, EEOC, safety, company ethics and conduct and other policies, as outlined in the Employee Handbook. The complete employee handbook can be found in **Appendix E**. Part of each employee's performance evaluation will be based on how well they perform their job and how well they demonstrate the values and principles of the School. Each employee will be accountable for a safe and positive work and learning environment for the students and staff.

Professional Development

Effective teachers who utilize multiple instructional strategies are providing their students an educational environment that focuses on innovative learning methods for application of what they have learned. To facilitate a broad understanding of high-probability research based instructional strategies the ESP will provide the following professional development trainings found in table 12.2:

Table 12.2

Required Trainings	Other Offerings
<p>New Teacher Induction – Three-week seminar that includes instructional methods for data-driven instruction and research based classroom management and student motivation.</p> <p>Returning Teacher Orientation – One-two week seminar that includes instructional methods for data-driven instruction and research based classroom management.</p> <p>Teacher Learning Communities - An on-going community for new teachers that include monthly meetings to review and enhance the teacher’s knowledge of high-probability instructional strategies.</p> <p>Curriculum Cadre – Curriculum Resource Teachers from CSUSA’s network of schools meet to discuss innovative classroom strategies that support student achievement once a month, as well as to monitor the success of past strategies, in order to share and implement the most effective strategies within their schools.</p> <p>Curriculum Mapping - although the process of monitoring and editing curriculum maps occurs throughout the school year, once a year teachers meet to discuss the notes they have taken throughout the year to see how they can improve the curriculum maps for each subject area. Master teachers then take this information to the classroom teachers to ensure that they have a successful year by notifying them of any changes to the curriculum map, and adjusting instruction accordingly</p> <p>Data Analysis - staff development is provided to teachers to ensure that they are analyzing their students’ data for maximum student achievement.</p>	<ul style="list-style-type: none"> • Writing Effective Lesson Plans • Formalization of the Instructional Program • Development of a Comprehensive Assessment Plan • Collection and Interpretation of Student Performance and Achievement Data • Theory of Multiple Intelligences • Harry Wong: The Effective Teacher • Assessment and Evaluation • What Great Teachers Do Differently: 14 Things that Matter Most • Classroom Instruction that Works: 13 High-Probability Strategies • Six Traits of Effective Writers • Using Manipulatives in Math • Strategies for Successful Test Taking • CHAMPs: A Proactive and Positive Approach to Classroom Management (CHAMP: Conversation, Help, Activity, Movement, Participation) • “Best Practice” Strategies for the Classroom • Centers in the Classroom • Technology in the Classroom • The Interdisciplinary Curriculum • English for Speakers of Other Languages Regulations and Procedures • Exceptional Student Education Regulations and Procedures • Research-Based Innovative Learning Methods

Professional development is a strategic tool for the School’s continued growth, productivity and ability to retain valuable employees. Short-term plans are implemented to create projects; long-term plans are implemented for the organization; career development plans are implemented for the employee; and skill-building is used for immediate improvement in employee performance in areas of deficiency. All of these components are part of professional development.

Teacher Evaluation System

The purpose of the Teacher Evaluation System is to increase student learning growth by improving the quality of instructional, administrative, and supervisory services. The TES will include the Teacher Performance Evaluation (TPE) instrument, the Non-Classroom Instructional Personnel Performance Evaluation (NCPE), and the Strategic Support Observation Tool (SSOT) that are based on the research of Robert J. Marzano, with clear connection to the Florida Educator Accomplished Practices (FEAPs), and the Florida adopted Marzano Evaluation Model (the state of Florida's Model).

The TPE and NCPE will be used for teachers' and non-classroom instructional personnel's formal performance evaluation(s). The SSOT will be used throughout the year to provide feedback on performance, with outcomes used for the deliberate practice score for the academic year.

Where applicable, the School will employ various assessments that will be used for evaluation purposes, including the consideration of district and statewide assessments as they become available. Assessments will be aligned to the NGSSS and Florida Standards transitioning to Florida Standards in accordance with the State's timeline.

The School will base at least 50 percent of the performance rating on data and indicators of student learning growth assessed annually by statewide assessments. The metrics that are used to determine the final rating, along with each metric's weight in the formula, are as follows:

- Student Growth Measure: 50%
- Teacher Performance Evaluation Score: 30%
- Deliberate Practice Score: 20%

The School will utilize a state-approved Teacher Evaluation System. All observation results will be calculated electronically via the School's local instructional improvement system, a process that will be overseen by the School's principal and the ESP.

The CSUSA Teacher Evaluation System is in compliance with the Race to the Top (RttT) requirements. The final teacher evaluation score will be comprised of the combined scores from the above three metrics. The final TES scores will be used to help determine human capital decisions including merit pay increases. Teachers that score Highly Effective (HE) may be eligible to receive the top tier, teachers who score Effective (E) may be eligible to receive the middle tier and Developing teachers that do not score HE or E may be eligible to receive the lower tier.

Student Learning Growth (SGM) or (VAM)

Student learning growth will be determined by the State's growth model (SGM) based on students' performance on the Florida Standards assessment. Including students who met Surveys 2 and 3, the School will utilize three years of value-added model (VAM) scores and assign quality points (4, 3, 2, or 1) for each year. The quality points for all three years will then be averaged to arrive at the student growth quality rating $((2012+2013+2014)/3)$ for the current year. Cut scores to identify the appropriate quality points will be determined by using a 65% confidence interval (CI) to ensure teachers rated Highly Effective and Unsatisfactory are in the

correct group. Teachers' value-added-model estimates will then be subject to 95% and 80% confidence intervals. Teachers whose two CI scores are completely above the 65% interval will be rated Highly Effective. Conversely, teachers whose two CI scores are completely below the 65% confidence interval will be rated Unsatisfactory. Teachers whose confidence interval straddle the 65% interval will be divided into either the Effective or Developing/Needs Improvement group based on the location of their VAM estimates and approximate 95% and 80% confidence intervals.

- Effective: At least 30% of students met expectations
- Developing/Needs Improvement: Less than 30% of student met expectations

When 2015 scores are received, the School will reevaluate the calculations and may choose new cut points. This will be a recurring process each year to ensure the most accurate and effective approach for determining SGM quality ratings for teachers. For non-departmentalized elementary teachers, VAM scores will be an equal weighting of reading and mathematics scores. For courses that do not have statewide assessments, cut scores to determine quality points (4, 3, 2, or 1) will be developed based on 2015 standards-based EOC scores. By 2015-16, for subjects and grades not assessed by the statewide assessments, the School will use FLDOE models upon availability, to measure student learning growth using equally appropriate formulas, and/or use the District's formulas where applicable and available. For courses for which there are no appropriate assessments, the School's principal will collaborate with CSUSA to determine established learning targets. All students at the school are required to participate in statewide assessments.

Teacher Performance Evaluation (TPE)

The process to assign a final TPE rating is as follows:

- Step 1: Rate observed elements at each of the following levels: Innovating (4), Applying (3), Developing/Beginning (2), and Not Observed (1).
- Step 2: Count the number of ratings at each level for each of the 5 strategic priorities (Academic Excellence, Financial Health, Growth, Operational Performance, and Culture of Excellence).
- Step 3: For each strategic priority, determine the percentage of the total each level represents.
- Step 4: For each strategic priority, apply the results from Step 3 to the description for each level on the Proficiency Scale (based on teacher's experience level):
 - Category I: 1-3 years
 - Category II: 4-7 years
 - Category III: 8+ years

This is a strategic priority proficiency score and will be a number between 1 and 4.

- Step 5: Compute the weighted average of the 5 strategic priorities proficiency scores and find the resulting number on the scale.

The scale is as follows:

3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	1.0 - 1.49
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All observation results will be calculated electronically via the School's local instructional improvement system (when fully implemented), a process that will be overseen by CSUSA's Human Resources Department, and with final determination by the School's principal.

Deliberate Practice Plan (DPP)

The Deliberate Practice Score will serve as an additional metric evaluation element for all teachers. It will include three primary Focus Strategies developed as specific goals in each teacher's Deliberate Practice Plan (DPP). The DPP will be created, reviewed and completed in conjunction with school administration. Progress will be monitored via additional observations and classroom strategy reviews by school administration and/or mentors assigned to the teacher.

The evaluator will determine a proficiency rating for the deliberate practice score by rating performance on the identified goals for each of the three primary Focus Strategies during formal observations. The rubric for the rating will be based on Marzano's scale: Innovating (4), Applying (3), Developing/Beginning (2) and Not Using (1). The school administration will conduct a formal observation during the first quarter of the school year to determine the initial data point for each Focus Strategy. The number of growth levels from the initial data point to the final data point will be determined for each element. Based on a final, formal observation conducted during the fourth quarter of the school year, a growth level will be determined for each Focus Strategy. The growth level will be compared to a scale to determine the Deliberate Practice Score for each Focus Strategy. The Deliberate Practice Scores for the three Focus Strategies will be averaged for the final Deliberate Practice Score.

Superior Culture

The culture of the School is integral to the attraction and retention of high quality staff. The following are cultural elements that will be built into the School:

- Uniforms
- Parent involvement
- Strong discipline plans
- Classroom management expectations
- Action plans based on semi-annual staff surveys
- Action plans based on semi-annual parent surveys
- Strong focus on the 21 Responsibilities of a Leader that, according to research, drives student achievement
- Recognition programs (corporate and school based)
- Summits and conferences that celebrate success, involve staff in planning and provide motivation and excitement about our mission
- Teambuilding and recreational events that build camaraderie and a sense of belonging
- Character education programs that supports an Ethical Learning Community and positive school culture
- Other factors that support a positive culture include:
 - Safe and orderly environment
 - Collegiality and professionalism
 - Parent and community involvement

Unparalleled Opportunity

From New Teacher Induction for new teachers to the Leading Edge Program aimed at high performers, there are numerous opportunities provided to allow staff to learn, grow and adjust their career path according to their professional goals. One example is the QUEST process that will allow the ESP to not only monitor the School's progress, but it also allows staff throughout the network to gain an opportunity to visit other schools and be involved in the continual improvement process. Conferences, seminars and other professional development activities are all opportunities that are provided.

Section 13: Student Recruitment and Enrollment

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

Understanding that the School is indeed a "school of choice," the Governing Board recognizes the importance of marketing and recruiting to parents and students of Palm Beach County. In general, the extent or degree of marketing efforts depends primarily on the targeted population. In order to promote a neighborhood school environment, the marketing strategy starts in the immediate area and then broadens to the mass market.

Marketing to residents in the surrounding communities will be the primary focus. In order to ensure strong demand and create a "wait-list" application pool, marketing will occur to all appropriate populations (geographic, ethnic, age). Utilizing the School's student information system, applicants will be tracked and ordered appropriately. This method will provide an opportunity for all students applying to be admitted, while ensuring an orderly management of achieving enrollment targets across all grade levels.

The School will conduct a three phase marketing campaign: Identification, Awareness, and Recruitment. The efforts of this campaign should achieve enrollment capacity and a waitlist.

Phase I: Identification

First, the School will identify eligible students as identified in the Charter. Second, the ESP will identify the target recruitment area based on a detailed and thorough analysis of the area and compliance with the Charter. Some of the indicators to identify a target recruitment area include:

- Community demographics
- Local school capacity
- Local school academic performance
- Perform scientific surveys for interest areas (e.g. programs, transportation, etc.)

Phase II: Awareness

Beginning approximately one year prior to School opening or upon approval of this Charter Application, the School will conduct a broad marketing campaign throughout the targeted areas that educates and publicizes to the community information about the charter school movement and more specifically the opportunities and benefits available at the School. Publications and media clips will be produced as needed to match the demographics of the community.

These efforts will include, but not be limited to:

- Local print media
- Development of a school website accessible via the internet, with email options
- Distribution of brochures and flyers about the School and the programs offered
- Participation in "town hall" type meetings with local organizations
- Direct mailings and targeted cable television advertisements to the community
- Local television public service announcements
- Announcements in Human Resources Newsletters for area businesses

Phase III: Recruitment

Enrollment will take place until the School is fully enrolled and staffed. At this point of the marketing campaign and continuing with the above efforts, a more extensive hands-on marketing strategy will be implemented.

These efforts will include, but will not be limited to:

- Targeted Direct Mail, cable television and newspaper advertisements
- Continued distribution of brochures and flyers about the School and the programs offered
- Presentations/information sessions to the local community, neighborhood clubs, libraries, and other organizations
- Display signs and flyers throughout the immediate and surrounding communities
- Open houses and information sessions at the School
- Internal company email advertisements through local businesses

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

The School is committed to enrolling a diverse student population and shall abide by the provisions in the Florida Educational Equity Act, Fla. Stat. §1000.05(2)(a), and Florida Statutes that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability.

Marketing strategies to announce the opening of the School to “hard to reach” populations will include, but not be limited to the following:

- Production of marketing materials and school applications in languages other than English, such as Spanish and Haitian-Creole, as needed, to accommodate the needs of the community
- Availability of bilingual staff to answer questions
- The website will have enrollment applications in multiple languages
- Radio public service announcements in multiple languages
- Posting of information (in appropriate languages for the community) in local public areas (i.e., libraries, grocery stores, YMCA, centers, etc.)
- Advertising in magazines, newspapers, including free community publications
- Distribution of information to local businesses’ human resources departments
- Advertise Open House Information Sessions in a variety of locations and languages throughout the community

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

The School will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. Pursuant to Fla. Stat. §1022.33(10)(b), the School shall enroll an eligible student who submits a timely application unless the number of applications exceed the capacity of a program, class, grade level or building. In such cases, all applicants shall have an equal chance of being admitted through a random selection process. Enrollment will also follow FS

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

- students who are siblings of a student enrolled in the School
- students who are the children of a governing board member of the School
- students who are the children of a School employee
- students who are the children of an active-duty member of any branch of the United States Armed Forces

Student applications will be made available online through the student information system, accessible on the School website, and in paper form at local distribution sites. The student information system accepts student applications and monitors the number of applications submitted for each grade level. The student information system is the only system designed specifically to meet the unique needs of charter school's application management needs. The student information system manages all aspects of the enrollment process including: online applications, application verification, sibling applicant record linking, admission preference management, manual and computerized lottery options, wait-list management, data exports (mail merges), and statistical reporting.

Upon submission of an application the information is reviewed for eligibility of attendance. Proof of residence in a particular area and age requirements are verified. At each phase of the admission process the appropriate correspondence will be generated and communicated to each applicant. The data will be monitored and reports created to determine the need for a lottery, waitlists, and letters of acceptance. If, at the end of the open enrollment period, there is an over subscription for any grade level a lottery will be conducted.

All accepted applicants will be provided with written registration requirements. Documentation required by Palm Beach County Public Schools is collected for review and verification. The following items are generally required for all students:

- social security number (optional)
- birth certificate
- report card, transcript
- current immunization/medical history

Reports detailing status of student registration items are produced using the student information system. Once all students are registered and classes have been assigned, class size will determine the need for subsequent marketing efforts. Applications will be accepted on an ongoing basis and maintained on a waiting list. Communication with perspective students will be generated as appropriate. The tentative timetable below will be used for registering and admitting students, including a plan for the admission lottery if the number of applicants exceeds the program capacity.

Table 13.1

Year 1	
Open enrollment	February - March
Application verification	April
Notification of lottery	April
Lottery	May
Student enrollment/ waitlist notice sent	May
Registration	May - ongoing
Year 2	
Recommit letters to current students	January
Open enrollment	January - February
Application verification	March
Notification of lottery	March
Lottery	April
Student enrollment/ waitlist notice sent	April
Registration	May - ongoing

Early Registration: Prior to opening, an open enrollment period will be established. At the end of the enrollment period, parents will be notified of acceptance to the School or assigned a lottery number in the event that applications exceed capacity. If capacity is not reached after the established enrollment period, subsequent applications will be accepted on a first-come, first-serve basis until capacity is reached.

In subsequent years, applications will be accepted each year during an open enrollment period and continuously thereafter to maintain capacity in each grade level. All applications will be date/time stamped as they are received and filed by grade level. If the number of applications exceeds the capacity of a program, class, grade level, or building, a public lottery will be held to determine which applicants are admitted. The number of seats available will be determined by the number of students who re-commit minus the capacity. This is in compliance with Fla. Stat. §1002.33(10)(b). The lottery will be system generated. Once all open seats have been randomly filled, the remaining applicants will be placed on a waitlist. All applications received after the open enrollment period will be placed at the bottom of the waiting list for that particular program, class, or grade level in the order in which they are received. Parents will be notified in writing of their child's acceptance no later than twenty-one (21) days after the acceptance period deadline and will have a specific timeline to respond to the School in writing of their decision to attend. If an accepted applicant decides not to attend the School, the slot will be given to the first person on the waiting list.

In compliance with Fla. Stat. §1002.33(7)(a)8, the School will endeavor to achieve racial/ethnic balance through the comprehensive marketing plan. The School will focus its efforts on recruiting students in a manner consistent with the racial/ethnic balance of the community it serves or within the racial/ethnic range of other public schools in the district. This effort will include marketing to underrepresented populations with direct mail, community postings, public service announcements, and the availability of bilingual staff.

Lottery Rules and Procedures

Rules: General

1. For the purposes of the following rules,:
 - All references to dates are defined to mean WITHIN THE HOURS OF OPERATION on the date indicated.
 - Manual lottery refers to the selection of applicant names by a random method such as the blind drawing of individual names from a container in sequence until all names in the container have been exhausted.
 - Student information system lottery refers to the process whereby all eligible applicants are assigned a random number by the student information system and sorted, by grade, in order of the randomly assigned number, and preference.
2. All Applicants who applied within the open enrollment window (students not already attending the School) participate in the lottery irrespective of preference status.
3. Only applications received prior to the end of the enrollment deadline are eligible to participate in the lottery.
4. All applicants offered a seat shall be required to affirmatively respond to an offer for acceptance within the designated time. Those not responding (excludes declines) will be moved to the end of the waitlist.
5. Only one lottery shall be conducted by the School to include all grades in which the number of applicants exceeds the number of expected seats available.
 - At the end of the open enrollment window, if the number of applicants is less than the number of seats anticipated to be available, no public lottery shall be conducted for that grade. However, the computer system shall assign each applicant a random number. In the event the number of available seats for a grade level in which a public lottery was not conducted is less than the number anticipated at the close of the initial enrollment data, ALL offers shall be rescinded and applicants shall be offered admission based upon the system assigned numbers.
 - Siblings of applicants in another grade who are offered and have accepted admission based upon the preference established by the rescinded offer SHALL maintain the seat accepted and the sibling whose offer, which has been rescinded, shall be considered to have a preference of an applicant with a sibling applying for the same academic year.
6. ALL offers of enrollment shall be made in the order of the lottery results and established waitlist. NO OFFER SHALL BE MADE TO A STUDENT NOT PROPERLY ENTITLED TO THE NEXT AVAILABLE SEAT.

Rules: Preferences

1. All preference categories shall be published prior to the conduct of the lottery
2. All applicants entitled to receive a placement preference shall be identified PRIOR to the lottery
3. Preference status entitles an applicant to be offered an available seat ahead of applicants without a preference status.

4. Preferences granted are subject to review and verification. The School reserves the right to rescind acceptance offers if the preference status is not verified or validated (i.e. of residency, proof of legal guardianship).
5. Siblings who are applying for the first time will receive preference only after one of the siblings has been selected in the lottery and accept their seat.

Procedure:

The open enrollment period must be published in advance of the lottery date regardless of the type of lottery.

Student Information System Based Lottery Process:

1. The School selects the applicants eligible to participate in the lottery.
2. The School will select the grade levels that require a lottery.
3. The School office will run the lottery process.
4. The lottery results module of student information system will highlight the students eligible for "offer" letters, along with noting the siblings.
5. Letters will be generated to offer students acceptance into the School.
6. The remaining students will move to a waitlist based on their lottery number.

In the event an applicant who should have been included in the lottery but wasn't due to an error by the School, an offer may be extended if space is available. In the event an applicant was offered a seat in the lottery and provided incorrect information that led to a selection, the applicant's offer will be rescinded and placed back on the waitlist according to their lottery pool number.

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

In furtherance of the School's mission and purpose, which includes developing well-rounded, engaged students, active parental participation will be required at the School. We have determined that active parental participation is essential to the delivery of our educational goals and is the key to the success of the overall program.

Parents will be asked to sign a "parent contract" agreeing to volunteer a minimum of twenty hours per school year. When two or more children from the same family are enrolled, parents will be asked to volunteer a total of thirty hours per school year. The School Principal or other school designee verifies the completion of the hours and credit is applied to the family's account. At the time of recommitment (usually January) for the following school year, parents are sent a letter notifying them of their progress toward completion of their volunteer hours. Parents are provided with numerous volunteer opportunities which can be completed at the School or at their home, thereby alleviating any possible hardship that may be created for parents that may not be able to complete volunteer hours at the School. Please see a sample parent contract in **Appendix I**.

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

Parental involvement is a combination of commitment and active participation on the part of the parent to the School and to the student. Parent participation will be encouraged at the School. Parent/Teacher Co-ops (PTC) will be established to provide an opportunity for parent and community input that can be used in the development of new schools and programs. PTCs will be organized each school year at the School and will participate in and provide input for fundraising, volunteering, and operations (i.e. bus loop). The PTC shall be comprised of parents of enrolled students, administrators, and teachers. Parental participation in the School's operations and governance will be fostered by a parent's obligation between the parent, student, and School. Annual surveys will be distributed to parents to receive input for school improvement and satisfaction. Moreover, the student information system supports continual and meaningful parental involvement in each student's education.

Parents will be notified via routine postings regarding the time and place of Governing Board meetings, and they will be invited to attend and participate. The School Principal and the ESP will be represented at the Governing Board meetings to discuss all issues pertaining to the management of the School. Issues to be discussed will include school finance, student achievement, benchmark results, institutional focus, personnel issues, facility issues, and/or ancillary services issues. Parental participation in the School's operations and governance will be fostered by:

- Attendance and participation in Governing Board meetings that will be open to the public and notification disseminated per Sunshine Law.
- Parent/teacher conferences held to provide a forum for open discussion and to build parent/teacher understanding and support.
- Semi-annual surveys distributed to parents to receive input for school improvement and satisfaction.
- A parental obligation between the parent, student, and School.

Upon approval of this Charter Application, the School will work to develop community partnerships that are in the best interest of both the School and the community. These community partnerships will enhance the integration of public entities that are charged with the welfare of our children and increase the quality of services provided at the School. Examples of the type of partnerships we expect to develop include:

- Law Enforcement Agencies
- Other Public Safety Entities
- Health & Human Services Agencies
- Not-for-Profit Organizations with Child Focused Missions
- Youth Programs / Organizations (e.g. YMCA)
- Chambers of Commerce
- Local Businesses (e.g. United Way)

III. BUSINESS PLAN

Section 14: Facilities

If the site is not acquired:

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

The exact location for the School facility has not yet been identified. However at this time several sites are being evaluated. The site will be compatible with existing neighborhoods and with local municipal and county planning efforts. The Governing Board's intent is for the School to be a newly constructed facility that meets the needs of the student population. The facility will meet all applicable commercial and life safety codes. The School will comply with the Florida Building Code pursuant to chapter 553 except for the State Requirements for Educational Facilities, as permitted by Fla. Stat. §1002.33(18)(a). In the event that an existing facility is available for conversion to an applicable facility, that would be considered as an alternative to a newly constructed facility. Regardless, the facility layout will be based on previous plans that have been successfully deployed by the ESP for charter schools serving similar populations. The facility is expected to be 60,000 - 80,000 square feet in size, occupying one to three floors. The facility layout will accommodate a logical separation of the elementary (K-5) and middle (6-8) school grades. In addition, the layout will include adequate resource rooms for enrichment programs, common areas for gathering (lunch, assemblies, etc.), and space for school administration. The school site plan will also include appropriate outdoor recreational areas, designated pick-up and drop-off zones, and parking for staff and guests. The district shall not be responsible for costs in the areas of facility construction or maintenance.

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

The ESP has extensive experience acquiring and developing properties to operate charter schools. In addition, the ESP has been actively engaged in developing the cost model for this School. Estimates have been derived based on the following:

- Industry experience
- Historical projects
- Detailed spreadsheets/models defining cost factors
- Actual cost data, as applicable
- Cost estimates from proposed contractors, as applicable

Using the tools described above, the cost of a newly constructed facility can be estimated, exclusive of land but inclusive of site work, facility construction, and furniture, fixtures, and equipment to outfit the School. Table 14.1 provides a more detailed breakdown of this cost estimate.

Table 14.1

Cost Element	Estimated Cost (low)	Estimated Cost (high)
Due Diligence / Legal	\$ 50,000	\$ 100,000
Land Purchase Cost	TBD	TBD
Architectural & Design Fees	\$ 200,000	\$ 250,000
Engineering	\$ 150,000	\$ 200,000
Site Work	\$ 750,000	\$ 1,000,000
Construction Expenditures	\$ 9,450,000	\$ 10,000,000
TOTAL	\$ 10,600,000	\$ 11,550,000

Pending approval of this Charter Application, the proposed school facility will be built using one of the following sources of financing: 1) Developer financing that has been bank approved based upon the developer's financial capability, anticipated FTE funding, and the success of the Governing Board's other charter schools. This is a traditional financing and development structure that has been used across the state of Florida and has been reviewed and vetted by several legal teams as well as by the attorneys for the developer/builder and in their professional opinion, meets all applicable law; 2) Third party private real estate investor financing; or 3) Tax-exempt bond financing.

Regardless of the source of funds, the School will make rent payments for the facility adequate to cover the cost of servicing the associated debt/lease costs. Please refer to the "building lease/rent line item in the budget in **Appendix F**. Historically, the Governing Board and ESP have been successful at securing long-term, low-interest financing for charter schools. In addition, the financing is typically structured to allow the repayment schedule to accommodate the gradual enrollment growth.

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

Pending approval of this Charter Application, the School facility will be developed. It is anticipated that the facility will be owned and constructed by a private developer, who will then lease the facility to the Governing Board. The School will make rent payments for the facility. The facility lease will be developed and executed as a component of the school development project plan. Before the School begins operations, the district will be provided with documentation of ownership or lease of the facility and certification that the building satisfies all requirements for fire, safety, health and accessibility for the disabled as per Fla. Stat. §1002.33(7)(a)(13).

The facility will meet all applicable building codes, including the Americans with Disabilities Accessibility Guidelines for new building construction. In accordance with §1002.33(18)(a), the School will not elect to follow the State Requirement for Educational Facilities. The facility will comply with all building code standards and regulations adopted by city and county in which the School is located.

The facility project will be managed by the ESP, who is a leader in the design and development of charter schools in the state of Florida, and has developed schools in a variety of settings including: urban, suburban, rural, and commercial centers. The ESP has opened charter schools ranging in size from 45,000 to 155,000 +/- square feet. The ESP will design a superior learning environment to achieve thematic and specialty programs inclusive of school technology, academic communities, and arts and sciences. The ESP has an extensive network of architectural firms experienced in designing schools, which provide a safe learning environment and operate efficiently and effectively. The design process is accomplished by a team of experts, both in-house and contracted, whose disciplines include: education, licensed general contracting, and project management.

Refer to Section 19, Action Plan, for a schedule of the key milestones for the development of the School. Detailed project plans will be built for each phase of the project. All construction and renovation projects undertaken prior to the opening of the School or during the term of the Charter will be carried out by experienced and appropriately licensed and insured construction professionals who will perform all work in accordance with the construction specifications, drawings and other documents, as directed by the design professional.

D. Describe the back-up facilities plan.

The School is evaluating several potential locations. Once a primary site has been selected, the remaining options will be considered a backup if the development of the primary location becomes unavailable.

Once construction begins on a site, it will be the long-term facility solution. In the rare event that issuance of the Certificate of Occupancy is not delivered in a timely fashion, the Governing Board intends to direct the ESP to locate short-term alternative facilities options. Any such alternate facility shall be suitable for school use, until such time as the School is able to open. In the unfortunate event that an adequate school facility or alternative short term facility cannot be secured, the approved application will request deferral of opening for one year until the facility plan can be carried out fully ensuring safety and compliance in all areas.

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

The School shall comply with applicable Florida Statutes and with the Class Size Reduction Amendment requirements as outlined in the Florida Constitution, Section 1 of Article IX, amended in November 2002 as it relates to charter schools. The School's staffing model and enrollment projections are designed to achieve compliance as it currently relates to charter schools. If the requirements for charter schools change over time, our school design will be modified and our projections amended to reflect necessary compliance, which may include modification to staffing and enrollment. For the upcoming school year, charter schools are mandated to comply with class size at the school-wide average.

Section 15: Transportation Service

A. Describe the school's plan for transportation, including any plans for contracting services. Your plan should discuss, to the greatest extent possible, the issues relevant to the school's transportation plans.¹³

The School may provide transportation through an agreement or contract with Palm Beach County Public Schools, a private provider, or parents. One bus has been included in the budget for transportation at a rate of \$302 per day. If necessary, the School will contract with a district-certified and licensed school bus company, to provide transportation. The provider shall furnish proof that it meets or exceeds all applicable district, state, and federal rules and regulations governing student transportation. The School shall receive its portion of categorical funds relating specifically to transportation of students.

If transportation is offered, the School will restrict transportation of students to those who live within a reasonable distance from the School, generally considered to be within a 2-4 mile walkout radius of the School, and those students subject to a hazardous walking condition. The School may provide transportation to students outside of the reasonable distance when transportation is necessary to provide adequate educational facilities and opportunities which otherwise would not be available. Transportation will be provided for students with disabilities enrolled in the School, as required by the student's IEP.

At the request of the parent, the School shall provide transportation pursuant to the McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11431, et. seq.) for each child of a homeless individual and each homeless youth.

During the enrollment process, the applicants are asked whether they will desire transportation. All students are accepted without regard as to whether transportation is requested. The School and the District shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter (Fla. Stat. §1002.33(20)(c)).

¹³ The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter.-(Section 1002.33(20)(c), Florida Statutes)

Section 16: Food Service

A. Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program.

If offered and available, the School would be willing to pursue a contract with the District's Food and Nutrition Department to become an additional site under their NSLP sponsorship. Under this type of agreement, the School would rely on District staffing and resources for their food service program and would not retain any of the NSLP reimbursements or student payments.

In the event that the District does not provide vended meals to charter schools, the Governing Board will appoint a person, usually the NSLP Director, to be responsible for completing all necessary NSLP paperwork and/or applications in advance of the school year on behalf of the School. If for any reason the School's application for participation in this program is not accepted, the School will amend its operating budget to reflect the reduction in revenues associated with reimbursement from the NSLP.

Each year, or as required, an Invitation to Bid (ITB) will be announced for each Governing Board/NSLP Sponsor as per the NSLP regulations. Once a vendor is selected their contract can be renewed for four additional years.

The School will require vendors to provide a quality unitized meal program that includes all the "components" of a full service operation. The "component meal system" consists of: individually packaged entrees; side dishes; fresh fruits; vegetables; fresh bread; condiments; plastic wear; trays and liners. In addition to providing these items, the chosen vendor shall also provide the following services to the School: delivery of all items to the School; menu planning; nutritional analysis; all necessary kitchen equipment (ovens, refrigeration, freezers, milk coolers, etc.); equipment maintenance; commodity utilization; food service training; marketing and promotions.

Prior to the beginning of each school year, training personnel are sent to the School to work with the food service staff on how to properly run the food service program, including: ordering, inventory, food preparation, serving procedures, and clean up. During the school year, the cafeteria staff will prepare all of the required meal components following the directions provided by the vendor.

Depending on the size of the School's enrollment, there will be up to two serving lines for the students. The serving lines are set up with the point of service station at the end. This set up ensures that the cafeteria personnel can see students are receiving all of the required components to make up a reimbursable meal. The School will utilize a computerized point of sale system that will track meals and provide a reporting function for accountability and NSLP claiming. All students are assigned an account number at the beginning of the school year and can add funds to their account in the cafeteria office. Regardless of account balance, no child is ever denied a meal.

At the end of each month, the cafeteria staff will be responsible for sending the monthly historical edit check report to the NSLP Director which will be used in the submission of the NSLP reimbursement claim.

The facility plan will include a multipurpose room which will mainly be used a spacious cafeteria. All students will eat meals in the cafeteria. The room will also be used for student gatherings and school wide assemblies.

Section 17: Budget

A. Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances.

A copy of the School's projected five year Budget is included in **Appendix F** and contains all revenue projections, expenses, and anticipated fund balances.

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

The planning costs for the School will be incorporated into and paid for as a component of the overall school development plan by the ESP. All initial startup cost for planning and development of the School will be paid by the ESP and reimbursed by the school upon operation. Charge-backs will be limited to direct costs only. These costs are incorporated into the school's first year's budget.

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

Revenue assumptions:

- FEFP funding per student is assumed at \$6,460 per student. This is from the latest funding worksheet provided by the FLDOE.
- Capital outlay is assumed at an average rate of \$276.03 per student each year.
- Food service revenue consists of a combination of full-paid lunches and reimbursement from the National School Lunch Program. Please see table 17.1 below.

		Breakfast	Lunch	
Food Service Revenue	Participation	All	57%	
	Breakout	Full	67%	
		Reduced	5%	
		Free	28%	
	Revenue	Full	\$ 1.50	\$ 2.85
		Reduced	\$ 0.30	\$ 0.40
		Free	\$ -	\$ -
	Government Revenue	Full	\$ 0.29	\$ 0.37
		Reduced	\$ 1.62	\$ 2.66
		Free	\$ 1.93	\$ 3.07
	Expense	All	\$ 1.28	\$ 2.48

Expense Assumptions

- Average teacher wage is assumed at \$39,000. In addition, a Performance Assessment allotment is included in the budget. This allotment is performance-based.
- Management Fees are calculated at 0% in year one, 2% in year two, 5% in year three, 7.5% in year four and 8.5% in year five.
- Rent is included in the budget at 15% of revenue in all years.

- Capital expenditures for computers, software and furnishings are included in the budget. Since year one will be the initial year for these purchases, the amount of \$869,550* is higher than subsequent years for these items, Subsequent years include these items for additional enrollment and replenishment of existing items. *Note – 100% of FF&E capitalized technology purchases in the first year is assumed to be financed over five years.
- Cumulative fund balance of at least 3% of revenue is achieved by Year Two with a balance of \$253,067. The balance grows to \$829,804 (or approximately 10% of revenue) by Year Five. These funds will be maintained for the School and used at the Governing Board's discretion.

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

The Governing Board shall adopt a comprehensive and balanced budget on an annual basis, which shall include all forms of revenue and all expenditures, including (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance. Amendments to the budget will require the approval of the Governing Board. The budget will be prepared conservatively and with viability and sustainability of the School in mind. The School will annually submit to the Sponsor a copy of the School's adopted budget on or before August 20.

The spending priorities of the School are as follows: personnel expenses; instructional resources, facilities costs; furniture fixture and equipment lease payments; all other operating expenses; excluding the management fee.

The Governing Board has a rigorous budget management process to ensure that the School achieves the desired positive financial results. The Governing Board will approach budget management as a three-part process: (1) financial statement preparation, (2) regular review of actual results, and (3) continuous forecasting of future results. The first part of the process is the preparation of monthly financial statements which are prepared by the ESP. To supplement the financial statements, the ESP will provide monthly dashboard reports which will summarize the monthly activity of the School, compare the results to the budget, identify significant budget variances, and provide recommendations where appropriate.

As budget variances arise and are managed, new forecasts will be developed each month to ensure the School stays on track financially throughout the year. These forecasts will allow School leadership to make timely management decisions to ensure the financial health of the School, and will be presented to the Governing Board on a monthly or quarterly basis.

The Governing Board proposes a school design that is both efficient and effective for providing a high quality charter school. The objective is to fill the school to capacity. The financial projections show enrollment projections that we believe are conservative and maintains a positive fund balance. We will manage the budget based on actual enrollment and deliver high quality results. In the event that revenue shortfalls due to lower than expected enrollment occur, a revised budget will be created and submitted to the district. Variable expenses will be adjusted

to compensate for the revenue shortfall. For example, staff and associated expenses will also be reduced as required comparable to the reduced enrollment. Budgets will be revised as necessary to achieve balance and align costs with revenue in a manner that is least disruptive to the learning environment. The ESP will stand behind the School to ensure its viability, up to and including reducing its fees for services to zero.

E. Provide monthly cash flow projections for the school's start-up period through the first year of operation.

The School's monthly cash flow projections are included in **Appendix F**.

F. Describe the school's fundraising plan, if applicable.

The School budget is designed so that all of the ordinary and necessary costs of operating the School, including capital needs, will be met primarily by the State FEFP. Although fundraising amounts are not included in the budget, fundraising may be provided from the School's PTC and/or student fundraising campaigns as needs are identified. Currently there are no fundraising efforts taking place.

Section 18: Financial Management and Oversight

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

The Governing Board will contract with the ESP to provide financial management services to the School. The Governing Board will adopt the established processes and procedures of the ESP to ensure fiscal responsibility and sound internal controls as discussed in Section 11.

The ESP will manage the day to day accounting and financial reporting function for the School. There will be several layers of oversight internally between employees performing finance-related tasks at the School and at the ESP's corporate support center. The ESP's Finance Department consists of several CPAs including the Chief Financial Officer, Controller, Assistant Controllers and Staff Accountants. This sets the tone for the control environment to ensure that financial resources are properly managed.

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

The Governing Board shall adopt a comprehensive budget on an annual basis, which shall include all forms of revenue and all expenditures. In addition to preparing a conservative budget, the Governing Board has a rigorous budget management process to ensure that the School will achieve positive financial results.

The Governing Board's approach to budget management is a three-part process including: (1) review of financial statements, (2) review of budget vs. actual variances, and (3) forecasting of future results. The first part of the process is the preparation of the school's monthly financial statements. These financial statements are prepared by the ESP and are distributed to both school leadership and the Governing Board. Monthly financial statements will be prepared using Generally Accepted Accounting Principles specific to governmental entities. The School will also follow the guidelines in the "Financial and Program Cost Accounting and Reporting for Florida Schools" (Red Book). Monthly financial statements will also include a comparison of actual results to the approved budget to facilitate the second part of the process. Through forecasting, the third part of the process, the Governing Board will be able to make timely decisions to ensure the financial health of the School.

In compliance with F.S. 1002.33(9)(j)(1), the School will obtain an annual financial audit that is performed by an independent certified public accounting firm. The Governing Board may select an audit committee to oversee the audit of the School. The Governing Board will use the auditor selection procedures as outlined in F.S. 218.391. The audit shall be performed in accordance with Generally Accepted Auditing Standards; Government Auditing Standards, issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General, State of Florida. Audited statements will be submitted to the Sponsor no later than September 1 of each year.

In addition to the process described above, the School will provide monthly dashboard reports. The dashboard report summarizes the monthly activity of the School, compares the results to the budget, identifies significant budget variances, and provides recommendations where appropriate.

As budget variances arise and are managed, new forecasts are developed each month to ensure the School stays on track financially throughout the year. These forecasts allow school leadership to make timely management decisions to ensure the financial health of the School and are presented to the Governing Board.

The School will employ a school-based Business Operations Manager who will act as a liaison to the ESP for human resource, payroll, and financial matters relating to cash collection. The Business Operations Manager will also work with the Principal to ensure adherence to the Governing Board-approved budget. Below is a summary of the finance and accounting functions that the Business Operations Manager will perform:

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

The ESP's financial management services include:

- Processing of accounts payable
- Preparation of the monthly financial statements for the School
- Processing of payroll
- Budget preparation, maintenance and forecasting
- Financial reporting to internal and external parties
- Audit management

The ESP's financial management team includes:

- Accounts Payable Coordinator: Pays approved expenditures for the School
- Staff Accountant: Prepares the monthly financial statements for the School
- Assistant Controller : Oversees the work of the Staff Accountant
- Controller: CPA; oversees the Accounting Department
- Financial Analyst: Prepares the School's annual budgets; reviews the financial performance of the Schools on a monthly and quarterly basis, focusing on budget variances; conducts monthly dashboard reviews with school leadership
- Senior Financial Analyst: Oversees the work of the Financial Analyst Prepares the School's annual budgets; reviews the financial performance of the Schools on a monthly and quarterly basis, focusing on budget variances; conducts monthly dashboard reviews with school leadership

- Manager of Financial Planning and Analysis: Oversees the work of the Financial Analyst and Senior Financial Analyst
- Senior Director of Financial Planning and Analysis: Oversees the Financial Planning and Analysis team

Professional training for the School Principal and school-based Business Operations Manager will be provided by the ESP. On an annual basis, these school administrators will be required to attend the School's Summer Leadership Institute, which will include training on relevant subjects such as budgeting, financial management and human resources and educational best practices. In addition, ongoing training will be provided in the form of quarterly meetings, at a minimum, which will focus on current developments in industry best practices.

If the School is found to be in a state of deteriorating financial condition or meets one or more of the conditions in §218.503, F.S., *Determination of Financial Emergency*, the School's Governing Board and the Sponsor shall develop a corrective action plan and file the plan with the Commissioner of Education within 30 business days after notification is received in accordance with §1002.345, F.S.

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

Accounting records will be stored in the accounting information system, utilizing the Microsoft Dynamics SL accounting software. Journal entries and the appropriate back up documentation will be maintained in a secured environment. Information system backups are completed daily in order to ensure data is secured.

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

Student records shall be maintained in a limited access area and shall be locked at all times. As per the Florida Statutes, Chapter 119, all permanent or archival records will be kept in a locked waterproof and fireproof cabinet. Access to the records shall be confined to required school personnel (i.e. clerical personnel). Records shall not be made available to anyone outside the School except in accordance with the guidelines for public records or in the event of a lawful court order. Records shall be made available to district staff for the purpose of monitoring and oversight.

Financial records will be maintained at the ESP corporate support center, in a secured environment, with limited access to pertinent staff. However, should the district request or require an examination of financial records, the ESP will either accommodate the district at its Fort Lauderdale location, or will arrange to bring the requested documentation to the School for the district's review.

E. Describe the insurance coverage.

The School will comply with all insurance requirements specified by Palm Beach County Public Schools, or applicable state statutes regarding insurance and liability coverage. Table 18.1 is a sample of the School's insurance coverage:

Table 18.1

Coverage Type	Coverage	
Commercial Property Insurance	Based on value of property	
Commercial General Liability	Up to:	
	Each Occurrence	\$1,000,000
	General Aggregate	\$3,000,000
Commercial Automobile Liability	Each Accident	Combined Single Limit
	Bodily Injury Property Damage	\$1,000,000
Commercial Umbrella Liability	Each Occurrence	\$20,000,000
	General Aggregate	
Educators Professional Liability	Each Claim	2,000,000
	Aggregate	\$2,000,000
Director's and Officer's Liability	Each Loss	\$5,000,000
Employment Practices Liability	Each Loss	\$5,000,000
	Each Loss	\$1,000,000
Fiduciary Liability	Policy Aggregate	\$5,000,000
Fidelity Crime		\$2,000,000
Workers' Compensation and Employer's Liability	Workers Compensation	Statutory Limits
	EL Each Accident	\$500,000
	EL Disease Occurrence	\$500,000
	EL Disease Limit	\$500,000
Student Accident Insurance	Basic Each Occurrence	Reimburses Out-of- Pocket Expense Excess of Basic –
	Catastrophic	Aggregate Benefit Maximum \$5,000,000

The insurance companies that provide coverage to the School will have a rating of "A-" or better and a financial size category of "VI" or better, according to A.M. Best Company, a national insurance rating company.

Section 19: Action Plan

A. Present a projected timetable for the school's start-up.

The construction project will be managed by the ESP. The ESP has developed charter schools in a variety of settings including: urban, suburban, rural, and commercial centers. The development team of project managers coordinates the creation, implementation, and adherence to school opening milestones and benchmarks. All project-related schedules are tracked and accessible via the Internet to ensure the most up-to-date information is available at all times. The development team will guide the project to successful completion by leading: weekly project reviews, benchmark/milestone tracking, contractor relations, and budget management.

The overall planning costs for the School will be incorporated into and paid for as a component of the overall school development plan by the ESP. The startup costs of planning and development of the School will be recovered by the ESP through the management fee it collects in future years. A model project timeline for school opening would include, but not be limited to, the following milestones/benchmarks. Each represents broad areas of activity. Detailed project plans will be built for each phase of the project. The ESP has developed a proprietary comprehensive checklist detailing over 1,000 items to be completed to ensure a successful and safe school opening.

Table 19.1

6/14– 3/15	<ul style="list-style-type: none"> • Approval of Charter Application • Management Agreement Executed • Approval of Charter Contract • Construction Drawings/Plans Approval • Site Selected and contract executed • Site Review <ul style="list-style-type: none"> ○ Facilities–Use for Programs (e.g. Athletics, Sciences, etc.) ○ Site Plan–Ingress/Egress, Transportation, Fields, Parking, Signage ○ Zoning • Site Plan Approval • Land Development Permit • Construction Financing • Finalize Architectural Design
10/14 – 3/15	<ul style="list-style-type: none"> • Apply for General Building Permit • Land Development • Facility Development • Open Enrollment Period • Enrollment – Finalize School Budgets/Forecasts • General Community Awareness/Information Marketing • Technology Planning • Identify Potential Leadership Candidates
3/15 – 6/15	<ul style="list-style-type: none"> • RFP's for Vendors <ul style="list-style-type: none"> ○ Services ○ Furniture, Fixture, and Equipment listing (FF&E) ○ Technology

Period	Projects/Initiatives/Key Dates/Events
	<ul style="list-style-type: none"> • Community Activities • Open Enrollment Period • Facility Lease Executed • Construction (Ongoing) • Faculty Recruiting and Hiring • Direct Marketing for Student Enrollment • Student Enrollment/Registration (Ongoing) • Lottery, if necessary • Complete Construction
6/15 – 8/15	<ul style="list-style-type: none"> • Certificate of Occupancy • Governing Board training • Installation of FF&E • Technology Installation • Staff Move-in • Staff Training • Teacher Professional Development • “Open House” Sessions for Parents/Students • Student Enrollment/Registration (Ongoing) • First Day of School • Direct Marketing for Student Enrollment

IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for Florida Charter Educational Foundation, Inc. is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Ken Haiko, Chairman to sign as the legal correspondent for the School.

Signature on Original Document

Ken Haiko, Chairman

August 4, 20104

Date

V. APPENDIX

Appendix A	Governing Board's Corporate Documents
Appendix B	Governing Board Member Resumes and Signed Conflict of Interest Statements
Appendix C	Proposed Management Agreement with ESP
Appendix D	ESP Profile
Appendix E	Key School Staff Job Descriptions and Employee Handbook
Appendix F	Five Year Projected School Budget and Financial Plan
Appendix G	Curriculum Samples/Sample Personal Learning Plan/Sample Report Card/ CSUSA Florida Student Progression Plan
Appendix H	Technology Plan
Appendix I	Annual Calendar/Code of Conduct

State of Florida



Department of State

I certify the attached is a true and correct copy of the Articles of Amendment, filed on February 17, 2011, to Articles of Incorporation for THE HOMESTEAD CHARTER FOUNDATION, INC. which changed its name to THE FLORIDA CHARTER EDUCATIONAL FOUNDATION, INC., a Florida corporation, as shown by the records of this office.

I further certify the document was electronically received under FAX audit number H11000042831. This certificate is issued in accordance with section 15.16, Florida Statutes, and authenticated by the code noted below.

The document number of this corporation is N00000006526.

Authentication Code: 111A00004158-021711-N00000006526-1/1

Given under my hand and the Great Seal of the State of Florida, at Tallahassee, the Capital, this the Seventeenth day of February, 2011



Kurt S. Browning
Secretary of State



February 17, 2011

FLORIDA DEPARTMENT OF STATE
Division of Corporations

THE FLORIDA CHARTER EDUCATIONAL FOUNDATION, INC.
6245 NORTH FEDERAL HIGHWAY
5TH FLOOR
FORT LAUDERDALE, FL 33308US

Re: Document Number N00000006526

The Articles of Amendment to the Articles of Incorporation for THE HOMESTEAD CHARTER FOUNDATION, INC. which changed its name to THE FLORIDA CHARTER EDUCATIONAL FOUNDATION, INC., a Florida corporation, were filed on February 17, 2011.

The certification requested is enclosed. To be official, the certification for a certified copy must be attached to the original document that was electronically submitted and filed under FAX audit number H11000042831.

Should you have any question regarding this matter, please telephone (850) 245-6050, the Amendment Filing Section.

Tina Roberts
Regulatory Specialist II
Division of Corporations

Letter Number: 111A00004158

P.O BOX 6327 - Tallahassee, Florida 32314

Internal Revenue Service

Date: June 17, 2004

Joy Yoder
6245 N. Federal Hwy. 5th Floor
Ft. Lauderdale, FL 33308

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Person to Contact:

Paul Perry 31-07423
Customer Service Representative

Toll Free Telephone Number:

8:00 a.m. to 6:30 p.m. EST
877-829-5500

Fax Number:

513-263-3756

Dear Sir or Madam:

This is in response to your request of June 17, 2004, regarding affirmation of the tax-exempt status of Homestead Charter Foundation.

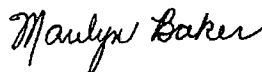
Our records indicate that a determination letter issued in May 2002 granted this organization exemption from federal income tax under section 501(c)(3) of the Internal Revenue Code. That letter is still in effect.

Based on information subsequently submitted, we classified this organization as one that is not a private foundation within the meaning of section 509(a) of the Code because it is an organization described in section 509(a)(1) and 170(b)(1)(a)(ii).

Donors may deduct contributions to this organization as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to the organization or for its use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Marilyn Baker, Manager, TE/GE
Customer Account Services

**SECOND AMENDMENT TO BYLAWS
OF
THE FLORIDA CHARTER EDUCATIONAL FOUNDATION, INC.**

THIS SECOND AMENDMENT TO BYLAWS (the "Amendment") of THE FLORIDA CHARTER EDUCATIONAL FOUNDATION, INC., a Florida not-for-profit corporation (the "Corporation") was adopted by resolutions in a written consent action of the Board of Directors of the Corporation dated as of April 13, 2012.

WHEREAS, the Bylaws of the Corporation, a copy of which is attached hereto as Exhibit A, were adopted by the Board of Directors of the Corporation as of October 2, 2000, and were amended by that certain Amendment to Bylaws adopted by the Board of Directors of the Corporation as of February 14, 2011; and

WHEREAS, the Board of Directors of the Corporation desire to further amend certain portions of the Bylaws; and

NOW THEREFORE, the Bylaws of the Corporation are further amended as follows:

1. **ARTICLE IV, BOARD OF DIRECTORS, Section 4.7 Compensation of Directors.** of the Bylaws is deleted in its entirety and replaced with the following:

"Section 4.7 Compensation of Directors. Directors will not receive compensation for services rendered in their capacities as Directors and no loans shall be made to any Directors."

2. **ARTICLE IV, BOARD OF DIRECTORS** A new **Section 4.8 Meetings of the Board.** is inserted as follows and all of the Sections of Article IV following this Section are respectively renumbered:

"Section 4.8 Meetings of the Board. All meetings of the Board and its committees are subject to the Florida Sunshine Laws, Section 286.11, F.S. with regard to open public meetings, and notice of meetings of the Board and its committees shall be provided as required therein.

3. **ARTICLE V, OFFICERS, Section 5.12 Salaries.** of the Bylaws is deleted in its entirety and replaced with the following:

"Section 5.12 Salaries. Officers will not receive compensation for services rendered as officers of the Corporation."

4. ARTICLE XII, NOTICE, Section 12.2 Waiver of the Bylaws is deleted in its entirety.
5. This Amendment is effective as of April 13, 2012.

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**AMENDMENT TO BYLAWS
OF
THE HOMESTEAD CHARTER FOUNDATION, INC.**

THIS AMENDMENT TO BYLAWS (the "Amendment") of THE HOMESTEAD CHARTER FOUNDATION, INC., a Florida not-for-profit corporation (the "Corporation") was adopted by resolutions in a written consent action of the Board of Directors of the Corporation dated as of February 14, 2011.

WHEREAS, the Bylaws of the Corporation, a copy of which is attached hereto as Exhibit A, were adopted by the Board of Directors of the Corporation as of October 2, 2000; and

WHEREAS, the Board of Directors of the Corporation desire to amend certain portions of the Bylaws; and

NOW THEREFORE, the Bylaws of the Corporation are amended as follows:

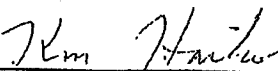
1. In the title of the Bylaws the name of the Corporation shall be changed to THE FLORIDA CHARTER EDUCATIONAL FOUNDATION, INC.

2. **ARTICLE I, NAME**, Section 1.1 **Name**, of the Bylaws is deleted in its entirety and replaced with the following:


"Section 1.1 **Name**. The name of the Corporation shall be The Florida Charter Educational Foundation, Inc."

2. This Amendment is effective as of February 14, 2011.

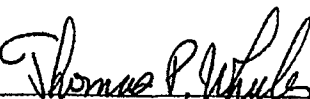
IN WITNESS WHEREOF, the undersigned Directors of the Corporation execute this Amendment to evidence the amendment of the Bylaws by the Board of Directors of the Corporation on the date set forth above.



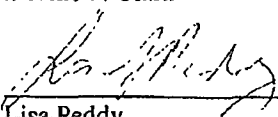
Ken Haiko



Dennis P. Clark



Thomas P. Wheeler



Lisa Peddy

**BYLAWS OF
THE HOMESTEAD CHARTER FOUNDATION, INC.
(A Not-For-Profit Florida Corporation)**

**ARTICLE I
NAME**

Section 1.1. Name. The name of the Corporation shall be The Homestead Charter Foundation, Inc. (the "Corporation").

**ARTICLE II
ORGANIZATION**

Section 2.1. Statement of Purposes. The purposes of this Corporation, as expressed in its Articles of Incorporation, shall be for the purpose of transacting any or all lawful business for which corporations may be incorporated under the Florida Not for Profit Corporation Act and to operate within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986.

Section 2.2 Dissolution. In the event of the dissolution of the Corporation, the Board of Directors ("Board") shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the remaining assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time 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 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.

**ARTICLE III
MEMBERSHIP**

Section 3.1. Members. This Corporation is a non-profit, non-stock corporation, and shall have a membership consisting of the Board of Directors of this Corporation serving from time to time.

**ARTICLE IV
BOARD OF DIRECTORS**

Section 4.1. Management. All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business and affairs of the Corporation shall be managed under the Board's direction. Except as specifically set forth to the contrary herein, the Board may not take any action, except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum of no less than three (3) Directors are present. The affirmative vote of not less than three (3) Directors shall be necessary for all actions by the Board relating to the following:

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

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

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

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

Section 4.2. Number of Directors. The initial Board shall consist of the Directors named in the Articles of Incorporation. The number of Directors may at any time be increased or decreased to no more than five (5) and no fewer than two (2) by a majority vote of the Board. In the event of an increase in the number of Directors, the additional directorships created shall be filled in a manner prescribed herein for the Election of Directors in accordance with Section 4.4.

Section 4.3. Nomination of Directors. Not less than one month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two (2) Board members. The nomination committee will compile and submit to the Board a slate of candidates for the directorships and offices to be filled at the upcoming meeting. These submissions shall be deemed to be nominations of each person named.

Section 4.4. Election of Directors. Directors shall be elected by the Board at any meeting when there is an expiring term from a slate of nominees, constituting of at least two (2) nominees for each position open.

Section 4.5. Vacancies. Vacancies occurring in an elected Directorship, however caused, shall be filled as soon as practicable by election in accordance with Section 4.4 hereinabove. Except for a Director elected due to the natural expiration of his predecessor's one-year term, a Director so elected to fill a vacancy shall hold office of the remainder of his predecessor's term.

Section 4.6. Resignation or Removal of Directors. A Director of the Corporation may resign at any time by tendering his resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. Any elected Director may be removed at any time, with or without cause, by a majority vote of the other Directors.

Section 4.7. Compensation of Directors. Directors will not receive compensation for services rendered in their capacities as Directors. However, nothing herein contained shall be construed to preclude any Director from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as a Director or in any other capacity.

Section 4.8. Annual Meetings of the Board. The annual meeting of the Board shall be held without other notice than this Bylaw on February 1st of each year, unless the Chairman, or the Board by resolution, provide for a different time and place for the holding of such annual meetings. The annual meeting may be held at such other time and place, without other notice than such resolution.

Section 4.9. Special Meetings. Special meetings of the Board may be called at any time by the Chairman of the Corporation. Further, special meetings of the Board must be called by the Chairman within fourteen (14) days of receipt of a written request of any two (2) or more Directors. Written notice of special meetings shall be given to each Director not less than two (2) days prior to such meeting. The notice shall set forth the time, place and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof.

Section 4.10. Regular Meetings. The Board shall meet at least four (4) times each year, including the annual meeting, each such meeting being approximately three (3) months from the date of the previous regular or annual meeting. The Secretary shall mail notice of all regular and annual meetings to each Director at the address on file with the Secretary at least fourteen (14) days prior to a meeting, indicating the date, place and time of the meeting.

Section 4.11. Quorum and Action of the Board. Three (3) Directors must be present in person at a meeting to constitute a quorum for the transaction of business at such meeting. Except as otherwise provided by law, the Articles of Incorporation, or these Bylaws, the affirmative vote of at least three (3) Directors present at a meeting at which a quorum is present shall be necessary for an action of the Board. A majority of the Directors present, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such adjourned meeting shall be given to the Directors who were not present at the time of adjournment.

Section 4.12. Voting Shares of Stock. In the event the Corporation owns shares of stock in another corporation, such shares shall be voted by the Chairman, or his designee, as authorized by a vote of the Board as set forth in Section 4.1 hereinabove.

ARTICLE V **OFFICERS**

Section 5.1. Number. The Corporation may have a Chairman, President, Vice President, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person. Officers need not be residents of the State of Florida or United States citizens. The failure to elect an officer shall not affect the existence of the Corporation.

Section 5.2. Election and Term of Office. All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 4.1 hereinabove at the annual meeting of the Board. A duly elected officer shall hold office for a term of one (1) year, commencing at the close of the annual meeting, and until their earlier death, resignation or removal.

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

Section 5.4. Resignation or Removal of officers. An officer of the Corporation may resign at any time by tendering his resignation in writing to the Chairman or the Secretary. Resignations shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by a vote of the Board as set forth in Section 4.1 hereinabove.

Section 5.5. Chairman. The Chairman of the Board shall preside at all meetings of the Board and shall perform such other duties as may be assigned to him by the Board.

Section 5.6. President. The President shall be the principal executive officer of the Corporation and, subject to the control of the Board, shall in general supervise and control all of the

business and affairs of the Corporation. He shall act as a duly authorized representative of the Board and the Corporation in all matters in which the Board has not formally designated some other person to act. He shall report as directed to the Board at each meeting. He may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, deeds, mortgages, bonds, contracts or other instruments which the Board has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board from time to time.

Section 5.7. Vice-President. The Vice-President shall act in the place and stead of the President in the event of the President's absence, inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by the Board.

Section 5.8. Secretary. The Secretary shall keep or cause to be kept all of the records of the Corporation, record or cause to be recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of meetings of the Board and all Committees, attest to the seal of the Corporation where necessary or required, and keep or cause to be kept a register of the names and addresses of each Director. The Secretary shall perform such other duties as may be prescribed by the Board.

Section 5.9. Treasurer. The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform such other duties as may be prescribed by the Board.

Section 5.10. Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

Section 5.11. Succession of Officers. Unless otherwise directed by a vote of the Board, in the event that an officer of the Corporation has not resigned or been removed but is unable to act in such position for a period of one (1) month or more, whether due to disability or other reason, then another officer of the Corporation shall serve in that office until such officer is either removed or is able to perform his services in the following order:

5.11.1. The Treasurer shall perform the services of the Chairman.

5.11.2. The Chairman shall perform the services of the Secretary and the President.

5.11.3. The Secretary shall perform the services of the Treasurer.

Section 5.12. Salaries. Officers will not receive compensation for services rendered as officers of the Corporation. However, nothing herein contained shall be construed to preclude any officer from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as an officer or in any other capacity.

ARTICLE VI **COMMITTEES OF THE BOARD**

Section 6.1. Committees of the Board. The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the Chairman shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the Chairman shall be made at the annual meeting of the Board. In addition, the Chairman may, if so authorized by the Board, appoint the members and chairmen of such special committees as the Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairmen appointments must be approved by a vote of the Board.

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

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

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

Section 6.5. Committee Meetings. Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third (1/3) of the committee members. The call for any meeting shall be by giving notice of such meeting which sets forth its time and place and is delivered to the residence or place of business of the committee members as listed in the Secretary's office at least two (2) days prior to such meeting. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 6.6. Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering his resignation in writing to the Chairman of the Board. The Board, by a vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three (3) consecutive meetings of the committee.

ARTICLE VII **INDEMNIFICATION OF DIRECTORS AND OFFICERS**

Section 7.1. Indemnification. The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Directors, whether or not then in office (and his executor, administrator and/or heirs) or any person who may have served at its request as a director or officer, of another corporation, partnership, joint venture, trust or other enterprise as well as the executor, administrator and heirs of any of them against all reasonable expenses (including attorneys' fees),

judgments, fines and amounts paid in settlement actually and necessarily incurred by him in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which he is or is threatened to be made a party because he is or was a Director, officer, employee or agent of this Corporation, or such other corporation, partnership, joint venture, trust or other enterprise. He shall have no right to reimbursement, however, in relation to matters as to which he has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Director, officer, employee or agent may be entitled.

Section 7.2. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article VII.

ARTICLE VIII
CONTRACTS, CHECKS, DEPOSIT BOOKS AND RECORDS

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

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

Section 8.3. Checks, Drafts, Etc. All checks, drafts or other 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.

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

Section 8.5. Gifts. The Board may accept, on behalf of the Corporation, any contributions, gifts, bequests or devise.

Section 8.6. Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board and committees of the Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

Section 8.7. Financial Statements. Not later than two (2) months after the close of each fiscal year, the Corporation shall prepare a balance sheet showing in reasonable detail the financial condition of the Corporation as of the close of its fiscal year, a profit and loss statement showing the results of the operations of the Corporation during its fiscal year, and any other financial statements as

may be required by a resolution of the Board. The balance sheets and profit and loss statements shall be filed in the principal office of the Corporation, shall be kept for at least five (5) years, and shall be subject to inspection during business hours by any Board member.

ARTICLE IX
CERTIFICATES FOR MEMBERS AND THEIR TRANSFER

Section 9.1. Certificates for Members. The Board shall not initially issue Certificates of Membership. The Board may elect to provide for the issuance of certificates evidencing membership in the Corporation. The form of such certificates shall be determined by the Board. The certificates will be signed by the President or a Vice President and by the Secretary or an Assistant Secretary. The certificates shall be sealed with the corporate seal and shall be separately numbered. The name and address of each member and the date of issuance of the certificates shall be recorded in the corporate records. If a certificate is lost, mutilated or destroyed, it may be reissued in the manner determined by the Board. The certificates shall be non-transferable.

ARTICLE X
FISCAL YEAR

Section 10.1. Fiscal Year. The fiscal year of the Corporation shall end on June 30 of each year.

ARTICLE XI
CORPORATE SEAL

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

ARTICLE XII
NOTICE

Section 12.1. General. Whenever, under the provisions of any statute, the Articles of Incorporation or these Bylaws, notice is required to be given to any Director or officer, it shall not be construed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either personally or by depositing the same in a post office box in a postpaid envelope or by delivering the same to a telegraph company for transmission by wire, the cost thereof being prepaid, in either case addressed to such Director or officer at his address as the same appears in the records of the Corporation; and three (3) days after the same shall be so mailed or delivered to the telegraph company shall be deemed to be the time of the giving of such notice.

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

ARTICLE XIII
AMENDMENTS

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

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FILED
SECRETARY OF STATE
DIVISION OF CORPORATIONS
OCT - 2 PM 12:30

**ARTICLES OF INCORPORATION
OF
THE HOMESTEAD CHARTER FOUNDATION, INC.**

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 **THE HOMESTEAD CHARTER FOUNDATION, 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 to assist with the establishment, development and administration of charter schools, and to make grants to further elementary, middle and high school educational programs and facilities and other capital needs for such schools providing elementary, middle and high school educational programs through charter schools, and other charitable activities and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for such purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and the Regulations issued pursuant thereto (the "Code"), 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

Prepared By: Tanya L. Bower, Esq.
FL Bar No. 0093378
Tripp Scout, P.A.
PO Box 14245
Ft. Lauderdale, FL 33302
(954) 525-7500

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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. 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 Code 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 of, 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 Code 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 Code 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 4943(c) of the Code 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 Code 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 Code 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 Code or by an organization contributions to which are deductible under Section 170(c)(2) of the Code.

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

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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 Code (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.

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 of no less than three (3) Directors are present. The affirmative vote of any three (3) 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 grants, charitable gifts, transfers, and distributions 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 and the Bylaws:

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<u>Name</u>	<u>Address</u>
Jonathan K. Hage	6245 North Federal Highway, 5 th FL Fort Lauderdale, FL 33308
Joaquin Avino	6245 North Federal Highway, 5 th FL Fort Lauderdale, FL 33308
Edward J. Pozzuoli	110 S.E. 6 th Street, 15 th FL Fort Lauderdale, FL 33301

The Board of Directors may be expanded from time to time by a vote of the Board of Directors in accordance with the Bylaws of the Corporation; provided however the Board of Directors shall not exceed five (5) members.

**ARTICLE VII
ADDRESS**

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

6245 North Federal Highway, 5th Floor
Fort Lauderdale, FL 33308
Attn: Jonathan K. Hage

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:

<u>Name</u>	<u>Address</u>
Edward J. Pozzuoli, Esq.	c/o Tripp Scott, P.A. 110 S.E. 6 th Street, 15 th Floor Fort Lauderdale, FL 33301

**ARTICLE IX
AMENDMENT**

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

OCT. 2. 2000 11:39AM

NO. 174 P. 6/7

H00000051978

**ARTICLE X
BYLAWS**

Section 10.1. The Board of Directors of this Corporation shall adopt Bylaws for the government 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 are as follows:

<u>Name</u>	<u>Address</u>
Edward J. Pozzuoli	110 S.E. 6 th Street, 15 th Floor Fort Lauderdale, FL 33301 Fort Lauderdale, FL 33311

IN WITNESS WHEREOF, the undersigned incorporator has executed these Articles of Incorporation this 2nd day of October, 2000.

INCORPORATOR:



Edward J. Pozzuoli

H00000051978

DocId: 228980 Verif: 1980058:0001

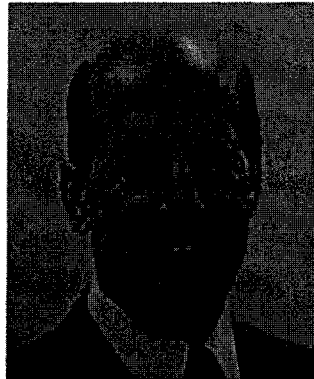
KENNETH J. HAIKO, CHAIRMAN

Kenneth Haiko serves as Chairman of The Renaissance Charter School, Inc. (RECS) and The Lee Charter Foundation, Inc. (LEE). His association with Charter Schools USA goes back many years and as a strong advocate for charter schools, Ken volunteers his time as chairman of two charter school boards. He is a strong believer in parental school choice for all students. As a not-for-profit entity, the RECS Board operates twelve charters in four counties in the state of Florida, with a population of over 7,500 students in grades K through 12. These schools are successfully managed by Charter Schools USA and provide innovative and comprehensive educational opportunities as an alternative to traditional public schools.

Ken also serves on the Board of Directors for Space Florida, the state's space agency. Appointed in June of 2007 by Governor Charlie Crist to serve out a vacancy, he was reappointed in June of 2008 to serve a full four year term. Space Florida is chaired by the governor, and was created to strengthen Florida's position as the global leader in aerospace research, investment, exploration, and commerce. In his capacity as board member, Ken chairs the Education, Research and Development, and Workforce Committee. He also serves on Space Florida's Executive Committee.

Prior to his appointment to Space Florida, Ken served on the legacy organization, The Florida Space Authority. Appointed by, then Governor Jeb Bush in June of 2000, Ken served for two years as Chairman, and three years as Vice Chairman to Lt. Governors Frank Brogan and Toni Jennings.

Ken has been active in local politics for over thirty years, serving as Vice Chairman, Finance Chairman, Director of Candidate Development and Precinct Committeeman for the Broward County Republican Executive Committee. In 1999, he was honored as Broward County Republican of the Year. Ken has been a delegate to the Republican National Convention and was closely involved in the election campaigns of Senator Bob Dole, Congressman E. Clay Shaw, Florida Senator Jeff Atwater,



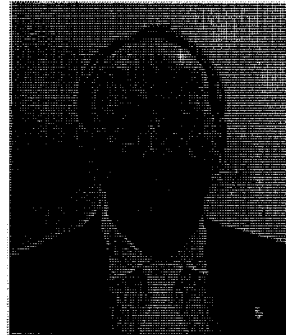
Governor Jeb Bush, and Presidents George H.W. Bush and George W. Bush.

His other community activities include serving on the Area 14 Committee of the Employer Support of the Guard and Reserve, or ESGR. ESGR is an agency of the Department of Defense that educates employers and the general public of the important role that the guard and reserve plays in our national defense. In addition to Ken's military, space, educational, and political involvement, he has also served as a board member of the Angels of the Red Cross and was honored by the Cystic Fibrosis Foundation.

In his professional life, as a successful businessman in South Florida, Ken has been in the custom packaging design and manufacturing business since 1974. Currently he is employed as an account manager for Packaging Corporation of America. Originally from Connecticut, Ken served aboard the USS Lynde McCormick, a guided missile destroyer, and was involved in two tours of operation in the Vietnam War zone. Following completion of his enlistment in 1968, Ken settled in Fort Lauderdale, Florida, where he resides with his wife Paula. Ken has two children and five grandchildren, all of whom reside in Florida. He has maintained his alliance with the Navy as a member of the Board of Directors of Broward Navy Days.

DENNIS P. CLARK, VICE-CHAIRMAN AND SECRETARY

Dennis Clark is the current Vice-Chairman for The Renaissance Charter School, Inc. and The Lee Charter Foundation, Inc. He has been on the Board of Director's, serving in the past as Treasurer, and now in the role of Vice Chairman. Dennis brings a wealth of knowledge and expertise to the Board of Director's and his past financial experience brings a much needed focus to the Governing Board. He is a strong advocate of charter schools.



Dennis is a broadly experienced, results oriented banking executive with strong leadership and critical thinking skills. Dennis has experience in all phases of banking with an emphasis on Administration. His strengths are good judgment and human relations skills.

Dennis' professional and community involvement included President of Florida Association of Goodwill's; a member of the Broward County Workforce Development Board; a member of American Mensa; President of Goodwill Industries of Broward, Board of Director's; President of Broward County Bankers Association; President of Kiwanis Club of Coral Ridge, Fort Lauderdale; and President of American Institute of Banking (AIB) Broward.

In his professional career, Dennis currently owns and operates Risk Assessment Solutions, a company that provides assistance to non-profit organizations and small businesses in establishing a stronger, control-oriented infrastructure. Primary services include development of comprehensive policies and procedure manuals, supported by periodic risk identification reviews.

Prior to Risk Assessment Solutions, Dennis' former business career has been with BankUnited, FSB, where he managed 40 branch offices in South Florida. Prior to Bank United, he worked for Goodwill Industries as President/CEO. That organization provided all phases of rehabilitation programs serving 1,600 adults with disabilities annually, supported by a seven store retail store operation. Prior business experience was as President of the Southeast Bank-Galt Ocean Mile, in Fort Lauderdale.

Dennis graduated from Broward Community College with an AS degree in Banking and graduated with a Degree from the Banking School of the South at Louisiana State University. Personally, Dennis is a member of ArtServe, Fort Lauderdale. He enjoys sports and plays golf regularly.

COLONEL THOMAS P. WHEELER,

Colonel Tom Wheeler currently serves as Treasurer on The Renaissance Charter School, Inc. and The Lee Charter Foundation, Inc. He is an active member of the local and state, Florida communities, and has served in various positions throughout each.. Colonel Wheeler has professionally and personally holds a high interest in promoting and changing the needs of the K-12 student population. He is a strong believer in parental school choice for all students.

Colonel Tom Wheeler currently serves as Executive Director of the Department of Professional Standards, which includes Internal Affairs, Staff Inspections, Accreditation, the Institute for Criminal Justice Studies/Training and Grants Management. Col. Wheeler earned a bachelor's degree in Criminology from Florida State University and is a graduate of the prestigious FBI National Academy.

A 26-year veteran of law enforcement, he began his career with the Plantation Police Department, Plantation, Florida, and then joined the Florida Division of Alcoholic Beverages and Tobacco (ABT) where he worked his way up through the ranks to become chief of the agency. In recent years, Col. Wheeler served as a special agent for the Florida Department of Environmental Protection, as policy director for the Florida Department of Education, as director of law enforcement relations for the Florida Attorney General's Office and, most recently, as chief of the Florida Department of Law Enforcement.

Colonel Wheeler has served on numerous boards and commissions, including the Florida FBI National Academy Graduates Association, Dade County Police Chiefs Association, Florida Criminal Justice Standards and Training Commission and the Florida Violent Crime and Drug Council.



JOHN J. O'BRIEN

15649 Beachcomber Avenue

Fort Myers, Florida 33908

EMPLOYMENT

Gateway Charter School, Fort Myers, Florida

2003-2009

Principal (2005 – 2009)

Assistant Principal (2003 – 2005)

- Helped school achieve A-plus rating from the Florida Department of Education
- Oversaw expansion of school from 800 students to 2,100 students including physical expansion of facilities

Woonsocket Middle School, Woonsocket, Rhode Island

1994-2001

Assistant Principal

- Served as liaison with Rhode Island Family Court to establish the state's first middle school truancy court
- Spearheaded auditorium restoration project
- Coordinated hiring, programming, safety, discipline and student recognition

Woonsocket Middle School, Woonsocket, Rhode Island

1992-1994

In-School Suspension Coordinator

- Coordinated the production, distribution and monitoring of staff and student identification badges
- Developed, implemented and coordinated the In-School Suspension program

Woonsocket Education Department, Woonsocket, Rhode Island

1975-1992

Teacher

- Taught at both the elementary and middle school level

State of Rhode Island

1974-1975

Law Enforcement Officer

EDUCATION

Providence College, Providence, Rhode Island	M. Ed. Administration	1995
Rhode Island College, Providence, Rhode Island	M. Ed. Urban Education	1980
Roger Williams University, Bristol, Rhode Island	B.A. Education & Sociology	1974

AWARDS

Outstanding Community Leader Award, Connecting for Children and Families, Inc., 2000
Exemplary Contribution Award, Woonsocket Task Force on Substance Abuse, 1999
Start Right Award, Rhode Island Department of Health and Human Services, 1999

COMMITTEES

Chaired committee to establish Woonsocket Middle School Alternative Learning Program, 2000
Woonsocket Comprehensive Strategy Steering Committee, 1997-2001
Truancy Committee, 1996-2001
Woonsocket School Department System-wide Safety Committee, 1996-2001

533 NW 14th Street
Homestead, FL 33030

786-261-1231
gregpeg2@bellsouth.net

OBJECTIVE

To obtain a volunteer position with an organization focused on serving and administering to the development of children.

WORK EXPERIENCE

Data Analyst, Performance Improvement

Homestead Hospital, Homestead, FL, 10/2002 – present

- Provide statistical data for various improvement projects
- Maintain and processes reimbursement to physicians for patient care

High School Teacher/Athletic Coach

Colonial Christian School, Homestead, FL, 8/2000 – 10/2002

- Taught various subjects from History, Health and Physical Education
- Coached girl's Volleyball, Basketball, Softball
- Coordinated sport's program for school

Data Specialist

Amann & Associates, Richmond, VA, 2/1999-8/2000

- Developed a database of magazines, journals and other publications for public relations uses
- Supported account managers for projects such as Reynolds, Home Depot and Tetra Pet Products

Data Coordinator

HEALTHSOUTH Corporation, Richmond, VA, 7/1994-2/1999

- Managed Data department with up to 25 associates.
- Maintained database related to patient treatment charges and insurance reimbursement.
- Supported IT needs for regional business office including LAN/WAN systems

EDUCATION

Baptist Bible College, Springfield, MO
Associates of Arts in History

COMMUNITY ACTIVITIES

AWANA Ministries

First Baptist Church of Homestead, 8/2003 – present

- Director of Truth & Training (3rd thru 6th grade students)

Homestead Little League/Youth Baseball

Homestead, FL, 5/2004-present

- Softball Coach (1st thru 6th grade girls)
- Coach Administrator – Softball Division – 2010

Parent, Teacher, Student Organization

Keys Gate Charter School, Homestead, FL

- Member – 8/2003-present
- Secretary – 8/2010 – present
- 2nd Vice President – 2009-2010
- Parliamentarian – 2007-2009

Homestead Charter Foundation/Local School Governing Council

2006-present
Director

**CONFLICT OF INTEREST POLICY
FOR
The Florida Charter Educational Foundation, Inc.**

**Article I
Purpose**

The purpose of the conflict of interest policy is to protect The Florida Charter Educational Foundation, Inc. (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. This policy is also intended to identify "independent" directors.

**Article II
Definitions**

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership interest or investment in any entity with which the Organization has a transaction or arrangement;
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insignificant in value.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists, in accordance with this policy.

3. Independent Director -- A director shall be considered "independent" for the purposes of this policy if he or she is "independent" as defined in the instructions for the IRS 990 form or, until such definition is available, the director --

- a. is not, and has not been for a period of at least three years, an employee of the Organization or any entity in which the Organization has a financial interest;
- b. does not directly or indirectly have a significant business relationship with the Organization, which might affect independence in decision-making;
- c. is not employed as an executive of another corporation where any of the Organization's executive officers or employees serve on that corporation's compensation committee; and
- d. does not have an immediate family member who is an executive officer or employee of the Organization or who holds a position that has a significant financial relationship with the Organization.

Article III Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Recusal of Self

Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

3. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

4. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more

advantageous transaction or arrangement from a person or entity that would give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

5. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV **Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether or conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V **Compensation**

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly,

from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI
Annual Statements

1. Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:
 - a. Has received a copy of the conflicts of interest policy,
 - b. Has read and understands the policy,
 - c. Has agreed to comply with the policy, and
 - d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.
3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
4. The Board shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII
Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Director and Officer Annual Conflict of Interest Statement

1. Name: Ken Haiko Date: 8/14/11

2. Position (please circle):

Are you a voting Director? Yes No

Are you an Officer? Yes No

If you are an Officer, which Officer position do you hold:

Chair

3. I affirm the following (please initial):

I have received a copy of the Organization's Conflict of Interest Policy.

K/H (initial)

I have read and understand the policy. K/H (initial)

I agree to comply with the policy. K/H (initial)

I understand that the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of tax-exempt purposes. K/H (initial)

4. Disclosures (please circle):

a. Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it:

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

b. In the past, have you had a financial interest, including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it, including when (approximately):

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

5. Are you an independent director, as defined in the Conflict of Interest policy? Yes No

a. If you are not independent, why?

Ken Hahn Date: 3/14/11
Signature of director

Director and Officer Annual Conflict of Interest Statement

1. Name: DENNIS CLARK Date: 3/11/11

2. Position (please circle):

Are you a voting Director? Yes No

Are you an Officer? Yes No

If you are an Officer, which Officer position do you hold:

VICE CHAIRMAN

3. I affirm the following (please initial):

I have received a copy of the Organization's Conflict of Interest Policy.

DC (initial)

I have read and understand the policy. DC (initial)

I agree to comply with the policy. DC (initial)

I understand that the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of tax-exempt purposes. DC (initial)

4. Disclosures (please circle):

a. Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it:

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

b. In the past, have you had a financial interest, including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it, including when (approximately):

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

5. Are you an independent director, as defined in the Conflict of Interest policy? Yes No

a. If you are not independent, why?

Remus Cort
Signature of director

Date: 3/11/11

Director and Officer Annual Conflict of Interest Statement

1. Name: Thomas Wheeler Date: 11 March 11

2. Position (please circle):

Are you a voting Director? Yes No

Are you an Officer? Yes No

If you are an Officer, which Officer position do you hold:

Treas.

3. I affirm the following (please initial):

I have received a copy of the Organization's Conflict of Interest Policy.

W (initial)

I have read and understand the policy. W (initial)

I agree to comply with the policy. W (initial)

I understand that the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of tax-exempt purposes. W (initial)

4. Disclosures (please circle):

a. Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it:

N/A

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No N/A

b. In the past, have you had a financial interest, including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it, including when (approximately):

N/A

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

5. Are you an independent director, as defined in the Conflict of Interest policy? Yes No

a. If you are not independent, why?

N/A

Thomas P. White
Signature of director

Date: 11 March 11

Director and Officer Annual Conflict of Interest Statement

1. Name: Margaret I. Wells Date: 3/11/11

2. Position (please circle):

Are you a voting Director? Yes No

Are you an Officer? Yes No

If you are an Officer, which Officer position do you hold:

3. I affirm the following (please initial): no

I have received a copy of the Organization's Conflict of Interest Policy.
no (initial)

I have read and understand the policy. no (initial)

I agree to comply with the policy. no (initial)

I understand that the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of tax-exempt purposes. no (initial)

4. Disclosures (please circle):

a. Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it:

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

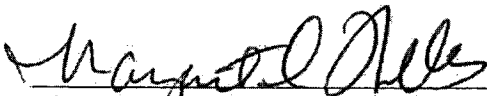
b. In the past, have you had a financial interest, including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it, including when (approximately):

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

5. Are you an independent director, as defined in the Conflict of Interest policy? Yes No

a. If you are not independent, why?



Signature of director

Date: 3/11/11

Director and Officer Annual Conflict of Interest Statement

1. Name: John J O'Brien Date: 7/00/13

2. Position (please circle):

Are you a voting Director? Yes No

Are you an Officer? Yes No

If you are an Officer, which Officer position do you hold:

3. I affirm the following (please initial):

I have received a copy of the Organization's Conflict of Interest Policy.

JOB (initial)

I have read and understand the policy. JOB (initial)

I agree to comply with the policy. JOB (initial)

I understand that the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of tax-exempt purposes. JOB (initial)

4. Disclosures (please circle):

a. Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it:

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No


b. In the past, have you had a financial interest, including a compensation arrangement, as defined in the Conflict of Interest policy with the Organization? Yes No

i. If yes, please describe it, including when (approximately):

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

5. Are you an independent director, as defined in the Conflict of Interest policy? Yes No

a. If you are not independent, why?


Signature of Director

Date: 7/20/13

MANAGEMENT AGREEMENT

THIS MANAGEMENT AGREEMENT is made and entered into as of the ____ day of _____, 2014, by and between Charter Schools USA, a Florida Limited Liability Company ("CSUSA"), and Florida Charter Educational Foundation, Inc., a Florida non-profit corporation (the "Charter School").

RECITALS

WHEREAS, the Charter School has an approved charter application (the "Charter Application") for the operation of a Charter School under the School Board of _____ County (the "Sponsor") to operate a public charter school; and

WHEREAS, the Charter School has determined that it is in its best interest to contract with a qualified and competent educational service provider to operate the Charter School; and

WHEREAS, CSUSA is in the business of developing, managing, staffing, and operating public charter schools for non-profit boards; and

WHEREAS, the Charter School wishes to hire CSUSA, and CSUSA wishes to be hired by Charter School to manage and operate the Charter School upon the terms and conditions set forth herein; and

NOW, THEREFORE, for mutual and valuable consideration, the receipt and adequacy of which is hereby acknowledged, the parties agree with each other as follows:

ARTICLE I CONTRACTING RELATIONSHIP

A. Authority. The Charter School represents that it is authorized by law to contract with CSUSA and for CSUSA to provide educational management services to the Charter School. The Charter School further represents that it has a Charter Application which has been approved by the Sponsor to organize and operate a public charter school. The Charter School either has already or will enter into a charter contract with the Sponsor (the "Charter Contract"). The Charter School is therefore authorized by the Charter Application, Charter Contract and the Sponsor to supervise and control such charter school, and is invested with all powers necessary or desirable for carrying out the educational program contemplated in this Agreement.

B. Agreement. The Charter School hereby contracts with CSUSA, to the extent permitted by law, for the provision of all labor and supervision necessary for the provision of educational services to students, and the management, operation and maintenance of the Charter School in accordance with the educational goals, curriculum, methods of pupil assessment, admission policy and criteria, school calendar and school day schedule, age and grade range of pupils to be enrolled, educational goals, and method to

be used to monitor compliance with performance of targeted educational outcomes, all as adopted by the Charter School's Board of Directors (the "Board") and included in the Charter Contract between the Charter School and the Sponsor. CSUSA's obligations to 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 CSUSA's responsibility shall remain the Board's sole responsibility.

C. Designation of Agents. The Board designates the employees of CSUSA 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, subject to its discretion, hereby authorizes CSUSA to communicate with and negotiate on the Board's behalf with all state and governmental agencies, as directed by the Board.

D. Status of the Parties. CSUSA 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 or a Limited Liability Corporation with 501(c)(3) IRS designation (pending) authorized by the Charter Contract, and is not a division or part of CSUSA. 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 CSUSA shall be deemed to be the agent or employee of the Charter School. CSUSA shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between CSUSA and the Charter School is based solely on the terms of this Agreement, and the terms of any other written agreements between CSUSA and the Charter School.

ARTICLE II TERM

This Agreement shall be effective as of the date first written above and shall continue for an initial term consistent with the term of the Charter Contract unless terminated or cancelled earlier in accordance with this Agreement, or for good cause, as agreed by CSUSA and the Charter School. After the initial term, then the term of the Agreement shall be extended (i) to the extent CSUSA performs in accordance with the terms of this Agreement, (ii) in the event that the Charter Contract is extended or replaced, or (iii) in the event the Board approves the extension by express vote. The term of the extension of the Agreement shall correspond to the length of the Charter Contract unless this Agreement is otherwise terminated or cancelled earlier in accordance with this Agreement, or for good cause, as agreed by CSUSA and the Charter School. Nothing contained in this Agreement shall be construed to restrict or prevent the Charter School from entering into a Management Agreement with any other party for any school other than the Charter School that is the subject of this Agreement.

ARTICLE III

FUNCTIONS OF CSUSA

A. Responsibility. CSUSA shall be responsible and accountable to the Board for the operation and performance of the Charter School in accordance with the Charter Contract. CSUSA's responsibility is expressly limited by: (i) the Charter School's Annual Budget, which is to be submitted and approved by the Board as provided in this Agreement, and (ii) the availability of state funding to pay for said services. Neither CSUSA nor the Charter School shall be required to expend Charter School funds on services in excess of the amount set forth in the Charter School's Annual Budget. There is nothing in the Agreement which shall delegate the ultimate authority of the Charter School.

B. Educational Program. CSUSA agrees to implement the Educational Program. In the event CSUSA determines that it is necessary to modify the Educational Program, CSUSA shall inform the Board of the proposed changes and obtain Board approval, and if required under the Charter Contract, approval of the Sponsor. The parties hereto acknowledge that an essential principle of the Educational Program are their flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency, and that the Charter School and CSUSA are interested in results and not in inflexible prescriptions. Not less than annually, and otherwise as requested, CSUSA will provide the Board with updated reports on progress towards implementing each of the Charter School's educational goals in the Educational Program.

C. Specific Functions. CSUSA shall be responsible for the management, operation, accounting and Educational Program at the Charter School. Such functions include:

1. Perform day-to-day management of the Charter School, in accordance with this Agreement, the non-profit purpose of the Charter School, the Charter Contract and subject to the direction given by the Charter School;
2. Implement and administrate the Educational Program, including the selection of instructional materials, personnel, equipment, technology and supplies and the administration of extra-curricular and co-curricular activities and programs approved by the Charter School. Perform repeated evaluation, assessment and continuous improvement of the educational curriculum and program development and report findings to the Charter School upon its request;
3. Management, selection, and application of technology services required to facilitate operation of the school;
4. Manage personnel functions, including professional development for the Charter School Administrator and instructional personnel and the personnel functions outlined in Article VI of this Agreement including drafting operations manuals, forms (including teacher offer letters, applications, enrollment and similar forms), and management procedures, as the same are

from time to time developed by CSUSA and as approved or requested by the Charter School;

5. Management of the business administration of the Charter School;
6. Management of the accounting operation, including general ledger management and financial reporting including identifying and applying for grants, spending and administering any grant funding obtained in compliance with the specific terms and conditions of said grants and participating in any audits related thereto, and preparing the proposed annual budget for presentation to the Charter School for modification, amendment or approval; provided that any modifications or amendments shall be approved by express vote of the Charter School and be consistent with the staffing and educational models set forth in the Charter Contract; and;
7. Any other function necessary or expedient for the administration of the Charter School pursuant to the Charter Contract.

D. Purchases. Purchases made by CSUSA on behalf of the Charter School with the Charter School's funds, such as non-proprietary instructional and/or curriculum materials, books and supplies, and equipment will be the property of the Charter School. CSUSA shall own all proprietary rights to, and the Charter School's proprietary interest shall not include, curriculum or educational materials that are developed or copyrighted or similarly protected by CSUSA, including without limitation curriculum or educational materials that are developed by CSUSA with funds from the Charter School. CSUSA's educational materials and teaching techniques used by or at the Charter School shall be subject to disclosure to the extent required by law. This provision does not apply to any capital items leased or purchased by CSUSA with CSUSA's own funds.

E. Subcontracts. CSUSA shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted in this Agreement or with approval of the Board. CSUSA reserves the right to subcontract any and all aspects of all services it agrees to provide to the Charter School.

F. Place of performance. CSUSA reserves the right to perform functions other than instruction, such as purchasing, professional development, and administrative functions, off-site, unless prohibited by state or local law.

G. Ongoing Student Recruitment. CSUSA shall develop and manage ongoing recruitment of students subject to general recruitment and admission policies of the Charter School. Students shall be selected in accordance with the procedures set forth in the charter Contract and in compliance with applicable laws. CSUSA shall present a plan to the Charter School to solicit and recruit enrolment of students by various means, which may include but shall not be limited to the following: paid and unpaid media

advertisements in a newspaper of general circulation, mailings to parents/guardians of prospective students, word-of-mouth and presentations to interested groups and distribute information through advertisements.

H. Due Process Hearings. CSUSA shall, at the Board's direction, provide student due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to records, to an extent consistent with the Charter School's own obligations, and if necessary retain counsel on behalf of the School. The Board shall retain the right to provide due process as required by law.

I. Legal Requirements. CSUSA shall provide Educational Programs that meet federal, state, and local requirements, and the requirements imposed under applicable laws and the Charter Contract, unless such requirements are or have been waived.

J. Rules and Procedures. CSUSA shall recommend reasonable rules, regulations and procedures applicable to the Charter School and is authorized and directed to enforce such rules, regulations and procedures adopted by the Charter School.

K. School Year and School Day. The school year and the school day shall be as required by law and as determined annually by the Board.

L. Pupil Performance Standards and Evaluation. CSUSA shall be responsible and accountable to the Board for the performance of students who attend the Charter School. CSUSA will utilize assessment strategies required by the terms of the Charter Contract. The Board and CSUSA will cooperate in good faith to identify measures of and goals for Charter School students and school performance, including but not limited to academic achievement and parent satisfaction. CSUSA shall perform its duties and responsibilities as set forth in this Agreement to the reasonable satisfaction of the Board.

M. Services to Disabled Students and Special Education. CSUSA shall provide special education services to students who attend the Charter School in conformity with the requirements of state and federal law. CSUSA may subcontract as necessary and appropriate for the provision of services to students whose special needs cannot be met within the Charter School's program, subject to approval of the Board. Such services shall be provided in a manner that complies with local, state and federal laws and applicable regulations and policies. Consistent herewith, the Board acknowledges the individualized nature of services that may need to be provided to disabled and special needs students and the impact that the provision of such individualized services may have on the Annual Budget. The Board and CSUSA mutually agree to adjust the Annual Budget as deemed necessary with respect to the provision of services to disabled and special needs students under this paragraph, as required by law.

N. Contract between the Charter School and the Sponsor. CSUSA will not act in a manner that will cause the Charter School to be in breach of its Charter Contract with the Sponsor.

O. Unusual Events. CSUSA agrees to timely notify the Board and/or school administrator 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 the Charter School in complying with its responsibilities hereunder or its responsibilities under the Charter Contract.

P. Student and Financial Records. All student and financial information related to the Charter School shall be available for inspection at the Charter School upon reasonable request consistent with applicable federal and state laws.

Q. Charter School Records/Proprietary. The financial, educational and student records pertaining to the Charter School are Charter School property, and such records are subject to the provisions of the applicable freedom of information act(s) to the extent required by applicable law. All Charter School records shall be physically or electronically available, upon request, at the Charter School. Except as prohibited under the Charter Contract and applicable law, the Sponsor and the public shall have access to the Charter School's records.

R. CSUSA Performance Goals.

- a) Timely submission of required reports set forth in this Agreement;
- b) Strict adherence to the approved Annual Budget for the operation and management of the Charter School with no aggregate cost over-runs; and
- c) Such performance goals contained within the Charter Contract and the Charter Application.

S. Educational and Other Services. Upon Board approval, CSUSA shall provide certain educational and other services. Such services may include but are not limited to certain technology services, proprietary curriculum and other instructional tools as well as school development services which may be provided by CSUSA, its affiliates or third party entity.

ARTICLE IV OBLIGATIONS OF THE BOARD

A. Good Faith Obligation. The Board shall be responsible for its fiscal and academic policy. The Board shall exercise good faith in considering the recommendations of CSUSA, including but not limited to, CSUSA's recommendations concerning policies, rules, regulations and budgets. If the Board's unwillingness to adopt CSUSA's reasonable recommendations with respect to policies, rules, and regulations specifically inhibits CSUSA's ability in implementing the school design as set forth in the Charter Application, CSUSA shall have the option of terminating this Agreement.

B. Assistance to CSUSA. The Charter School shall cooperate with CSUSA 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 CSUSA all documents and records necessary for CSUSA to properly perform its responsibilities under this Agreement.

C. Unusual Events. The Charter School agrees to timely notify CSUSA 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 CSUSA in complying with its responsibilities hereunder.

D. 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.

E. Food Service. The Charter School shall be managed, operated and administered by or shall otherwise provide authority to CSUSA to manage, operate and administer the Food Service for the Charter School including but not limited to cause all conditions necessary to satisfy all requirements of the Federal Statutes regarding the National School Lunch Program at 7 C.F.R. §210.1 et seq.

ARTICLE V FINANCIAL ARRANGEMENTS

A. Revenues. Except as hereinafter provided, all monies received by the Board shall be deposited in the Charter School's depository account with a financial institution acceptable to the Board and CSUSA. The signatories on the account shall only be the Board members or designated CSUSA employees designated by the Board. Interest income earned on Charter School depository accounts shall accrue to the Charter School. Except as specifically excluded by the terms of this Agreement, the term "Revenues" shall include all funds received by or on behalf of the Charter School, including but not limited to:

1. Funding for public school students enrolled in the Charter School.
2. Special education funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to special education students in the Charter School.
3. Gifted and Talented funding provided by Federal, State and Local Governments that is directly allocable to Gifted and Talented students in the Charter School.
4. At-Risk Funding provided by Federal, State and Local Governments to the

Charter School that is directly allocable to At-Risk students in the Charter School.

5. Funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to students in the Charter School with limited English proficiency.
6. Federal, State and Local grant sources, including Title I and Charter School startup funds, which is directly allocable to the Charter School.
7. Grants and donations received by the Charter School (except to the extent CSUSA is not required or involved in soliciting, administering, or managing such grants and/or donations).
8. Fees charged to students and others for extra services as and to the extent permitted by law (all of the above are hereinafter collectively referred to as the "Revenues").

The Board may advance funds to CSUSA for the fees or expenses associated with the Charter School's operation provided that documentation for the fees and expenses are provided for Board ratification. The Revenues shall be expended by CSUSA in accordance with the approved Budget and as otherwise authorized by the Board. The expenditure of Revenues received from governmental entities shall be consistent with all applicable regulations and policies, and in the case of private donations, the directives of the donor where applicable. To the extent that there are not sufficient funds in the Operating Account to pay Operating Expenses, CSUSA may, at CSUSA's option, deposit funds into the Charter School Operating Accounting ("Operating Advances"). Operating Advances can only be made in accordance with the approved Annual Budget. The Charter School shall reimburse CSUSA all Operating Advances, together with interest earned thereon from Total Revenues as and when the funds become available; provided, however, that if at the end of each Fiscal Year Total Revenues, after payment of Debt Service and Operating Expense, are insufficient to reimburse all Operating Advances attributable to such Fiscal Year, CSUSA may forgive the un-reimbursed balance of Operating Advances, including interest earned thereon.

B. Budget. CSUSA shall manage the budget, accounting, and financial reporting functions for the Charter School in accordance with the Requests of the Sponsor, the provisions of the Charter Contract and the approved Annual Budget by the Board.

CSUSA shall prepare and submit to the Charter School for its approval for each Fiscal Year (July 1-June 30), an Annual Budget for the Charter School. Each Annual Budget shall state an estimate for the coming Fiscal Year for (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses; (iv) Audit Expenses; and (v) Fund Balance.

Reserve Expenses means the amount of money reflected in the Annual Budget that CSUSA must deposit into an account for Reserve Expenses. The Reserve Expense Account shall be used for the establishment of reasonable reserves for long-term renewal

and replacement of the School Facility or portions thereof. CSUSA shall obtain approval from the Charter School to withdraw funds from the Reserve Expense Account. There shall be a goal of 1% of funding per year for both the reserve and fund balance.

(i) CSUSA shall submit to the Charter School for its review and approval a preliminary Annual Budget for each Fiscal Year for the Charter School, on or before May 31st of the current Fiscal Year. It is the intent of this provision that CSUSA prepare and submit to the Charter School a balanced Annual Budget, which shall provide for full payment of the (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance with respect to the Charter School.

(ii) The Charter School must notify the CSUSA in writing that it approves the Annual Budget within thirty days of submission by CSUSA, which approval shall not be unreasonably withheld or delayed. If the Charter School does not approve the Annual Budget, the Charter School shall give specific reasons therefore and continue to deposit the balance of Total Revenues into the Charter School Operating Account pursuant to its obligations in Article V. If the Charter School does not approve the Annual Budget within thirty days of submission by CSUSA, Charter School shall be deemed to approve the Annual Budget. CSUSA and the Charter School acknowledge that a Final Budget shall be completed no later than June 30.

(iii) CSUSA may amend the Annual Budget(s) not less frequently than semi-annually in order to reflect the results of the most recent student count and may make such other modifications as it may from time to time find necessary. Any such amendment shall only be valid if approved by the express vote of the Board. CSUSA shall report any changes upon which the Annual Budget was based within fifteen days after CSUSA becomes aware of any such change.

(iv) CSUSA shall operate and manage the Charter School according to its Annual Budget.

(v) CSUSA shall use reasonable efforts to operate the Charter School within its Annual Budget.

C. Fee. As and for compensation for its services, CSUSA shall be entitled to an amount not to exceed 15% of "Revenues." Said amount shall be determined by the Governing Board and set forth within the Governing Board's approved Annual Budget.

D. Availability of Funds. CSUSA shall only be required to perform its responsibilities under this Agreement to the extent that there are sufficient Revenues to make payments in accordance with the terms of the Budget.

E. Financial Reporting. CSUSA shall provide the Board with:

1. The projected Annual Budget as required by the terms of this Agreement.

2. Detailed statements of all Revenues received, and detailed statements of all expenditures for services and or expenses rendered or incurred to or on behalf of the Charter School, whether incurred on-site or off-site, upon request.
3. Monthly financial statements by the 30th day of the following month, including a balance sheet, statement of revenues and expenditures.
4. Other information on a periodic basis to enable the Board to (i) monitor CSUSA's performance and the efficiency of its operation of the Charter School, and (ii) furnish reports and information which the Charter School is required to provide pursuant to its Charter Contract and/or applicable laws.

G. Access to Records. CSUSA shall keep accurate financial records pertaining to its operation of the Charter School together with all Charter School financial records prepared by or in possession of CSUSA, and shall retain all of the said records for a period of time as may be required by the Charter Contract. CSUSA and the Charter School shall maintain the proper confidentiality of personnel, students, and other records as required by law.

H. Review of Operational Budget. The Board shall be responsible for reviewing and approving the Annual Budget of the Charter School as presented by CSUSA.

I. Annual Audit. The Board shall select and retain an independent auditor, to conduct an annual audit of the Charter School in accordance with the Charter School's authorizing documents. Subject to applicable law, all finance and other records of CSUSA related to the Charter School will be made available to the Charter School's independent auditor.

J. Start-up Operating Losses. With Charter School approval, CSUSA may, in its sole discretion, provide funds for operating losses for the Charter School during the startup period. CSUSA advances shall be budgeted and shall be in amounts acceptable to CSUSA. CSUSA shall be reimbursed from the Revenues as and when funds are available.

K. Marketing. Marketing and development costs paid by or charged to the Charter School shall be limited to those costs specific to the Charter School program and may include costs for the marketing and development of the Charter School.

ARTICLE VI PERSONNEL & TRAINING

A. Personnel Responsibility. CSUSA shall select and hire qualified personnel to perform services at the Charter School. Personnel shall be employees of CSUSA, unless otherwise agreed by CSUSA and the Board. Each party shall be responsible for all compensation for their respective employees. The compensation of all employees

will be paid in accordance with the approved Annual Budget referenced in Article V of this Agreement. CSUSA shall have the responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, transfer and terminate personnel consistent with state and federal law.

B. School Administrator. The accountability of CSUSA to the Charter School is an essential component of this Agreement. Since the responsibility of the School Administrator is critical to the Charter School's success, CSUSA shall have the authority, consistent with state law, to select and supervise each School Administrator and to hold the School Administrator accountable for the success of the Charter School. CSUSA shall consult with the Board with respect to the hiring of the School Administrator, and CSUSA shall remove the School Administrator from the Charter School if the Board is reasonably dissatisfied with his or her performance.

C. Teachers. CSUSA shall determine the number of teachers, and the applicable grade levels and subjects, required for the operation of the Charter School. CSUSA shall provide the Charter School with such teachers, qualified in the grade levels and subjects required, as are required by the Charter School. The curriculum taught by such teachers shall be consistent with the Educational Program. Such teachers may, in the discretion of CSUSA, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, such teachers may also work at other schools managed or operated by CSUSA. Each teacher assigned to the Charter School shall have such credentials, certifications and experience as may be required under the Charter Contract and applicable laws and shall undergo a criminal background check as if such teacher was employed by the Charter School.

D. Support Staff. CSUSA shall determine the number and the functions of support staff required for the operation of the Charter School. CSUSA shall provide the Charter School with qualified staff to efficiently operate the Charter School in accordance with the Charter Contract. The support staff may, in the discretion of CSUSA, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, the support staff may also work at other schools managed or operated by CSUSA.

E. Training. CSUSA shall provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall receive at least the minimum hours of professional development required by applicable laws. Non-instructional personnel shall receive such training as CSUSA determines reasonable and necessary under the circumstances.

F. Limitations on Discretion. All decisions made by CSUSA, and any discretion exercised by CSUSA, in its determination of staffing levels and its selection, evaluation, assignment, discipline, and transfer of personnel, shall be consistent with the approved Annual Budget, local, state and federal law, and consistent with the parameters adopted by the board and included within the Educational Program.

ARTICLE VII

DEFAULT

A. Default. An event of default ("Event of Default") by either party shall be limited to the following:

1. The Charter School fails to make any payment due hereunder within ten (10) days after the date such payment was due.
2. The Charter School materially breaches any of its other obligations under this Agreement and fails to cure such material breach within sixty (60) days after notice of such breach.
3. If CSUSA shall under such law as shall be applicable to it commence any case or proceeding, or file any petition in bankruptcy or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or shall 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 undismissed for more than sixty (60) days.
4. If CSUSA 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 that may be required for CSUSA to carry on its business and perform its obligations and functions under this Agreement.
5. If CSUSA materially breaches this Agreement. Material Breach includes (i) failure to account for its expenditures or pay the Charter School's operating costs (provided funds are available to do so), (ii) failure to follow policies, procedures, rules or curriculum duly adopted by the Board which is not in violation of this Agreement or the law, or (iii) insufficient progress has made in attaining student achievement objectives of the Agreement and the Charter Contract, and it is not likely that such objectives can be achieved before expiration of this Agreement, (iv) if the health, safety, or welfare of the students is threatened, (v) violation of law, (vi) the revocation, suspension or termination of licenses/certifications needed for any Charter School operations solely as direct result of an act or failure to act by CSUSA, and (vii) the revocation by the sponsor of the Charter Contract solely as the direct result of an act or failure to act CSUSA. In the event of a material breach, CSUSA shall have (60) days after receipt of written notice to remedy said breach.

B. Remedies. Upon the occurrence of an uncured Event of Default by either party, the non-breaching party shall be entitled to pursue all remedies available under law or equity, including without limitation, terminating this Agreement upon seven (7) days prior written notice. In the event of termination of this Agreement for any reason by either party prior to the end of this Agreement's term, CSUSA may, for a fee reasonably

acceptable to CSUSA, provide the Charter School reasonable assistance for up to thirty (30) days to assist in the transition to another administrative or structural arrangement (although CSUSA shall not be required to provide any assistance to another management company or service provider). However, CSUSA will abide by all state laws that govern transition obligations, including but not limited to:

- Transfer to such entity of all student records;
- Transferring any and all other non-proprietary information and providing necessary assistance to the new program or education service provider to ensure the least disruption of the Charter School operation as a result of the termination of this agreement;
- Transferring and/or assigning to the Charter School all contracts, agreements, licenses, permissions, and other rights and privileges related to the operation of the Charter School; including, at CSUSA's option, assignment of contracts for Personnel.

ARTICLE VIII INDEMNIFICATION

Each party to this Agreement does hereby indemnify 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 which arise out of (i) its negligence, (ii) its action taken or not taken, or (iii) its noncompliance or breach 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.

ARTICLE IX INSURANCE

A. Insurance Coverage. Each party shall maintain such insurance in the coverage amounts as may be required by the Charter Contract, with the other party listed as an additional insured. Revenues from the Charter School will be used to purchase insurances defined in the Charter Contract to operate the Charter School, including the provision of Directors & Officers Liability insurance for the Board. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. Each party shall comply with any information or reporting requirements required by the other party's insurers, to the extent reasonably practicable.

B. Workers' Compensation Insurance. Each party shall maintain workers' compensation insurance as required by the Charter Contract and applicable laws, covering their respective employees.

**ARTICLE X
WARRANTIES AND REPRESENTATIONS**

A. Charter School Warranties and Representations. The Charter School represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. The Board warrants that its 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.

B. CSUSA Warranties and Representations. CSUSA warrants and represents that it is a limited liability company authorized to conduct business in the State of Florida. CSUSA will comply with all registration and licensing requirements relating to conducting business under this Agreement. The Charter School agrees to assist CSUSA in applying for such licenses and permits and in obtaining such approvals and consents.

C. Mutual Warranties. The Charter School and CSUSA mutually warrant 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.

**ARTICLE XI
MISCELLANEOUS**

A. Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the Charter School and CSUSA.

B. Force Majeure. Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, 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.

C. State Governing Law/Waiver of Jury Trial. The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Florida, and subject to venue in Broward County. CSUSA and the Charter School hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either CSUSA or the Charter School against the other.

D. Agreement in Entirety. This Agreement constitutes the entire agreement of the parties.

E. Official Notices. All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the facsimile number or address set forth below. Notice may be given by: (i) by facsimile with written evidence of confirmed receipt by the receiving party of the entire notice, (ii) certified or registered mail, postage prepaid, return receipt requested, or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal or personal delivery if given by facsimile or personal delivery, or upon the date of postmark if sent by certified or registered mail. Notices to the Charter School shall be sent to the current address of the then current Board President or Chairman, with a copy to the then current Board attorney. The address of the parties hereto for the purposes aforesaid, inclusive of the address of the initial Board President or Chairman and Board attorney, are as follows:

Charter School:

with a copy to:

CSUSA:

with a copy to:

F. Assignment. Either party may assign this Agreement with the written consent of the other.

G. Amendment. This Agreement shall not be altered, amended, modified or supplemented except in writing and approved by the Board and signed by both the President or Chairman of the Board and the CEO of CSUSA.

H. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

I. Cost and Expenses. If any party commences an action against another party as a result of a breach or alleged breach of this Agreement, the prevailing party shall be entitled to have and recover from the losing party its reasonable costs and attorneys' fees (including those incurred at appellate levels).

J. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to CSUSA powers or authority of the Board, which are not subject to delegation by the Board under applicable law.

K. Compliance with Law. The parties to this Agreement agree to comply with all applicable laws and regulations.

L. Compliance with Charter Contract. The parties to this Agreement agree to comply with the terms and conditions set forth in the Charter Contract.

SIGNATURE PAGE TO FOLLOW

SAMPLE

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

CSUSA

Charter School

SAMPLE



7665 South Research Drive
Tempe, AZ 85284

advanc-ed.org
888.41 EDNOW (888.413.3669)
480.773.6900
480.773.6846 fax

March 2, 2011

Charter Schools USA
6245 North Federal Hwy, 5th Floor
Ft. Lauderdale, FL 33308

Dear Mr. Hage:

I am pleased to inform you that Charter Schools USA has been awarded AdvancED[®] Corporation Accreditation under our District Accreditation Protocol. This action was taken at the AdvancED Accreditation Commission meeting held on February 2, 2011. The AdvancED Accreditation Commission, a national panel, reviews and takes action on all accreditation recommendations.

AdvancED is the parent organization of the *Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI)* and the *North Central Association Commission on Accreditation and School Improvement (NCA CASI)*. An accreditation certificate which indicates the term of your corporation's AdvancED Accreditation is enclosed. A certificate for each of your schools showing their SACS CASI or NCA CASI accreditation is also enclosed. Throughout this term of accreditation your corporation must continue to engage in the tasks required of all school systems to maintain accreditation as outlined in *AdvancED Accreditation Policies and Procedures for NCA CASI and SACS CASI Accreditation* available at www.advanc-ed.org/policies-procedures.

Accreditation provides your corporation with deserved recognition for demonstrating its continuing commitment to quality assurance and success for all students. To help you celebrate Corporation Accreditation, we are providing you with a press release that you may share with your local media. You can access the press release by visiting www.advanc-ed.org/communicationskit.

Again, congratulations on your Corporation Accreditation. If you have questions regarding the enclosed certificates, please feel free to contact Dr. Claudia Carter, Associate Vice President for Accreditation, at ccarter@advanc-ed.org. We look forward to serving you now and in years to come.

Sincerely,

A handwritten signature in cursive script that reads "Mark A. Elgart".

Mark A. Elgart, Ed.D.
President/CEO AdvancED

STATE	CHARTER SCHOOL	2013-2014 SCHOOL GRADE	2012-2013 SCHOOL GRADE	2011-2012 SCHOOL GRADE	FY13 AUDITED FUND BALANCE	FY13 FUND BALANCE AS A % OF TOTAL EXPENSES	FY12 AUDITED FUND BALANCE	FY12 FUND BALANCE AS A % OF TOTAL EXPENSES
Florida	Aventura City School of Excellence	A	A	A	\$ 1,881,569	24.5%	\$ 2,105,419	28.2%
Florida	Bonita Springs Charter School	C	B	A	150,734	2.0%	274,427	2.7%
Florida	Canoe Creek Charter Academy	A	C	B	221,100	7.0%	86,910	2.7%
Florida	Cape Coral Charter School	B	C	B	65,859	1.0%	10,067	0.3%
Florida	Coral Springs Charter School	Pending	B	A	4,497,287	46.0%	5,086,657	46.3%
Florida	Downtown Miami Charter School	Pending	A	A	454,680	9.0%	752,485	15.1%
Florida	Duval Charter High School	Pending	B	A	116,473	9.0%	138,565	35.7%
Florida	Duval Charter School at Arlington	C	D	C	371,748	7.0%	463,868	9.9%
Florida	Duval Charter School at Baymeadows	A	A	A	1,220,186	16.0%	481,009	10.8%
Florida	Duval Charter School at Westside	F	Not Open in 12-13	Not Open in 11-12	N/A	N/A	N/A	N/A
Florida	Four Corners Charter School	A	A	A	1,052,286	15.0%	1,140,099	16.8%
Florida	Gateway Charter High School	Pending	B	A	85,795	2.0%	92,590	2.0%
Florida	Gateway Charter School	C	B	A	2,080,462	13.0%	2,172,633	27.6%
Florida	Gateway Intermediate Charter School	C	B	A	1,517,063	29.0%	1,571,343	28.1%
Florida	Governors Charter Academy	C	C	Not Open in 11-12	447,044	3.0%	N/A	N/A
Florida	Henderson Hammock Charter School	B	C	Not Open in 11-12	145,100	3.0%	N/A	N/A
Florida	Hollywood Academy of Arts & Science Elem.	A	B	A	756,670	11.0%	1,135,697	35.8%
Florida	Hollywood Academy of Arts & Science Middle	A	A	A	321,822	13.0%	424,230	26.9%
Florida	Hollywood Academy of Excellence Elem	A	B	A	298,494	4.0%	1,146,839	38.8%
Florida	Keys Gate Charter High School	Pending	B	A	7,205,535	53.0%	6,684,811	54.0%
Florida	Keys Gate Charter School	B	C	B	322,406	2.0%	N/A	N/A
Florida	Manatee Charter School	C	F	Not Open in 11-12	124,819	4.0%	22,336	0.9%
Florida	North Broward Academy of Excellence	A	B	A	368,752	7.0%	302,545	7.0%
Florida	North Broward Academy of Excellence Middle	A	B	A	596,048	32.0%	349,150	19.9%
Florida	PM Wells Charter Academy	A	C	B	1,043,638	19.0%	867,954	16.2%
Florida	Renaissance Charter Middle School	A	A	A	124,819	4.0%	N/A	N/A
Florida	Renaissance Charter School at Chickasaw	B	F	Not Open in 11-12	697,560	4.0%	N/A	N/A
Florida	Renaissance Charter School at Cooper City	A	A	Not Open in 11-12	249,298	4.0%	N/A	N/A
Florida	Renaissance Charter School at Coral Springs	A	B	A	1,231,229	15.0%	1,349,427	23.6%
Florida	Renaissance Charter School at Hunters Creek	Pending	Not Open in 12-13	Not Open in 11-12	N/A	N/A	N/A	N/A
Florida	Renaissance Charter School at Palms West	C	Not Open in 12-13	Not Open in 11-12	N/A	N/A	N/A	N/A
Florida	Renaissance Charter School at Plantation	B	B	B	412,493	10.0%	146,663	3.6%
Florida	Renaissance Charter School at PoINCIANA	A	D	Not Open in 11-12	440,186	3.0%	N/A	N/A
Florida	Renaissance Charter School at Summit	D	Not Open in 12-13	Not Open in 11-12	N/A	N/A	N/A	N/A
Florida	Renaissance Charter School at Tradition	A	C	Not Open in 11-12	N/A	N/A	N/A	N/A
Florida	Renaissance Charter School at University	A	C	Not Open in 11-12	272,839	4.0%	N/A	N/A
Florida	Renaissance Charter School at West Palm Beach	C	D	Not Open in 11-12	366,664	2.0%	N/A	N/A
Florida	Renaissance Charter School of St. Lucie	A	C	B	1,114,781	14.0%	1,315,059	19.0%
Florida	Renaissance Elementary Charter School	A	A	A	1,807,039	29.0%	1,280,369	24.1%
Florida	Six Mile Charter Academy	C	B	A	784,651	9.0%	1,129,044	15.9%
Florida	Winthrop Charter School	A	B	C	1,450,602	18.0%	1,711,917	36.5%
Florida	Woodmont Charter School	C	F	D	332,405	6.0%	563,616	15.2%
Georgia	Cherokee Charter Academy	No A-F Grade	No A-F Grade	No A-F Grade	149,412	2.0%	25,430	0.5%
Georgia	Coweta Charter Academy at Senoia	No A-F Grade	No A-F Grade	No A-F Grade	10,525	7.0%	6,119	0.3%
Louisiana	Baton Rouge Charter Academy at Mid-City	Pending	Not Open in 12-13	Not Open in 11-12	N/A	N/A	N/A	N/A
Louisiana	Lake Charles Charter Academy	Pending	C	No A-F Grade	3,186,518	44.0%	5,930,251	81.7%
Louisiana	Magnolia School of Excellence	Pending	Not Open in 12-13	No A-F Grade	N/A	N/A	N/A	N/A
Louisiana	Southwest Louisiana Charter Academy	Pending	C	Not Open in 11-12	219,787	5.0%	N/A	N/A
Michigan	Success Mile Charter Academy	Pending	Not Open in 12-13	Not Open in 11-12	N/A	N/A	N/A	N/A
North Carolina	Cabarrus Charter Academy	Pending	Not Open in 12-13	Not Open in 11-12	N/A	N/A	N/A	N/A
North Carolina	Langtree Charter Academy	Pending	Not Open in 12-13	Not Open in 11-12	N/A	N/A	N/A	N/A

Family of Schools
70 Schools | 7 States



FLORIDA SCHOOLS

Aventura City of Excellence School

3333 NE 188th Street, Aventura, FL 33180
Serving grades K-8 • Target Enrollment: 1008
aventuracharter.org • Managed Since: 2003

Bonita Springs Charter School

25380 Bernwood Drive, Bonita Springs, FL 34135
Serving grades K-8 • Target Enrollment: 1294
bonitaspringscharter.org • Managed Since: 2002

Canoe Creek Charter Academy

3600 Canoe Creek Road, St. Cloud, FL 34772
Serving grades PK-8 • Target Enrollment: 681
canocreekcharteracademy.org • Since: 2009

Cape Coral Charter School

76 Mid Cape Terrace, Cape Coral, FL 33991
Serving grades PK-8 • Target Enrollment: 710
capecoralcharter.org • Managed Since: 2004

Coral Springs Charter School

3205 N. University Drive, Coral Springs, FL 33065
Serving grades 6-12 • Target Enrollment: 1640
coralspringscharter.org • Managed Since: 1999

Downtown Miami Charter School

305 NW 3rd Avenue, Miami, FL 33128
Serving grades K-6 • Target Enrollment: 654
downtowncharter.org • Managed Since: 2002

Duval Charter School at Arlington

100 Bell-Tel Way, Jacksonville, FL 32216
Serving grades K-8 • Target Enrollment: 716
duvalcharter.org • Managed Since: 2010

Duval Charter School at Baymeadows

7510 Baymeadows Way, Jacksonville, FL 32256
Serving grades K-8 • Target Enrollment: 1280
baymeadowscharter.org • Managed Since: 2011

Duval Charter High School at Baymeadows

7510 Baymeadows Way, Jacksonville, FL 32256
Serving grades 9-12 • Target Enrollment: 525
duvalcharterhigh.org • Managed Since: 2011

Duval Charter High School at Mandarin

5209 Shad Rd., Jacksonville, FL 32257
Serving grades K-6 • Target Enrollment: 661
mandarincharter.org • Managed Since: 2014

Duval Charter High School at Westside

9238 103 St., Jacksonville, FL 32210
Serving grades K-6 • Target Enrollment: 903
westsidecharter.org • Managed Since: 2013

Duval Charter High School at Southside

8680 AC Skinner Parkway, Jacksonville, FL 32256
Serving grades K-6 • Target Enrollment: 661
southsidecharter.org • Managed Since: 2014

Four Corners Charter School

9100 Teacher Lane, Davenport, FL 33837
Serving grades K-8 • Target Enrollment: 1050
fourcornerscharter.org • Managed Since: 2006

Gateway Charter School

Gateway Intermediate Charter School
12850 Commonwealth Drive, Fort Myers, FL 33913
Serving grades K-8 • Target Enrollment: 2265
gatewaycharterschool.org • Managed Since: 2004



FLORIDA SCHOOLS cont'd

Gateway Charter High School

12770 Gateway Blvd., Ft. Myers, FL 33913
Serving grades 9-12 • Target Enrollment: 900
gatewaycharterhigh.org • Managed Since: 2004

Governors Charter Academy

4351 Mahan Drive, Tallahassee, FL 32317
Serving grades K-8 • Target Enrollment: 874
governorscharter.org • Managed Since: 2012

Henderson Hammock Charter School

10322 Henderson Road, Tampa, FL 33625
Serving Grades K-8 • Target Enrollment: 1072
hendersoncharter.org • Managed Since: 2012

**Hollywood Academy of Arts & Science
Elementary and Middle Charter School**

1720 Harrison Street, Hollywood, FL 33020
Serving grades K-8 • Target Enrollment: 1506
hollywoodcharter.org • Managed Since: 2004

iVirtual League Academy

5125 Robert McLane Blvd., Kissimmee, FL 34758
Serving grades 6-11 • School Capacity: 150
ivleagueacademy.org • Managed Since: 2012

Keys Gate Charter School

2000 SE 28th Avenue, Homestead, FL 33035
Serving grades K-8 • Target Enrollment: 2280
keyscharter.org • Managed Since: 2003

Keys Gate Charter High School

1601 SE 28th Avenue, Homestead, FL 33035
Serving grade 9 • Target Enrollment: 1200
keysgatecharterhigh.org • Managed Since: 2010

Manatee Charter School

4550 30th Street East, Bradenton, FL 34203
Serving grades K-8 • Target Enrollment: 851
manateecharter.org • Managed Since: 2012

**North Broward Academy of Excellence
Elementary and Middle Charter School**

8200 SW 17 Street, North Lauderdale, FL 33068
Serving grades K-8 • Target Enrollment: 1020
northbrowardcharter.org • Managed Since: 2001

PM Wells Charter Academy

2426 Remington Blvd., Kissimmee, FL 34744
Serving grades K-8 • Target Enrollment: 860
pmwellscharter.org • Managed Since: 2009

Renaissance Charter School at Central Palm

6810 S. Military Trail, Lake Worth, FL 33463
Serving grades K-6 • Target Enrollment: 661
centralpalm.org • Managed Since: 2014

Renaissance Charter School at Cooper City

2800 North Palm Avenue, Cooper City, FL 33026
Serving grades K-8 • Target Enrollment: 1200
recscoopercity.org • Managed Since: 2012

Renaissance Charter School at Coral Springs

36250 W Sample Road, Coral Springs, FL 33067
Serving grades K-8 • Target Enrollment: 1504
recscoralsprings.org • Managed Since: 2011

Renaissance Charter School at Cypress

8151 Okeechobee Blvd., Palm Beach, FL 33411
Serving grades K-6 • Target Enrollment: 661
cypresscharter.org • Managed Since: 2014

Renaissance Charter School at Hunter's Creek

4140 Town Center Blvd., Hunters Creek, FL 32837
Serving grades K-6 • Target Enrollment: 922
hunterscreekcharter.org • Managed Since: 2013

Renaissance Charter School at Palms West

12031 Southern Blvd., Loxahatchee, FL 33470
Serving grades K-6 • Target Enrollment: 922
palmswestcharter.org • Managed Since: 2013

FLORIDA SCHOOLS cont'd



Renaissance Charter School at Pines

10501 Pines Blvd., Pembroke Pines FL 33026
Serving grades K-7 • Target Enrollment: 1215
RECSPInes.org • Managed Since: 2014

Renaissance Charter School at Plantation

6701 W Sunrise Boulevard, Plantation, FL 33313
Serving grades K-8 • Target Enrollment: 1024
plantationcharter.org • Managed Since: 2011

Renaissance Charter School at Poinciana

5125 Robert McLane Blvd., Kissimmee, FL 34758
Serving grades K-8 • Target Enrollment: 1070
poincianacharter.org • Managed Since: 2012

Renaissance Charter School of St. Lucie

300 NW Cashmere Blvd., Port St. Lucie, FL 34986
Serving grades K-8 • Target Enrollment: 1278
stluciecharter.org • Managed Since: 2009

Renaissance Charter School of Summit

2001 Summit Blvd., West Palm Beach, FL 33406
Serving grades K-8 • Target Enrollment: 899
recssummit.org • Managed Since: 2013

Renaissance Charter School at Tradition

10900 SW Tradition Pkwy, Port St Lucie, FL 34987
Serving grades K-6 • Target Enrollment: 945
traditioncharter.org • Managed Since: 2013

Renaissance Charter School at University

8399 North University Drive, Tamarac, FL 33321
Serving grades K-8 • Target Enrollment: 1415
universitycharter.org • Managed Since: 2012

Renaissance Charter School at Chickasaw Trail

8203 Valencia College Lane, Orlando, FL 32825
Serving grades K-8 • Target Enrollment: 995
chickasawcharter.org • Managed Since: 2012

Renaissance Charter School at Wellington

3220 S. State Rd. 7, Wellington, FL 32822
Serving grades K-6 • Target Enrollment: 661
wellingtoncharter.org • Managed Since: 2014

Renaissance Charter School at West Palm Beach

1889 Palm Beach Lakes Boulevard
West Palm Beach, FL 33409
Serving grades K-8 • Target Enrollment: 972
westpalmcharter.org • Managed Since: 2012

Renaissance Elementary Charter School

10651 NW 19 Street, Doral, Florida 33172
Serving grades K-5 • Target Enrollment: 910
recscharter.org • Managed Since: 1999

Renaissance Middle Charter School

8360 NW 33 Street, Miami, FL 33122
Serving grades 6-8 • Target Enrollment: 450
recscharter.org • Managed Since: 1999

Six Mile Charter Academy

6851 Lancer Avenue, Fort Myers, FL 33912
Serving grades PK-8 • Target Enrollment: 1230
sixmilecharter.org • Managed Since: 2005

Winthrop Charter School

6204 Scholars Hill Lane, Riverview, FL 33578
Serving grades K-8 • Target Enrollment: 1280
winthropscharter.org • Managed Since: 2011

Woodmont Charter School

10402 N 56 Street, Temple Terrace, FL 33617
Serving grades K-8 • Target Enrollment: 661
woodmontcharter.org • Managed Since: 2014



GEORGIA SCHOOLS

Coweta Charter Academy at Senoia

6675 East Highway 16, Senoia, GA 30276
Serving grades K-5 • Target Enrollment: 778
cowetacharter.org • Managed Since: 2010

Cherokee Charter Academy

2126 Sixes Road, Canton, GA 30114
Serving grades K-8 • Target Enrollment: 1093
cherokeecharter.org • Managed Since: 2011

INDIANA SCHOOLS

Emma Donnan Middle School

1202 East Troy Avenue, Indianapolis, IN 46203
Serving grades 7-8 • Target Enrollment: 325
emmadonnanms.org • Managed Since: 2012

Emmerich Manual High School

2405 Madison Avenue, Indianapolis, IN 46225
Serving grades 9-12 • Target Enrollment: 550
emmerichmanualhs.org • Managed Since: 2012

Thomas Carr Howe Community High School

4900 Julian Avenue, Indianapolis, IN 46201
Serving grades 7-12 • Target Enrollment: 675
tchowehighschool.org • Managed Since: 2012

LOUISIANA SCHOOLS

Acadiana Renaissance Charter Academy

600 Savoy Road, Youngsville, LA 70592
Serving grades K-6 • Target Enrollment: 660
acadianacharter.org • Managed Since: 2014

Baton Rouge Charter Academy at Mid-City

1900 N. Lobdell Blvd., Baton Rouge LA 70806
Serving grades K-6 • Target Enrollment: 687
midcitycharter.org • Managed Since: 2013

Iberville Charter Academy

24360 Enterprise Blvd, Plaquemine, LA 7076 4
Serving grades K-6 • Target Enrollment: 434
ibervillecharter.org • Managed Since: 2014

Lafayette Renaissance Charter Academy

205 Vienne Lane, Lafayette, LA 70507
Serving grades K-6 • Target Enrollment: 591
lafayettecharter.org • Managed Since: 2014

Lake Charles Charter Academy

3160 Power Center Parkway, Lake Charles, LA 70607
Serving grades K-8 • Target Enrollment: 860
lakecharlescharter.org • Managed Since: 2011

Lake Charles College Prep

2750 Power Center Parkway, Lake Charles, LA 70607
Serving grade 9 • Target Enrollment: 110
lakecharlescollegeprep.org • Managed Since: 2014

Magnolia School of Excellence

2290 Clyde Fant Pkwy Service Rd, Shreveport, LA 71101
Serving grades K-6 • Target Enrollment: 760
magnoliacharter.org • Managed Since: 2013

South Baton Rouge Charter Academy

9211 Parkway Dr., Baton Rouge, LA 70810
Serving grades K-6 • Target Enrollment: 591
sbrcharter.org • Managed Since: 2014

Southwest Louisiana Charter Academy

2750 Power Center Parkway, Lake Charles, LA 70607
Serving grades K-8 • Target Enrollment: 860
swlouisianacharter.org • Managed Since: 2012

ILLINOIS SCHOOLS

CICS Larry Hawkins

801 East 133rd Place, Chicago, IL 60827

Serving grades 7-12 • Target Enrollment: 465

larryhawkinscharter.org • Managed Since: 2012

CICS Lloyd Bond

13300 South Langley, Chicago, IL 60827

Serving grades K-6 • Target Enrollment: 350

lloydbondcharter.org • Managed Since: 2012

CICS Longwood

1309 West 95th Street, Chicago, IL 60643

Serving Grades 3-12 • Target Enrollment: 1454

longwoodcharter.org • Managed Since: 2012

CICS Loomis Primary

9535 South Loomis Avenue, Chicago, IL 60643

Serving grades K-2 • Target Enrollment: 590

loomisprimarycharter.org • Managed Since: 2012

NORTH CAROLINA SCHOOLS

Cabarrus Charter Academy

355 Poplar Crossing NW Concord, NC 28027

Serving grades K-6 • Target Enrollment: 903

cabarruscharter.org • Managed Since: 2013

Cardinal Charter Academy

1020 St. Charles Place, Cary, NC 27513

Serving grades K-6 • Target Enrollment: 661

cardinalcharter.org • Managed Since: 2014

Langtree Charter Academy

154 Foundation Court, Mooresville, NC 28117

Serving grades K-6 • Target Enrollment: 903

langtreecharter.org • Managed Since: 2013

MICHIGAN SCHOOLS

Success Mile Academy

27300 Dequindre Rd, Warren, MI 48092

Serving grades K-6 • Target Enrollment: 634

successmileacademy.org • Managed Since: 2013





Job Description

Job Title: PRINCIPAL

Reports to: Vice President of Education

Job Code: 410X00

Revision Date: 01/2009

JOB PURPOSE

Serves as the site based leader of the school. Responsible for implementing and managing the policies, regulations, procedures and CSUSA curriculum, to ensure all students have a safe learning environment and receive instruction that meets or exceeds CSUSA standards. Responsible for leading curriculum content and course development, program evaluation, extracurricular activities, personnel management, financial management, facilities operations, emergency procedures, and resource scheduling.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Serves as Educational Leader of the School

- Develops and coordinates educational programs in accordance with CSUSA and state standards and guidelines.
- Supervises the guidance program to enhance individual student education and development.
- Leads school-level planning of processes to ensure development, implementation, and evaluation of all school programs and activities.
- Supervises the instructional programs of the school, ensures lesson plans are evaluated and observes classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with CSUSA guidelines and procedures.
- Requests and allocates supplies, equipment and instructional material as required in CSUSA guidelines and procedures.
- Formulates student personnel policies within CSUSA guidelines.
- Approves and provides supervision to school student activity programs.
- Provides regular opportunities for students to celebrate success in instructional programs and extracurricular activities

Serves as Chief Administrator of School

- Plans, organizes, and directs implementation of all school activities.
- Works to achieve/sustain 100% of projected student enrollment capacity.
- Establishes and promotes high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Maintains a professional rapport with students and staff.
- Operates school within approved budget and follows budgetary guidelines.
- Delegates authority to responsible personnel to assume responsibility for the school in the absence of the principal.
- Tours school frequently to monitor safety, security and effectiveness of school programs.
- Plans and directs building maintenance.



Job Description

- Supervises all operations involving the management of the school including school funds, payroll, purchases, inventories and office operations.
- Prepares and submits the school's budgetary requests and monitors expenditures.
- Prepares or supervises the preparation of reports, records, lists and all other paperwork required or appropriate to the school's administration.
- Plans and supervises fire drills, emergency readiness programs and ensures a safe school environment.
- Directs preparation and maintenance of class schedule, cumulative records and attendance reports.
- Ensures personnel and student records are complete and secure.
- Ensures compliance with Federal, state, and local regulations and policies.
- Communicates with supervisor regularly about the needs, successes, and general operation and performance of the school.
- Supervises and establishes schedules and procedures for the supervision of students in non-classroom areas, including before and after school, and student pick-up and drop-off areas.
- Completes in a timely fashion all records and reports as requested by CSUSA.
- Manages and administers CSUSA workers compensation program.
- Follows policy for the school's Abuse posting requirements.
- Adheres to statutory, regulatory and company hiring guidelines, including completing background checks for all school personnel, contacting references and verifying employment history.

Supervises and Develops Staff

- Motivates staff to achieve school objectives.
- Communicates with staff and is responsive to their workplace-related needs.
- Evaluates performance of staff and provides ongoing performance feedback.
- Counsels staff regarding inappropriate behavior or violation of CSUSA policies and/or practices.
- Adheres to Human Resources policies and practices. Notifies appropriate CSUSA personnel of serious employee violations.
- Maintains a productive and positive employee climate.
- Selects and hires school staff, including teachers and school-based support staff.
- Adheres to statutory, regulatory and company hiring guidelines, including policies and procedures for background check and employment history verification.
- Ensures the annual re-appointment process of staff is completed timely and within budget.

Communicates with Stakeholders

- Communicates regularly with parents, seeking their support and advice, to create a cooperative relationship to support the students in the school.
- Establishes and maintains relationships with colleges, community organizations and other SCUSA schools to promote the school.
- Confers with teachers, students, and parents concerning educational and behavioral issues in school.
- Maintains a positive, cooperative, and mutually supportive relationship with CSUSA, parents and community.
- Confers with Board Members and responds appropriately to issues that arise

Principal



Job Description

- Represents school and SCUSA at community functions.
- Uses effective presentation skills when addressing students, staff, parents, board member and the community.
- Articulates the school's vision, values, and goals and models those values.
- Attends special events held to recognize student achievement, attends school sponsored activities, functions and athletic events.
- Promotes school in community.

****MAY PERFORM OTHE DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

1. Demonstrated ability to lead people and get results through others.
2. Ability to think ahead and plan over a 1-2 year time span.
3. Ability to organize and manage multiple priorities.
4. Problem analysis and problem resolution at both a strategic and functional level.
5. Collaborate to establish and manage the school's budgets and resources, including negotiating variances and related reporting.
6. Employee training and development.
7. Strong customer and student orientation.
8. Establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
9. High performance teams and a strong team player.
10. Strong track record for analyzing complex problems/issues, identifying patterns and recommending creative solutions.
11. Broad conceptual perspective and forward-thinking on business issues and their long-term impact on the business unit, the finance function and the firm. Ability to systematically analyze complex issues and data.
12. Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
13. Detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.

JOB REQUIREMENTS

- Master's degree (MA) from an accredited college or university or equivalent.
- Florida Professional Certification in Educational Leadership.
- 2 - 5 years relevant experience (in school administration preferred) and/or training.
- Experience in student instruction.
- Computer literacy skills; proficient in Windows, MS Word, Excel, Outlook, PowerPoint; Student Information System (SIS).
- Equivalent combination of education and experience.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

PHYSICAL DEMANDS

Principal



Job Description

-
- No physical exertion required.
 - Required to sit and/or stand for long periods of time.
 - Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate. Noise level may rise during periods of high student traffic.

TERMS OF EMPLOYMENT:

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

EVALUATION:

Performance will be evaluated in accordance with Charter Schools USA Policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.



Job Description

Job Title: ASSISTANT PRINCIPAL

Reports to: Principal

Job Code: 410X00

Revision Date: 01/2009

JOB PURPOSE

Assist the principal in providing school-wide leadership so as to promote the educational development of each student and to ensure the effective operation of the assigned school.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Serves as Educational Leader of the School

- Assists the principal in establishing and maintaining an effective learning climate in the school.
- Assists the principal in the overall administration of the school.
- Serves as principal in the absence of the regular principal.
- Assists the principal in the design and implementation of programs, based on current educational theory and research, to meet the specific needs of the school and its students.
- Facilitates and evaluates, in assigned departments, the CSUSA-approved instructional program in a manner designed to maximize the cognitive and affective progress of each student.
- Assists the principal in the acquisition and utilization of instructional supplies, equipment and textbooks for the school.
- Assists the principal in facilitating services for all students in the school including, but not limited to, those with special needs.
- Participates, as requested, in school-level activities to design educational philosophy and goals which maximize student growth.
- Assists the principal in overseeing the facility and grounds of the assigned school and makes recommendations about short-range and long-range needs.
- Assists in the development of a schedule which maximizes the educational program for students and utilizes district resources to their greatest advantage.
- Assists the principal in conducting an on-going assessment of the educational program in the assigned school, including the strengths and areas in need of improvement; the analysis of test results, attendance records, discipline reports; feedback from students, staff, administrators and parents; and other formal and informal data.

Serves as Administrator of School

- Evaluates staff in assigned departments in accordance with state law and regulation, and CSUSA policy and practices.



Job Description

- Assists the principal in the recruiting, screening, recommending and assigning of school staff. Is familiar with hiring statutory laws and state regulations.
- Assists the principal in the orientation of new staff in accordance with state law and regulation as well as CSUSA policy and procedures.
- Assists the principal in generating and maintaining personnel records, reports and documentation as required by state and federal law and regulation as well as by CSUSA policy and procedures.
- Works to achieve/sustain 100% of projected student enrollment capacity.

Student Management

- Maintains high standards of student conduct and enforces discipline as necessary, according due process rights of the students
- Establishes and publishes guidelines for proper student conduct in keeping with state law, CSUSA policy and school practices in cooperation with the principal
- Attends school-related activities and events to oversee student behavior and achievements
- Generates and maintains accurate discipline records
- Works with students, staff, parents, law enforcement officials and others in the implementation of student behavior codes in cooperation with the principal

Communicates with Stakeholders

- Assists the principal in promoting on-going, two-way communications with relevant audiences (i.e., students, staff, parents, community residents) to enhance the educational program provided by the school.
- Assists the principal in utilizing the resources of the school and community to enhance the educational program
- Serves as a member of such committees and attends such meetings as directed by the principal and/or Superintendent

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.



Job Description

SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Demonstrated ability to lead people and get results through others.
3. Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.
4. Work and interact with individual at all levels of the organization.
5. Think ahead and plan over a 1-2 year time span.
6. Ability to organize and manage multiple priorities.
7. Ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to research, evaluate and implement best practices.
9. Ability to work with large amounts of data, to interpret data, to detect errors, and prepare reports.
10. Strong customer and student orientation.
11. Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.

JOB REQUIREMENTS

- Master's degree (MA) from an accredited college or university or equivalent.
- Florida Professional Certification in Educational Leadership.
- 2 - 5 years relevant experience (in school administration preferred) and/or training.
- Experience in student instruction.
- Equivalent combination of education and experience.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of Florida.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.



Job Description

TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Position Title: Dean of Students

Reports to: Principal

JOB PURPOSE

Responsible for developing and enhancing elective courses, afterschool college preparation programs and workshops, and parent involvement networks. Responsible for ensuring the overall security, safety, and wellbeing of students and staff, and assists the Principal in the implementation of CSUSA policies and school oversight.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Education Responsibilities

- Ensures teachers are organized, manage their time well and cover proper curriculum and cover proper curriculum conforming to State and CSUSA mandates.
- Conducts 3-minute walk through; reports non-compliance to Principal.
- Ensures teachers follow curriculum maps to maximize high assessments test scores.
- Works with Principal, Assistant Principal and Lead Teachers to observe and evaluate designing and planning of instruction, execution of education, classroom environment.
- Informs teachers of expectations prior to observing/evaluating. Uses announced and unannounced evaluations.
- Debriefs each observation/evaluation with a post conference.
- Ensures classroom teachers are using Personal Learning Plans (PLP) which personalize instruction and differentiate CSUSA schools from district schools.
- Ensures teachers meet with students individually.
- Conducts PLP training and checks PLPs quarterly.
- Supervises the setting of grade level goals for teachers who set classroom goals.
- Analyzes data from formative and summative assessments throughout the school.
- Works with Leadership Team to set annual school goals based on previous year's data.
- Analyzes benchmark data.
- Checks grade books to ensure correct input of grades.
- Monitors that teachers are using assessment data for targeted and differentiated instruction.
- Visits classrooms regularly; provide coaching on classroom management.
- Serves as liaison with Corporate Education to advise of what is effective in the classroom.
- Provides professional development/coaching on research based instructional strategies.

Operations

- Assigns teachers to arrival and dismissal duties; creates, posts and updates schedules.
- Creates schedules so that specialized teachers are scheduled properly.
- Creates schedule and assigns specialist teachers for special area schedule to ensure teacher coverage of PE, Music, Art, Spanish, Computer, Library.

- Designs schedule to create common planning time so that classroom teachers can attend grade level cluster meetings.
- Balances schedule so that special teachers have equally distributed planning time.
- Designs schedule so that gifted and talented students have time for key activities and have a variety of specialized teachers.
- Places students to ensure students are with appropriate teacher.
- Checks cumulative files for learning problems to ensure student is in correct learning environment.
- Oversees and monitors progress reports and report cards before distribution date to ensure completeness and accuracy.
- Oversees, interviews, arranges and orients substitute teachers to ensure smooth transition for substitute and students.

Discipline

- Investigates problems of disciplinary nature, documents information and reports findings and decisions to the appropriate individuals.
- Reports on investigations of offenses committed by students
- Investigates referrals where student or school property is stolen or reported missing.
- Works closely with the school guidance counselor, principal and local law enforcement agencies and make referrals as appropriate.
- Recommends appropriate sanctions including detentions, campus service, suspensions and referrals to the Principal for appropriate action.
- Makes periodic tours of campus to ensure that school and school board policies are being enforced.
- Assists with the enforcement of school/state attendance policies.
- Counsels students and parents where behavioral problems are involved.
- Assists with the supervision of organized student gatherings and see that all equipment is operative
- Coordinates school bus supervision before and after school.
- Coordinates the student lunchroom and work duty assignments.
- Assists with the supervision of students detained after school hours for disciplinary reasons
- Provides information to the principal regarding teachers' effectiveness in classroom management and pupil control.
- Ensures school code of conduct is enforced consistently.
- Participates in school based leadership opportunities (i.e.: team meeting, lead teacher meeting, etc).
- Convenes scheduled meetings with Guidance Counselors and Principal to discuss individual cases and the well-being of the student body.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management & organizational skills and the ability to prioritize effectively and complete work with little supervision within agreed timeline.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.
- Has the ability to demonstrate flexible and creative management of disciplinary issues.
- Has the ability to provide a supportive role to the principal.

JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- The noise level in the work environment is moderately quiet except during periods of heavy student activity.

PHYSICAL DEMANDS

- Agility and ability to quickly move in a school environment where children are present.
- Exposure to weather and other elements, including rain, heat, wind, humidity plus bus and student drop off traffic,
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with CSUSA's salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's Policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



Position Description

Job Title: Business Operations Manager

Reports to: Regional Business Operations Manager

Job Code:

Revision Date: 7-23-2013

JOB PURPOSE

Responsible for keeping a complete, confidential, accurate, and systematic set of records for all financial transactions carried out by the School in a manner that will optimize the School's efficiency, help achieve the School's mission and goals, and result in outstanding customer service. The Business Operations Manager will manage the business affairs of the School in conjunction with the Principal and the Regional Business Operations Manager, and will maintain a positive attitude that promotes team-work at the School and a favorable image of the organization. The Business Operations Manager will insure school compliance with all CSUSA policies and protocols as established for all areas of responsibility.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- The School Business Operations Manager responsibilities involve recordkeeping, office operations, communications and other duties as assigned by the Regional Business Operations Manager. The job will require the following duties:

FINANCE/ACCOUNTING:

- Keeps financial records of the School in accordance with Company Policy and assists Staff Accountant with monthly Financial Statements, as needed.
- Makes all bank deposits in accordance with Company Policy.
- Follows and supports all federal laws as part of its Business Operations
- Makes cash deposits of \$10,000 or more and must comply with the Currency Transaction Reporting Requirements which will be provided and trained upon once hired.
- Forwards approved invoices to Accounts Payable department on a weekly basis.
- Monitors and reconciles balances of School-based accounts in a timely manner.
- Follows-up on, and help collect, any NSF checks in a timely manner
- Follows-up on any outstanding checks of school-based accounts and help PR Department in resolving any outstanding PR checks
- Prepares and submits Purchase Orders while obtaining proper approvals based on Company Policy.
- Prepares and submits Check Requests while obtaining proper approvals based on Company Policy.
- Reviews and approves expenditure Invoices in coordination with Principal.
- Maintains and reconciles Petty Cash Account based on Company Policy.
- Maintains staffing matrix in Adaptive Planning on a monthly basis.
- Prepares periodic reports as requested by the Finance Department/RBA.



Position Description

HUMAN RESOURCES:

- Assists all personnel in completing electronic Human Resources (“HR”) onboarding documents, including but not limited to, new employee portal, benefit applications, ADP Salute, and ADP Payroll information.
- Enters new hire information into Student Information System (SIS) and Time & Attendance systems in ADP; maintains employee data in both systems.
- Maintains personnel files in a confidential manner.
- Supports the new hire/recruiting process by properly completing job requisitions in Virtual Edge, offer letter request, other items as needed, and secure all the required paperwork.
- Stays current with new techniques that arise in the Virtual Edge system.
- Works with the Principal, the Finance Department and the Human Resources Department to ensure that the school stays within the approved Staffing Budget.

PAYROLL:

- Assists employees in self-posting PTOs in the ADP system, as necessary.
- Reviews entries to ADP Time and Attendance system for accuracy. Makes corrections when necessary as the ADP Time and Attendance Administrator, and ensures proper authorization of the correction. Ensures that all T&A codes are up to date with PR authorization.
- Reviews entries to ADP Time and Attendance system for accuracy. Make corrections when necessary as the Time and Attendance system administrator, and ensures proper authorization of any correction.
- Reviews payroll register presented by Payroll Department to authorize processing of payroll.
- Assists employees with HRO/PR issues and stay current with technological improvements in the PR systems to best assist staff.
- Prepares periodic reports as required by the Payroll Department.
- Keeps all payroll information confidential.

BENEFITS:

- Assists the Human Resources Department in setting up and executing open enrollments and other Benefit meetings and prepare any reports as required.
- Supports employees’ effective date of eligibility for 401(k) and other benefits
- Coordinates employee family status changes, collect any appropriate paperwork, and/or assist with self-changes in ADP for timely submission to Human Resources Department.
- Coordinates requests by employees for FMLA, Short-term and Long-term disability by forwarding employee requests to Human Resources Department and assisting employees in completing paperwork, if necessary.
- GRANTS/COMPLIANCE:
 - Monitors Grants Financial Reports
 - Monitor timelines and grant draw downs
 - Attend grant trainings to prepare and administer grants at school level
 - Support compliance department insuring compliance at school level is maintained



Position Description

RISK MANAGEMENT:

- Ensures adherence to good safety procedures.
- Acts as liaison to Workers' Compensation Manager in relation to respective employee injuries.
- Processes all Workers' Compensation claims electronically in the prescribed manner and assists Employee in seeking medical care by providing proper authorization form.
- Oversees, maintains, and processes all student accident claims in the prescribed manner.
- Acts as a Liaison to Facilities and Finance departments on property and casualty claims.

OPERATIONS:

- Oversee specialized school operation procurement and vendor management at school
- Ensure proper data reporting
- Oversee National School lunch program at school
- Maximize participation in school
- Manage the school's food and transportation services by coordinating with service providers and overseeing deliveries
- Manage the schools supply and asset inventory

FACILITIES:

- Acts as point of contact for submitting Work Tickets for property, maintenance and safety needs at the school and processes all Facilities Help Tickets in a timely manner
- Acts as a liaison to Facilities Department.
- Responsible for monitoring the facility as per the Facilities Handbook.
- Insures all permits and licensing are renewed/paid and posted on a timely basis; no permit or license should be expired.
- Maintains an accurate, documented inventory of school keys for administrators, teachers and substitutes.
- Coordinates and documents end of year key return from faculty/staff.
- Coordinates and processes all information and documentation for facility sub-leases and submits to Director of Projects and Facilities and Risk Management for approval.
- Scans and emails all invoices sent to the school that are directly related/payable by the Facilities Department to; invoices@charterschoolsusa.com

BUDGETING:

- Assists in the preparation and maintenance of School Budget with the RBA. Utilizes the Adaptive Planning tool in the method and time frames prescribed by Finance Department and the RBA.
- Advises and assists Principal with Budget Line Item questions in conjunction with RBA.
- Participates on all School Dashboard calls and assists Principal with follow-up issues related to the call, as needed, in coordination with the RBA.

OTHER AREAS:

- Receives all materials and arrange for distribution to the proper department in accordance with Company Policy. Assists with receiving Facilities Materials/Equipment as necessary.
- Follows federal and state laws, as well as company policies.



Position Description

- Maintains interpersonal and community relations skills and the ability to communicate and works effectively within a diverse community
- Exercises independent judgment and manage and imparts information to a range of clientele and business sources.
- Performs and promotes all activities in compliance with equal employment and nondiscrimination policies of the company.
- Interacts effectively and appropriately with the general public, staff members, students, teachers, parents and administrators using Red Carpet Customer Service guidelines.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

JOB REQUIREMENTS

- Associate degree or higher in Accounting, Finance or related field of study from an accredited institution.
- At least 1+ year's School Operations or Business Management experience required Experience in an educational environment preferred.
- Must maintain confidentiality at all times.
- Knowledge and practical experience beyond basic bookkeeping.
- Knowledge and practical experience using MS Word, Excel, QuickBooks.
- Ability to work independently and make decisions in accordance with established policies and regulations.
- Polite, courteous and tactful with the public and co-workers.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual office working conditions.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.



Position Description

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Position Title: ENROLLMENT MANAGER

Reports to: Principal or Designee

JOB PURPOSE

The Enrollment Manager is responsible for coordinating and performing student registration along with other school-related activities. Must be customer focused both internally with peers and externally with Parents and Students.

****ESSENTIAL DUTIES AND RESPONSIBILITIES**

Registration/Marketing

- Manages and administers registration, recommitment, and withdrawal process and associated reporting for all students.
- Evaluates transcripts of incoming students and takes appropriate action to insure completeness.
- Maintains the district student database system with proper coding/master scheduling to effectively monitor and updates information for the funding count cycles that impact school funding.
- Enters students' recommitments into the company's database program.
- Processes Free and Reduced Lunch applications into the district and company's database.
- Improve yields at inquiry, application and enrollment stages.
- Improve retention rates for existing students.
- Increase applicant pool, and oversight on student waitlist for entire school
- Presenting the school to current and prospective students and parents who include systematic and efficient handling of applications and processing in SIS.
- Assists with marketing efforts for student recruiting and in hosting the school's information sessions, open house, orientation, etc.
- Maintains the state/district student database system (TERMS, ISIS, etc.) with proper coding/master scheduling to effectively monitor and update information for the funding count cycles that create school and corporate budgets.
- Ensure all coding and student identification is accurate for funding.
- Consults with appropriate CSUSA personnel to assist in student schedules and procedures.
- Prepares and transmits requests for student transcripts and other official documents related to students to facilitate registration.
- Evaluates transcripts of incoming students and takes appropriate action to insure completeness.
- Maintain and issue official student transcripts.
- Maintains records of grades and absences for each student's file.

Data

- Ensures all data for students is up to date and accurate in student cumulative files, Student Information System (SIS), Power School and in the state/district systems.
- Enters daily attendance and maintain accurate attendance reports in both the district system and Power School.
- Enters and maintains student records, immunization, attendance information, and grade reporting into Power School and state/district system.
- Provides teachers, school districts and work with outside agencies with information regarding student enrollment.
- Reviews enrollment records to ensure current information, accuracy, and completeness with the state/district regulations and guidelines.
- Prepares a variety of records and reports regarding student enrollment.
- Analyzes statistical data on student registration for administrative use in formulating policies.

- Prepares, analyzes, and reports on educational activities for government and educational agencies and interprets registrations policies to faculty and students.
- Monitor and report on attrition and retention.

Clerical

- Assists in clerical and administrative functions to ensure the smooth operation of the school.
- Mailing recommitment forms and reminder letters.
- Track and monitor project tasks
- Ensure school staff and support center receive key information to support cross functional integration
- Provide visibility and status updates on department projects
- Support Principal in managing project timelines and support timely delegation of responsibilities

****MAY PERFORM OTHE DUTIES AS ASSIGNED****

DISCLAIMER:

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

1. Has the ability to work and interact with individual at all level of the organization.
2. Has the ability to organize, prioritize and manage multiple priorities.
3. Has the ability to prepare comprehensive business reports, including writing report sections, integrating content, and formatting business documents.
4. Has the ability to establish a set of operating principles and routines; driving projects to completion, while insisting on highest level of quality.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Possesses good knowledge of company and departmental policies and procedures.
9. Possesses detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.
10. Leads by example in adherence and knowledge of the CSUSA and school's Vision, Mission and Values demonstrated by the commitment to act in an ethical manner using behaviors that promote a team concept.
11. Follows through on duties and projects assigned.
12. Participates in and successfully complete training programs offered to increase skill and proficiency related to assignments.
13. Reviews current developments, literature and technical sources of information related to job responsibility.
14. Follows company policies, federal and state laws.
15. Ensures adherence to good safety procedures.
16. Consults directly with CSUSA personnel when applicable.

JOB REQUIREMENTS

- 2 year college degree (required) or higher (preferred).
- Previous School Enrollment Manager, Registrar or equivalent experience highly desired
- Minimum of 2 years relevant experience.
- Experience working in a school office setting highly desired.
- Excellent customer service skills.
- Excellent organization, time management, and follow up skills.
- Must be able to present a professional office with great customer service skills.
- Must have a positive attitude and be able to collaborate with others, while helping to maintain a pleasant working environment.
- Must be detail oriented.
- Bilingual a plus, but not required.
- Ability and willingness to work successfully with students, parents, and staff.
- Must pass a background check.
- Ability and willingness to take directions.
- Excellent references including attendance and punctuality.
- Demonstrates excellent oral (including presentations), written, interpersonal (active listening), skills and ability in negotiating and influencing; professional phone etiquette.
- Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Required to sit for long periods of time.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 35 pounds of force as frequently as needed to move objects.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual schools working conditions.
- May be noisy during high student traffic.

TERMS OF EMPLOYMENT:

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

EVALUATION:

Performance will be evaluated in accordance with Charter Schools USA Policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this position description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

STUDENT SERVICES COORDINATOR

JOB PURPOSE

To help students achieve personal fulfillment by providing them with services to make successful personal, educational and occupational life plans.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction

- Prepares for and conduct parent and student conferencing according to school policy.
- Student instruction in modalities instituted by school and assigned program (may include but are not limited to: Individual or Group Direct Synchronous Instruction, Learning Support, Life Skills Support, Itinerant Support, Resource Room Support, co-teaching, writing lesson plans, telephone conferencing and instruction, Parent Learning Opportunities).
- Collects data and appropriate work samples.
- Plans and conduct appointments with parents as needed.
- Assists regular education teachers with specially designed instruction when necessary.
- Participates at monthly outings encouraged.
- Provides support for ESE student achievement in the general class through training teachers and assisting with implementation of school inclusion plans.
- Arranges for and assist with training for inclusionary practices.
- Acts as informational liaison for inclusion as appropriate.
- Assists with planning for classroom and testing accommodations for students with disabilities.
- Models strategies for inclusionary practices as appropriate.
- Provides assistance with developing and adapting curriculum materials and educational practices to meet the needs of students and teachers.

Individual Student Counseling

- Assists students in evaluating their aptitudes and abilities through the use of teacher comments, interpretation of individual standardized test scores and other pertinent data. Works with students in evolving educational and career plans in terms of such evaluation
- Provides individual counseling sessions for assigned students in dealing with their personal needs as they affect school performance, as well as their educational and career plans.
- Provides small and large group counseling sessions, as needed, to address students' personal educational and career plans.
- Assists students in course selections and the scheduling process. Works to prevent students from dropping out of school, and assists those that do in finding alternative educational programs.
- Assists in making arrangements for enrollment in summer school programs to make up noted deficiencies.

- Participates in follow-up studies of former students for the purpose of improving services and evaluating the effectiveness of the educational program being offered by the school
- Provides emergency support to students as needed during crises.
- Provides students with college financial aid/scholarship resources and assists with college selection (High School).

Staff Consultation

- Serves as a consultant to the faculty concerning matters related to guidance services
- Confers with staff regarding students with problems and/or special needs.
- Serves as a resource person for administration in matters relating to students and guidance services; provides thorough and timely reports, data, etc. as requested by administration.

Student and Parent Orientation

- Provides students new to the school orientation and information relative to school procedures, curriculum and extra-curricular opportunities.
- Participates in planning and implementing programs which contribute to a smooth transition between grade levels and/or to post-secondary education, which may include orientation programs for students and parents.
- Serves as a resource for information regarding the educational program, activities and services of the school.

Record Keeping

- Supervises the maintenance of cumulative records for assigned students in accordance with state and federal laws and regulations as well as CSUSA policy.
- Provides information and prepares recommendations to colleges for admissions and scholarships as well as to potential employers and other agencies for assigned students.
- Maintains counseling record (i.e., summary, log) regarding conferences or other sessions with assigned students.

Assessment

- Assists in the administration of state-mandated and CSUSA assessment programs.
- Reviews and interprets results of assessment programs for assigned students and utilizes results for counseling purposes.
- Contributes to the evaluation of current curriculum offerings.
- Assists in developing and implementing an evaluation plan for the guidance program and utilizing results to determine strengths and areas in need of improvement.

School and Community Relations

- Strives to establish cooperative relations and makes a reasonable effort to communicate with parents when necessary and appropriate.
- Utilizes the resources of the community in developing and enhancing guidance services and activities.
- Cooperates and shares professionally with members of the staff.
- Assists in interpreting the Guidance Services Program within the school and community.
- Assists community agencies and resource people who deal with students' needs.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER:

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

1. Ability to work and interact with individual at all level of the organization.
2. Ability to organize, prioritize and manage multiple priorities.
3. Ability to prepare comprehensive business reports, including writing report sections, integrating content, and formatting business documents.
4. Ability to establish a set of operating principles and routines; driving projects to completion, while insisting on highest level of quality.
5. Ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
6. Establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
7. Computer Basics: Windows, MS Word, Excel, Outlook, PowerPoint; Student Information System (SIS).
8. Good knowledge of organization's policies and procedures.
9. Detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law.

JOB REQUIREMENTS

- Bachelor's degree from an accredited college or university or equivalent.
- Possession of valid Florida certification for Guidance Counselor.
- Minimum three (3) years experience of successful teaching or counseling services.
- Successful results of criminal and employment background check.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to research, evaluate and implement best practices.
- Effective communication skills.

- Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Required to sit for long periods of time.
- Somewhat stressful due to frequent student activity.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- The noise level in the work environment is moderate; it may rise during periods of heavy student traffic.

TERMS OF EMPLOYMENT:

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

EVALUATION:

Performance will be evaluated in accordance with Charter Schools USA Policy.

DECLARATION

- Bachelor's degree from an accredited college or university or equivalent.
- Possession of valid stage certification.
- Minimum three (3) years experience of successful teaching or counseling services.
- Successful results of criminal and employment background check.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.

Strives to research, evaluate and implement best practices.

- Effective communication skills.
- Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



Job Description

Job Title: FOOD SERVICE SUPERVISOR/DIRECTOR
Reports to: National School Lunch Program Director
Job Code: 760X00
Revision Date: 01/2009

JOB PURPOSE

Administer the food service program at school level in an efficient and effective manner to meet nutritional needs and program acceptability of students and staff in accordance with federal, state, and local regulations and CSUSA guidelines.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Ensures daily lunch count from teachers
- Oversees/conducts food preparation
- Oversees/conducts stocking of supplies for the day
- Functions as cashier
- Oversees/conducts kitchen and cafeteria clean up and preparation for next day
- Oversees/conducts the ordering of supplies
- Oversees/conducts receiving of deliveries
- Supervises and evaluates food service personnel. Recommends employees for appointment, re-appointment, transfer, and termination
- Maintains high standards of sanitation and safety and complies with all applicable CSUSA policies and procedures, state and federal regulations
- Submits reports and maintains records as required, especially regarding free and reduced lunch
- Controls labor, food, and non-food costs
- Recommends purchases of equipment
- Communicates with parents regarding their cafeteria questions/concerns
- Serves as resource person for school health and nutrition education activities
- Manages the collection of monies and makes daily deposit
- Maintains accurate financial records
- Inputs new students, processes withdrawing students and ensures student count on MicroCheck matches Registrar's (National School Lunch Program compliance)
- Allows/includes print rich environment in cafeteria to support curriculum
- Ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
- Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****



Job Description

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Time Management – Prioritizing, Organizing, Scheduling
- Communication – Oral, Written, Interpersonal (active listening), Negotiating and Influencing
- Safety and sanitation procedures regarding food handling
- Organization skills for paperwork

JOB REQUIREMENTS

- High School Diploma, GED or equivalent.
- Three (3) years experience in Institutional Food Service preferred.
- Two (2) years experience in Food Service Supervision and/or successful completion of recognized Food Service Manager Trainee Program (or equivalent) preferred.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

PHYSICAL DEMANDS

- Stand for long lengths of time.
- Lift up to 40 pounds.
- Put away deliveries and stock; keep area tidy; sweep floors.
- Physical agility to break down boxes and carry trash to dumpster.

PERSONAL PROTECTIVE EQUIPMENT

- Heat resistant mitts

WORK ENVIRONMENT

- Room temperature may be warm while the ovens are working.
- Noise level is moderate but it may rise during meals due to heavy student traffic.

TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.

FLSA OVERTIME CATEGORY

Job is non-exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Food Service Supervisor



Job Description

Performance will be evaluated in accordance with Charter Schools USA's Policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.



Job Description

Job Title: BEFORE/AFTER CARE DIRECTOR
Reports to: Business Administrator
Job Code: 900X00
Revision Date: 01/09

JOB PURPOSE

Oversee maintaining an orderly, safe and pleasant atmosphere in the cafeteria, on the playground and in other designated locations by helping and supervising staff and students during authorized before or after school programs in accordance with CSUSA policy and established school procedures.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Oversees Day-to-Day Operations of Before and Aftercare Program

- Oversees registration of students into program.
- Monitors staff and students.
- Oversees proper student sign-in and dismissal procedures for Before Care.
- Oversees proper student check-in and dismissal procedures for After Care.
- Observes who enters and leaves child care area.
- Oversees and/or assists students with homework.
- Oversees and/or passes out snacks.
- Oversees and /or plays with students on playground.
- Coordinates field trips.

Ensures Proper Infrastructure of Before and Aftercare Program

- Ensures background check work references have been conducted on staff.
- Organizes and plans for age specific craft/entertainment programs.
- Purchases crafts and snacks.
- Organizes and plans for Spring/Summer Camp Programs.
- Submits reports and maintain records.

Oversees Finances of Before and Aftercare Program

- Plans budget.
- Ensures compliance to Budget.
- Receives and handles money in accordance with CSUSA guidelines.
- Oversees collection of A/R and NSF checks.
- Maintains accurate financial records.
- Maintains up to date data base of customers.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****



Job Description

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Demonstrated ability to lead people and get results through others.
- Ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
- Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.
- Demonstrates excellent oral (including presentations), written, interpersonal (active listening), skills and ability in negotiating and influencing; great phone etiquette.
- Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
- Works and interacts with staff and relates to individuals at all levels of the organization; relates to individuals at all levels. As unique situations present themselves, the incumbent must be sensitive to corporate needs, employee goodwill, and the public image.
- Strong customer and student orientation.
- Ability to work with large amounts of data, to research and interpret records, to detect errors, and make the necessary corrections.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to implement best practices.
- Ability to be courteous and professional when dealing with parents, children and other co-workers.
- Supervisory Skills

JOB REQUIREMENTS

- High School Diploma, or higher.
- Three (3) years experience in childcare management.
- Special certifications, i.e. CPR training, preferred.
- Computer literacy; proficient with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

PHYSICAL DEMANDS

- Frequent reaching and stretching to pass out snacks.
- Frequent bending and flexing of arms and legs to play active games with children.
- Light work: Exerting up to 40 pounds of force occasionally (ice coolers), and/or up to 20 pounds of force as frequently as needed to move objects.

PERSONAL PROTECTIVE EQUIPMENT

Before/After Care Director



Job Description

-
- None

WORK ENVIRONMENT

- Usual child care working conditions

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.



Position Description

Job Title: 5th Grade Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

JOB PURPOSE

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.



Position Description

Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

5th Grade Teacher



Position Description

SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

5th Grade Teacher



Position Description

TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



Position Description

Position Title: MATH TEACHER (MIDDLE SCHOOL)
Reports to: Principal or Assistant Principal
Job Code(s): 102X00
Revision Date: 04/2011

JOB PURPOSE

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develop lesson plans consistent with established guidelines. Establish effective rapport with students, staff members and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction/Education Responsibilities

- Present subject matter to students to maximize learning opportunity.
- Review student records in order to develop a foundation of understanding regarding each student's abilities and needs.
- Maintain accurate and complete student records.
- Strive to maximize the educational achievement of each student.
- Demonstrate a variety / range of student learning modalities in each lesson.
- Frequently utilize diagnostic assessment of student learning.
- Frequently assess student strengths and weaknesses, provide appropriate activities to address student needs and generates progress reports as required.
- Refer students with suspected learning problems to appropriate support personnel.
- Assign lessons, correct student work product and review oral presentations.
- Coordinate class field trips.
- Prepare students for state required achievement assessments.

Provide a Classroom Environment Conducive to Learning

- Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Ensure classroom is clean, safe and includes student generated work on display as appropriate.
- Implement all relevant policies governing student conduct.
- Develop reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

Instructional Planning

- Develop lesson plans consistent with established guidelines and goals.
- Plan individual and / group learning activities designed to meet instructional objective and students needs.



Position Description

- Prepare for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participate with other staff members in curriculum planning during designated meetings.
- Incorporate into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Take all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

School/Community Relations

- Strive to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicate clearly, consistently and positively with parents via all appropriate mediums.
- Cooperate with members of the administration and other staff.
- Maintain confidentiality about students.
- Attend parent communication activities.
- Participate in extracurricular activities as required.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Works and interacts with staff and relates to individuals at all levels of the organization; relates to individuals at all levels. As unique situations present themselves, the incumbent must be sensitive to corporate needs, employee goodwill, and the public image.
- Strong time management & organizational skills and the ability to prioritize wisely.
- Ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff.
- Establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
- Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Strong student orientation.
- Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.



Position Description

JOB REQUIREMENTS

- Bachelor's degree from an accredited college or university or equivalent.
- Possession of valid teaching certification in Middle School Math.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to research, evaluate and implement best practices.
- Effective instructional delivery techniques and excellent communication skills.
- Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual schools working conditions.
- May be noisy during high student traffic.

TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's Policy.

DECLARATION

Human Resources retain the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the Human Resources Department will be subject to disciplinary action up to and including termination.



Position Description

Job Title: Elementary Art Teacher
Reports to: Principal
Job Code:
Revision Date: 11/07/2012

JOB PURPOSE

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.



Position Description

Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.



Position Description

SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.



Position Description

TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



Position Description

Job Title: Middle School Art Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

JOB PURPOSE

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.



Position Description

Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.



Position Description

SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.



Position Description

TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



Position Description

Job Title: Elementary Physical Education Teacher
Reports to: Principal
Job Code:
Revision Date: 11/07/2012

JOB PURPOSE

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.



Position Description

Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.



Position Description

SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.



Position Description

TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



Position Description

Job Title: Middle School Physical Education Teacher
Reports to: Principal
Job Code:
Revision Date: 11/07/2012

JOB PURPOSE

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.



Position Description

Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.



Position Description

SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.



Position Description

TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



Position Description

Job Title: Elementary Foreign Language Teacher
Reports to: Principal
Job Code:
Revision Date: 11/07/2012

JOB PURPOSE

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.



Position Description

Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

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Position Description

SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.



Position Description

TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



Position Description

Job Title: Middle School Foreign Language Teacher
Reports to: Principal
Job Code:
Revision Date: 11/07/2012

JOB PURPOSE

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.



Position Description

Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.



Position Description

SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
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- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.



Position Description

TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



Position Description

Job Title: Elementary Technology Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

JOB PURPOSE

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.



Position Description

Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.



Position Description

SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.



Position Description

TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



Position Description

Job Title: Middle School Technology Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

JOB PURPOSE

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.



Position Description

Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.



Position Description

SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Possesses strong time management & organizational skills and the ability to prioritize effectively.
3. Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
4. Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
7. Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
9. Strives to implement best practices and positive character education consistently.

JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.



Position Description

TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Instructional Aide

JOB PURPOSE

Responsible for assisting in the general supervision and management of the children, which allows the teachers more time to focus on the educational needs of students. The incumbent must be willing to fulfill responsibilities in accordance with the school's educational philosophy.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instructional Setting

- Assists in the implementation of the daily program under the direction of the teacher.
- Assists in planning and preparing the learning environment, setting up interest centers and preparing needed materials and supplies for students' daily activities.
- Works individually or in small groups with students to review classroom instruction, listens to reading groups, or assists answering questions.
- Supervises outside playground activities.
- Helps with general housekeeping tasks.
- Assists the teacher in any other appropriate ways.
- Performs clerical tasks.
- Treats all children with dignity and respect.
- Attends all staff meetings and recommended training programs and conferences, including in-service training as may be required by the district.
- Operates and cares for instructional equipment used in the classroom.
- Performs other duties as assigned by the Principal.
- Follows directions given by head teacher or immediate supervisor.

Student Management

- Assists with the supervision of students outside the classroom such as: field trips to assist with student supervision and safety, during play period, lunchroom activities, dismissal, etc.
- Supervise the classroom when the teacher is out of the room.

School/Community Relations

- Maintains confidentiality about children, their families, and other employees outside the school.
- Handles sensitive and confidential information, documents, communications, incidents, etc., with discretion and in a conscientious manner.
- Cooperates and share professionally with other members of the staff.
- Promotes high academic/achievement for all children;
- Promotes a greater focus on teaching and learning;
- Promotes flexibility to stimulate local initiatives coupled with responsibility for student performance;
- Promotes improved linkages among schools, parents and communities.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Has strong time management & organizational skills and the ability to prioritize effectively.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. As unique situations present themselves, the employee must be sensitive to corporate needs, employee goodwill, and the public image.
- Establishes excellent interpersonal skills between all stakeholders: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
- Is proficient with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement consistently best practices and positive character education.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual schools working conditions.
- May be noisy during high student traffic.

TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.

FLSA OVERTIME CATEGORY

Job is non-exempt under the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's Policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this position description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

JOB REQUIREMENTS

- High School degree, GED, or equivalent experience.
- Speak, read, and write English fluently.
- Successful results of criminal and employment background check.
- Experience in working with children, preferably children with disabilities.
- Be in the process of becoming professionally prepared to supervise young children.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.
- Commitment to company values.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Equivalent combinations of education and experience that provide the required knowledge, abilities and skills will be evaluated on an individual basis.



Position Description

Job Title: Elementary Special Education Teacher

Reports to: Principal

Job Code:

Revision Date: 11/07/2012

JOB PURPOSE

The special education teacher's primary priority is to work in partnership with students, parents and regular education teachers in accordance with the school's mission and vision in order to promote student achievement. The following responsibilities and duties are the means to achieve that end while maintaining compliance with Federal and State Regulations.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction

- Prepare for and conduct Parent and student conferencing according to school policy.
- Student instruction in modalities instituted by school and assigned program (may include but are not limited to: Individual or Group Direct Synchronous Instruction, Learning Support, Life Skills Support, Itinerant Support, Resource Room Support, co-teaching, writing lesson plans, telephone conferencing and instruction, Parent Learning Opportunities).
- Collect data and appropriate work samples.
- Plan and conduct appointments with parents as needed.
- Assist regular education teachers with specially designed instruction when necessary.
- Participation at monthly outings encouraged.
- Provide support for the special education student achievement in the general class through training teachers and assisting with implementation of school inclusion plans.
- Arrange for and assist with training for inclusionary practices.
- Act as informational liaison for inclusion as appropriate.
- Assists with planning for classroom and testing accommodations for students with disabilities.
- Models strategies for inclusionary practices as appropriate.
- Provides assistance with developing and adapting curriculum materials and educational practices to meet the needs of students and teacher



Position Description

Monitoring and Compliance

- Collaborate with regular education teachers to monitor student progress and compliance (including student compliancy issues, withdrawals, etc.).
- Proctor standardized tests.
- Complete student progress reports four times a year (quarterly).

- Special Education Responsibilities
- Maintain IEPs, Quarterly Reports, Progress Monitoring for caseload.
- Develop and Implement IEPs with measurable goals using Progress Monitoring.
- Collect and Report Progress Monitoring Data for all student goals.
- Conduct IEP meetings within timelines.
- Make data-driven instructional decisions to improve student outcomes.
- Complete Quarterly Progress Reports.
- Maintain accurate and compliant special ed. data (class lists with contact info, related services info, IEP due dates, etc.).
- Complete reevaluations in accordance with Regulations and best practice.
- Complete all special education paperwork accurately, according to regulations, and on time.
- Develop and monitor appropriate transition plans for students of transition age.
- Maintain communication with Related Service Providers and Case Managers to ensure compliance with provision of services, evaluations, and quarterly progress reports.
- Administer diagnostic assessments as needed.
- Obtain and maintain compliant special education student files.
- Participate in State specific training.
- Attend Professional Development as designated on school calendar (travel may be required).
 - Communication
- Communicate with Regular Education Teachers and Administrators when necessary.
- Participate in weekly team meetings.
- Acknowledge e-mails and voice mails within 24 hours (excluding weekends, holidays, etc.).

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

SKILLS AND KNOWLEDGE

1. Demonstrate enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Strong time management & organizational skills and the ability to prioritize effectively.
3. Ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. As unique situations present themselves, the employee must be sensitive to corporate needs, employee goodwill, and the public image.

Elementary Special Education Teacher



Position Description

4. Establish excellent interpersonal skills between all stakeholders: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
5. Ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
6. Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
7. Look for ways to improve and promote quality and demonstrates accuracy and thoroughness.
8. Consistently strives to implement best practices and positive character education.

JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- State Certified in Special Education as well as Highly Qualified (HQ) status in the subject areas and grades assigned.
- Certified in at least two areas of Exceptional Education, preferred.
- Successful results of criminal and employment background check.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Minimum of three (3) years successful teaching experience.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of employment.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.



Position Description

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

CO-TEACHER

JOB PURPOSE

Create and implement a flexible program and classroom environment favorable to student learning and personal growth. Develops lesson plans consistent with established guidelines. Establish effective rapport with students, staff members, and parents. Motivate students to develop skills, attitudes and knowledge to provide an effective educational foundation, in accordance with each student's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction/Education Responsibilities

- Plans and implements a program of instruction that adheres to the company's philosophy, goals and objectives as outlined in the adopted courses of study.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task.
- Presents subject matter to students to maximize learning opportunity and provides real-world, application based examples and learning opportunities.
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs. Maintain accurate and complete student records.
- Strives to maximize the educational achievement of each student.
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons.
- Utilizes diagnostic assessment of student learning on a frequent basis.
- Maintains accurate and completes student records.
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required.
- Refers students with suspected learning problems to appropriate support personnel.
- Assigns lessons, corrects student work product and reviews oral presentations.
- Coordinates class field trips (as required).
- Prepares students for state required achievement assessments.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum.
- Assists in the on-going curriculum revision process, including the revision of written courses of study.
- Assists in the selection of books, equipment, and other instructional materials.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

Provide a Classroom Environment Conducive to Learning

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child.
- Ensures classroom is clean, safe and includes student generated work on display as appropriate.
- Implements all relevant policies governing student conduct.
- Develops reasonable rules of classroom/playground behavior in accordance with CSUSA policy and guidelines, and maintains order in the classroom in a fair and consistent manner.

Instructional Planning

- Develops lesson plans consistent with established guidelines and goals.
- Plans individual and / group learning activities designed to meet instructional objective and students needs.
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel.
- Participates with other staff members in curriculum planning during designated meetings.
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP).
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials and facilities needed to implement effectively the planned instructional program.

School/Community Relations

- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate.
- Communicates clearly, consistently and positively with parents via all appropriate mediums.
- Cooperates with members of the administration, other staff and with CSUSA.
- Maintains confidentiality regarding student records.
- Participates in parent communication activities.
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management & organizational skills and the ability to prioritize effectively.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Somewhat stressful due to frequent student activity.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.

TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy.
- Length of the work year and hours of employment shall be those established by Charter Schools USA.

- This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's Policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this position description. Any employee making changes unauthorized by the Human Resources Department will be subject to disciplinary action up to and including terminated.

JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.



Position Description

Position Title: CURRICULUM RESOURCE TEACHER
Reports to: Principal or Assistant Principal
Job Code: 107X00
Revision Date: 04/2011

JOB PURPOSE

Responsible for providing curriculum training and support to teachers and assisting with curriculum implementation. Conducts ongoing staff development, performs periodic classroom visitations, collects and reports quarterly student data, and monitors programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Develops and conducts in-service training for all teachers regarding the curriculum, researched-based instructional strategies, and best practices.
- Performs periodic classroom visitations, assists teachers in the improvement of instructional performance, performs periodic binder reviews, and monitors improvement.
- Demonstrates lessons in classroom situations for observation by teachers.
- Trains new teachers in the use of Student Information System (SIS) and school-based resources and procedures.
- Facilitates grade level and/or subject area team meetings.
- Serves as a resource to school administrators and content area teachers in identifying reading needs, adapting instructional techniques, and implementing reading strategies across the curriculum.
- Assists with the development of school literacy initiatives.
- Collects, analyzes, and reports school and student benchmark data.
- Initiates and maintains effective liaisons with district and professional associations to maintain a current knowledge of Reading and instructional best practices.
- Attends monthly CSUSA Curriculum Cadres.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management and organizational skills and the ability to prioritize effectively.



Position Description

- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.
- Demonstrates and articulates a thorough understanding of *The Art & Science of Teaching* (Robert Marzano).

JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Master's Degree preferred and applicable teaching certificate
- Minimum of three (3) years of K-12 classroom teaching with demonstrable positive impact on achievement.
- Demonstrated evidence of involvement in school activities involving leadership responsibilities.
- Reading Specialist Certification/Endorsement Preferred.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Commitment to company values.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- No physical exertion required.
- Somewhat stressful due to frequent student activity.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.
- May be noisy during high student traffic.



Position Description

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Must have the ability to sit and stand for extended periods of time.
- Exhibit manual dexterity to dial a telephone, to enter data into a computer; to see and read a computer screen and printed material with or without vision aids; hear and understand speech at normal classroom levels, outdoors and on the telephone.
- Speak in audible tones so that others may understand clearly in normal classrooms, outdoors and on the telephone.
- Physical agility to lift up to 25 pounds to shoulder height; ability to bend, stoop, climb stairs, and reach overhead.

TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA Policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.



Charter Schools USA

Employment Handbook

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INTRODUCTION

“PUTTING STUDENTS FIRST BY PUTTING PEOPLE FIRST”

At Charter Schools USA (“CSUSA”) our focus and commitment is “Putting Students First.” We recognize that in order to do that we must support the professionals who guide and instruct our students and make a positive difference every day in the lives of young people.

Therefore, we are committed to create a work environment that fosters a productive learning environment, an environment where teachers can teach, learners can learn and people will find meaning and satisfaction in their careers.

CSUSA is a family of committed professionals striving to provide a high quality education to thousands of students. The policies and guidelines in this handbook are designed to support our mission.

The Charter Schools USA Choice

Founded in 1997, Charter Schools USA is one of the oldest, largest and fastest-growing education management companies in the United States. Recently, AdvancEd awarded CSUSA the first Southern Association of Colleges and Schools (SACS) district accreditation for an education management company. We successfully manage high performing private and municipal schools for pre-Kindergarten through grade 12. We assist corporations, government entities, developers and nonprofit agencies with all phases of school design, planning, development, financing, construction, operations and curricula. We’ve also been instrumental in pushing forward legislative processes that have furthered education reform to help all students gain a high quality education.

While we are proud of our awards, we believe our greatest accomplishments are gaining a 95% plus satisfaction rate from parents and achieving a district “A” academic average for the last 6 years from the Department of Education. At Charter Schools USA, we always put students first in every decision we make. That philosophy, along with a certified and

dedicated staff has placed Charter Schools USA as a leader in education management nationally.

ABOUT YOUR HANDBOOK

CSUSA is focused to provide you with information about working conditions, employee benefits, and some of the policies affecting your employment. You should read, understand, and comply with all provisions of the Handbook. It describes many of your responsibilities as an employee and outlines the programs developed by CSUSA to benefit employees. It is our desire to create a safe and meaningful work environment that is conducive to both personal and professional growth, to recognize individual contribution, and to make open, direct and personal communication a part of our organization.

Your Handbook summarizes CSUSA’s personnel policies and plans that are now in effect and controlling. It is intended only as a guideline and is certainly not all-inclusive. We welcome and encourage any suggestions you may have for improving your work environment and any aspect of our policies. CSUSA’s management specifically reserves the right to amend the policies contained herein at its sole discretion with or without notice to CSUSA employees.

This Handbook contains rules, regulations and general information regarding CSUSA. Read your Handbook carefully. You will be required to sign a “Receipt of Handbook, Acknowledgement of At-Will Employment and Disclaimer of Contract.” While you will receive an overview of the main points of the handbook during orientation, you are expected to read and understand your Handbook in its entirety. Please ask your School Administrator/Department Manager for an explanation if you have any questions.

Revisions, Additions and Confidentiality

No employee handbook can anticipate every circumstance or question about a policy. As CSUSA continues to grow, the need may arise and CSUSA reserves the right to revise, supplement, or rescind any policies or portion of the Handbook as CSUSA deems appropriate, at its sole and absolute discretion. These provisions supersede all existing policies and practices.

Some of the subjects described here are covered in detail in official policy or benefit documents. You should request and refer to these other documents for

specific information since this Handbook only briefly summarizes those benefits. Please note that the terms of the written insurance policies or benefit plan documents are controlling.

Please treat this Handbook and the information in it as confidential. No portion of this Handbook should be disclosed to others, except CSUSA employees and those affiliated with CSUSA whose knowledge of the information is required in the normal course of business.

EMPLOYMENT "AT WILL"

Your employment with CSUSA is "at-will", which means that you voluntarily entered into it and are free to resign "at will" at any time, with or without cause. Similarly, CSUSA may terminate the employment relationship "at will" at any time, with or without notice, cause or reason. Should you be employed within a state other than Florida, the laws of that state will be followed.

NONE OF THE POLICIES OR GUIDELINES CONTAINED IN THIS EMPLOYEE HANDBOOK CREATES EITHER AN EXPRESS OR IMPLIED CONTRACT WITH REGARD TO THE SPECIFIC POLICIES CONTAINED IN THIS EMPLOYEE HANDBOOK. THIS EMPLOYEE HANDBOOK DOES NOT CREATE A CONTRACT OF EMPLOYMENT.

No representative of CSUSA, other than the CEO, has any authority to enter into any employment agreement for any specified period of time.

As a condition of employment, employees with access to sensitive company information are required to sign a non-compete and/or employment agreement as determined by CSUSA.

MISSION AND VISION

We have developed a mission and vision to help us achieve our goals and uphold our values. This mission guides employees on how we do business and how to make decisions when faced with choices.

MISSION STATEMENT

CSUSA designs, develops and operates high performing public schools with an:

- Unwavering dedication to student achievement.
- Unyielding commitment to ethical and sound business practices.

Providing a choice for communities, parents, students, and professionals that foster educational excellence in America.

VISION STATEMENT

We will be one of the premier education companies in the world. Our dominant brand and ability to drive student success will create unprecedented demand.

- Communities will petition us to develop a school in their area.
- All of our schools will be fully enrolled with waiting lists.
- Our superior capabilities will allow us to be a catalyst to spawn new synergistic business units and companies, which will continue to fuel our growth and geographic reach.
- We will make a positive difference to millions of students worldwide.

VALUES

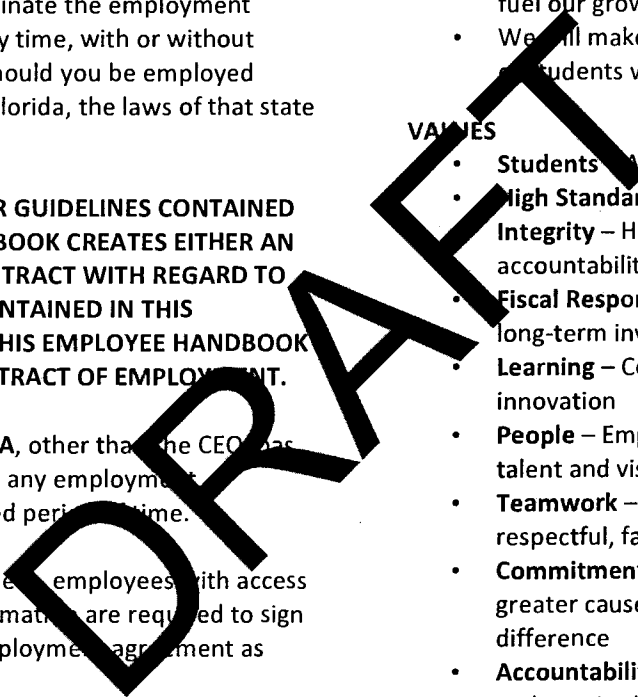
- **Students** – A student centered organization
- **High Standards** – Quality and professionalism
- **Integrity** – Honesty, loyalty, and personal accountability
- **Fiscal Responsibility** – Building a sustainable, long-term investment in the future
- **Learning** – Continual improvement and innovation
- **People** – Empowering people with courage, talent and vision
- **Teamwork** – Partnership and fostering a respectful, family atmosphere
- **Commitment** – A life of purposefulness to a greater cause. Giving back and making a difference
- **Accountability** – To have disciplined processes and required outcomes

OPEN COMMUNICATIONS & OPEN DOOR POLICY

Our experience has shown that when employees deal openly and directly with School Administrators /Department Managers, the work environment can be excellent, communications can be clear, and attitudes can be positive. We believe that CSUSA amply demonstrates its commitment to employees by responding effectively to employee concerns.

Problem Solving Procedure

We realize that misunderstandings and differences of opinion sometimes develop in the daily work situation. Should a problem or concern arise, the



following problem solving procedure will assist with its resolution:

- Discuss your problem or concern with your School Administrator/Department Manager, who will listen and investigate or make recommendations as to how your problem might be resolved. We encourage you to try to resolve such matters through open discussion with your School Administrator/Department Manager.
- If you are uncomfortable taking your concern to your School Administrator/Department Manager, or if they do not help you to your satisfaction, you can take your concern directly to the next level of management or to Human Resources.

By bringing any dissatisfaction or complaint of any nature out into the open, most problems can be improved, if not resolved. We will work to resolve problems in the best interest of both you and CSUSA.

SUGGESTIONS

If you have any suggestions or ideas that you feel would benefit CSUSA, we would encourage you to tell us about them. We are always looking for suggestions that improve methods, procedures, and working conditions; reduce costs, or errors, and benefit the Company and its employees.

Employees who make suggestions, which are used to substantially benefit the Company and its employees, might (at the sole discretion of CSUSA) be considered for a one-time appreciation award.

PUBLIC MEDIA POLICY

It is the policy of Charter Schools USA to communicate with the media in the following manner:

At the school level the employee who receives the call, or is visited in person by a member of the media, is to contact the principal's office immediately. At that time they will in turn refer the contact to our Public Relations Firm or Corporate Office.

At the Corporate Office location the employee who receives the call, or is visited in person by a member of the media, is to engage a member of the executive team.

Under NO circumstance should any employee give a statement, or answer questions to any member of the

media, unless given permission and direction by an Executive Team Member or the Public Relations Firm.

Media is defined as any broadcast system, i.e. Radio, Television, Newspaper, etc.

EMPLOYMENT POLICIES AND PROGRAMS

EQUAL OPPORTUNITY

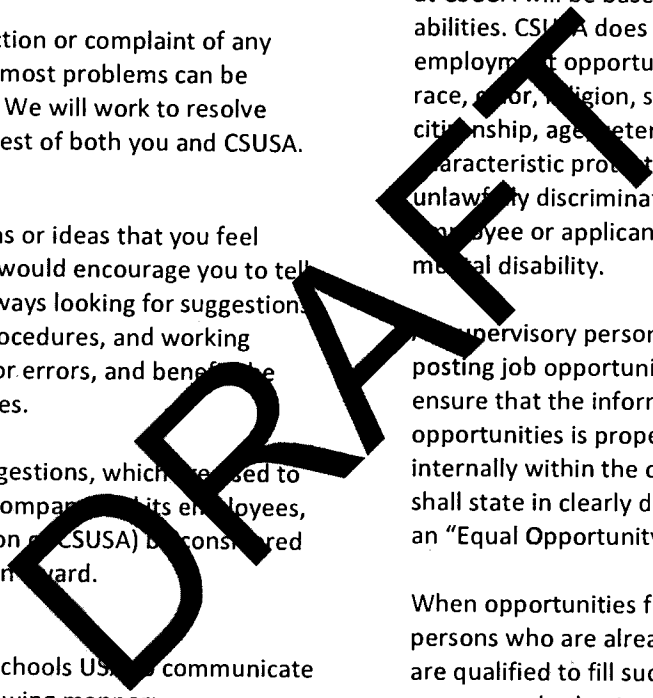
CSUSA is an equal opportunity employer. In order to provide equal employment and advancement opportunities to all individuals, employment decisions at CSUSA will be based on merit, qualifications, and abilities. CSUSA does not unlawfully discriminate in employment opportunities or practices on the basis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

Supervisory personnel shall, in advertising and posting job opportunities, make reasonable efforts to ensure that the information regarding those job opportunities is properly and effectively disseminated internally within the organization. All advertisements shall state in clearly distinguishable type that CSUSA is an "Equal Opportunity Employer."

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

It is the responsibility of all supervisory personnel to see that this policy is continued in its full spirit and intent.

If you witness or experience any form of discrimination, or if you have questions concerning this policy, you should immediately notify your School Administrator/Department Manager or Human Resources. If you believe it would be inappropriate to discuss the matter with your supervisor with whom you work, you may bypass that individual and report it directly to the next higher level of management or



Human Resources. Reports will be investigated, and appropriate corrective action will be taken. Complaints will be handled confidentially, except as necessary for investigation and resolution. This policy prohibits retaliation, harassment or other adverse action being taken against you because of making a complaint of discrimination, assisting in an investigation, opposing discrimination, or otherwise exercising rights protected by law.

NON DISCRIMINATION / HARASSMENT

CSUSA is committed to maintaining a work environment in which all individuals are treated with respect and dignity. In keeping with this commitment, we will not tolerate harassment of our employees by anyone, including supervisors, co-workers, vendors, or clients of the Company. Harassment in employment is prohibited, both in the workplace and off the premises, including at social activities conducted or sponsored by the Company. Human Resources has overall responsibility for this policy and maintain reporting and monitoring procedures. Employees' questions or concerns should be referred to Human Resources. Appropriate disciplinary action may be taken against any employee willfully violating this policy.

HARASSMENT DEFINED

Harassment is defined as verbal, physical, or visual conduct which:

1. Denigrates or shows hostility or aversion toward an individual because of his/her protected status, or that of his/her relatives, friends, or associates.
2. Has the purpose or effect of creating an intimidating, hostile or offensive working environment.
3. Has the purpose or effect of unreasonably interfering with an individual's work performance.
4. Otherwise adversely affects an individual's employment opportunities.

Prohibited harassment includes, but is not limited to, epithets, slurs, jokes, emails, negative stereotyping, threatening, intimidating, or hostile acts that relate to any protected status. Prohibited harassment also includes written or graphic material that is placed on walls, bulletin boards, or elsewhere on the premises, or circulated in the workplace. Harassment can consist of unwelcome conduct whether verbal, physical, or visual, that is based upon a person's protected status, such as gender, color, race, ancestry, religion, national origin, age, physical handicap, medical condition,

disability, marital status, veteran status, citizenship status, or any protected personal characteristic. The Company will not tolerate prohibited or unlawful harassment.

Sexual harassment deserves special mention. Unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on gender can constitute sexual harassment, particularly when:

- Submission to the conduct is an explicit or implicit term or condition of employment.
- Submission to or rejection of the conduct is used as the basis for an employment decision.
- The conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment may include, but is not limited to the following:

- Repeated unwelcome requests for a romantic relationship
- Explicit sexual propositions, sexual innuendo, suggestive comments.
- Sexually oriented "kidding" or "teasing," "practical jokes," jokes about gender specific traits.
- Foul or obscene language or gestures.
- Display or circulation in the workplace of sexually suggestive objects or pictures (including through email).
- Physical contact, such as patting, pinching, or brushing against another's body.

CSUSA requires that all incidents of discrimination, harassment or retaliation be reported, regardless of the offender's identity or position. Individuals who believe they have witnessed or experienced conduct that they believe is contrary to the Company's harassment or discrimination policy or who have concerns about such matters should file their complaints with their immediate School Administrator/Department Manager, next level of management, or Human Resources. Individuals should not feel obligated to file their complaints with their School Administrator/Department Manager first before bringing the matter to the attention of one of the other Company's designated representatives identified above.

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PROCEDURES FOR COMPLAINTS

The Company's policy is to investigate all such complaints thoroughly and promptly. To the extent practicable, the Company will keep complaints and the terms of their resolution confidential. If an investigation confirms that a violation of Company policy has occurred, the Company will take corrective action, including such discipline up to and including immediate termination of employment as is appropriate.

CSUSA prohibits retaliation against any individual who makes a good-faith report of discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is in violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action up to and including termination.

All Company employees are responsible for helping to assure that we avoid harassment. If you feel that you have experienced or witnessed conduct contrary to this policy you have an obligation to immediately take advantage of this complaint procedure. It is important to immediately report any complaint rather than let time slip by or let the situation escalate. The more timely the reporting the more effective Human Resources can be at resolving the situation.

Early reporting and intervention are proven to be the most effective method of resolving actual or perceived incidents of harassment. Therefore, while no fixed reporting period has been established, CSUSA strongly urges the prompt reporting of complaints or concerns so that rapid and constructive action can be taken.

The availability of this complaint procedure does not preclude individuals who believe they are being subjected to harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

If an employee making a complaint does not agree with its resolution, the employee may appeal to the Company's Executive Vice President.

AMERICANS WITH DISABILITIES ACT POLICY STATEMENT

The Company is committed to complying with all applicable provisions of the Americans with

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

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

Procedure for Requesting an Accommodation Upon receipt of an accommodation request, Human Resources and/or your supervisor will meet with you to discuss and identify the precise limitations resulting from the disability and the potential accommodation that the Company might make to help overcome those limitations.

The ADA does not require the Company to make the best possible accommodation, to reallocate essential job functions, or to provide personal use items (i.e., eyeglasses, hearing aids, wheelchairs etc.).

An employee or job applicant who has questions regarding this policy or believes that he or she has been discriminated against based on a disability should notify the Human Resources Department. All such inquiries or complaints will be treated as confidential to the extent permissible by law.

APPLICANT REFERENCE AND BACKGROUND CHECKS

To ensure that individuals who join CSUSA are well qualified and have a strong potential to be productive and successful, it is the policy of CSUSA to check the employment history, references and credentials of all applicants.

Likewise, as a condition of employment, a release to conduct a background check is required. Examples include: driving records, criminal background, fingerprinting, certification checks, District Ethics Committee, etc.

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Providing References for Former Employees
Only the Human Resources Department is authorized to respond to inquiries for reference checks for current or former CSUSA employees. Responses to such inquiries will be limited to employment verification (confirmation of job position and dates of employment.) CSUSA is not responsible for any personal or business reference made by an employee on behalf of CSUSA or regarding another employee.

IMMIGRATION LAW COMPLIANCE

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

Transition and transfer of employees to other subsidiaries must comply with local regulations. In the case of relocation to CSUSA subsidiary, the employment relationship will change to adhere to local regulations, policies/procedures and the compensation and benefits of that location.

Employees with questions or seeking more information on immigration law issues are encouraged to contact Human Resources. Employees may raise questions or complaints about immigration law compliance without fear of reprisal.

ORIENTATION PERIOD

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

This orientation period provides an opportunity for both you and CSUSA to evaluate each other and to determine the desirability of continuing the employment relationship. During your first 90 days in your new position your job performance will be observed by your Administrator/Manager to ensure job compatibility.

During this time, you will be provided with training and guidance from your School Administrator or Department Manager. Under appropriate

circumstances, your orientation period may be extended. Additionally, as is true at all times during an employee's employment with the Company, employment is not for any specific time and may be terminated at will, with or without cause or reason and without prior notice.

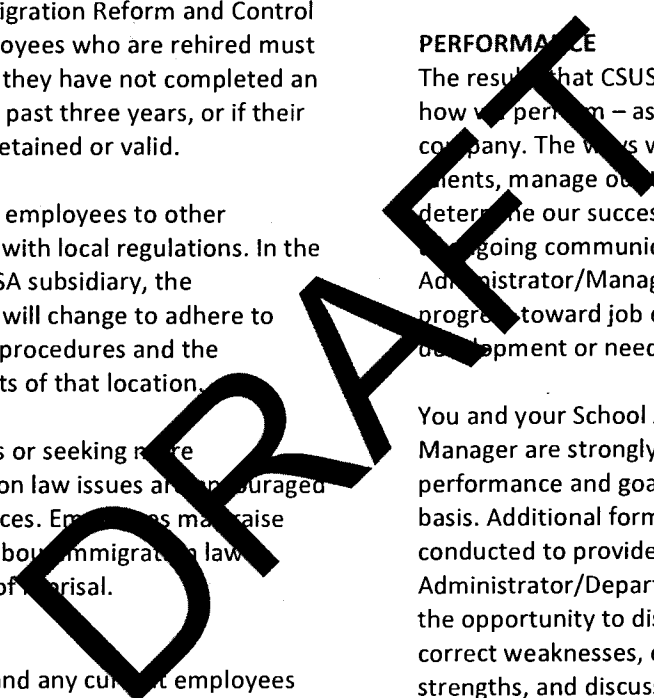
At the end of the orientation period, you and your School Administrator/Department Manager may discuss performance. Provided the job performance is "satisfactory" at the end of the introductory period, you may continue in your employment as an at will employee. The orientation period does not represent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

PERFORMANCE

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

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

The performance of all new employees is generally evaluated according to the schedule associated with your position. For 10-month instructional, 12-month school administrators, or non-instructional employees, you are reviewed after 90 days, during the first semester and at the end of the school year. After your first year of employment, your performance will be formally evaluated on an annual basis. Your opportunity to continue employment and your pay increase for the following school year will be dependent on your overall performance. For



12-month corporate employees, your performance reviews are after the first 90 days and then annually, usually at the end of each calendar year.

Your attendance and dependability is an important part of your overall performance. Excessive absenteeism could lead to disciplinary action and affect your performance rating.

GOAL SETTING

One of the most important aspects of the Performance Management process is goal setting. In this process, you and your School Administrator/Department Manager meet in a highly participative manner to:

- Update your description of job duties and responsibilities so it reflects the current requirements and primary job content.
- Mutually agree upon and establish written SMART (specific, measurable, attainable, relevant and time bound) goals that clearly define what is expected by you.
- Ensure that individual goals are compatible with those of the work unit and the Company as a whole. Goals should be aligned with the Company and School Strategic Plan.
- Negotiate agreement on a weighting for each goal as a means of prioritizing what is important.
- Establish measures and standards that clarify how you will know if targets are being achieved.
- Agree on performance tracking and feedback requirements necessary for self-management or monitoring progress.

You should revisit and where appropriate, reestablish goals with your Administrator at the beginning of the school year and/or with your Manager no less than quarterly.

At its sole discretion, CSUSA may award merit based pay adjustments in an effort to recognize truly superior employee performance. The decision to award such an adjustment is dependent upon numerous factors, including the information documented by this formal performance evaluation process.

OUTSIDE EMPLOYMENT

CSUSA does not limit an employee's activities during non-working hours unless those activities interfere

with or are in conflict with the performance of his/her job, or create a conflict of interest.

PROMOTIONS AND TRANSFERS

It is our desire to provide employees with opportunities for growth and advancement. CSUSA attempts to fill many of its job openings with qualified candidates from within the network whenever possible. Internal candidates may be identified by management selection or through responses to job postings.

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

A **transfer** is a move from one department or facility to another in the same or similar position. This is also referred to as a lateral move.

To be considered for a promotion within your current department you must have completed 90 days of employment in your current position; be performing satisfactorily; not have any disciplinary actions against you; and meet the minimum requirements for the position for which you are applying.

To be considered for a promotion or transfer to another department or facility you must have completed one (1) year of employment in your current position; be performing satisfactorily; not have any disciplinary actions against you; and meet the minimum requirements for the position for which you are applying. Eligibility criteria are set based on the requirements of the job and at the discretion of CSUSA.

If you are interested in promotion or transfer opportunities, it is your responsibility to apply for the position opening before the deadline shown on the job posting.

1. Apply for position online through CSUSA's Internal Career Center (www.charterschoolsusa.com/employment)
2. Go to HR or your Business Administrator/Bookkeeper and request a Transfer Request Form.
3. Complete the form and take it to your Principal/Department Manager for signature and approval.

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4. Once your Principal or Department Manager has signed it they will submit it directly to CSUSA for consideration.

Consideration will be given based on the individual's skills, education, experience and qualifications and will be in adherence to CSUSA's policy of equal employment opportunity.

EMPLOYMENT RECORDS

CSUSA maintains employment records on each employee. Your employment application and all other records that require specific information about you become part of your employment record. Information submitted on the employment application and other employment forms is subject to verification by the Company. If the Company determines you have provided false or misleading information, you may be subject to disciplinary action up to and including termination.

KEEPING YOUR FILES UP TO DATE

CSUSA maintains a personnel file on each employee. The purpose of this file is to allow us to make decisions and take actions that are personally important to you, including notifying your family in case of an emergency, calculating income tax deductions and withholdings, and paying for appropriate insurance coverage. Although we cannot list here all of the type of documents we keep in our personnel file, examples include: signed offer letter, copies of certification (if applicable).

We do not keep medical records or work eligibility forms in your personnel file. These are kept separately. Your personnel file is physically kept by the Human Resources Department at CSUSA's corporate office.

If you have any questions about your personnel file, contact the Human Resources Department at (954) 202-3500.

CONFIDENTIALTY OF PERSONNEL FILES

Because the information in your personnel file is by its nature personal, we kept the file as confidential as possible. We allow access to your file only on a need-to-know basis.

Please Ensure your Information is Up-To-Date
Because we use the information in your personnel file to take actions on your behalf, it is important that the information in that file is accurate. Please update

your records through CSUSA Employee Self Service Engine at <https://portal.adp.com>. Ensure that you update whenever any of the following changes occur:

- Your name
- Your mailing address
- Your phone number
- Your dependents
- The number of dependents you are designating for income tax withholding
- Your marital status

The name and phone number of the individual whom we should notify in case of emergency.

Reviewing Your Employment Records

Employment records are the property of CSUSA, and access to the information they contain is restricted. Generally, only supervisors and management personnel of CSUSA who have a legitimate reason to review information in a file are allowed to do so. Louisiana Employees should reference the following hyperlink for additional information: Louisiana Reviewing Your Employment Records.

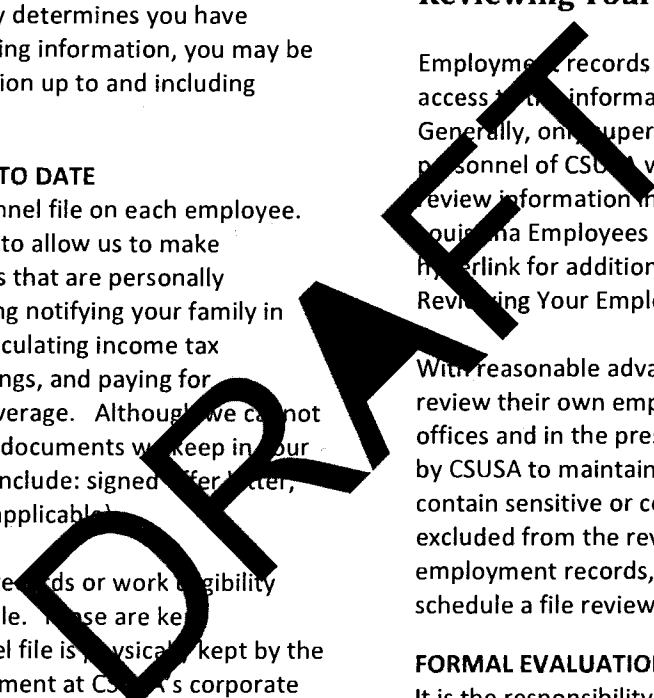
With reasonable advance notice, employees may review their own employment records in CSUSA's offices and in the presence of an individual appointed by CSUSA to maintain the files. Records deemed to contain sensitive or confidential information could be excluded from the review. If you wish to review your employment records, contact Human Resources to schedule a file review.

FORMAL EVALUATIONS

It is the responsibility of the employee to retain copies of their formal evaluations at the time they are conducted for future reference. If copies are needed you will need to submit a formal written request via e-mail to the Human Resources Department.

SEPARATION FROM THE COMPANY

Every Company employee has the status of "employee at will," (as applicable by state law in which you work) meaning that no one has a contractual right, express or implied, to remain in the Company's employ unless they enter into a written contract signed by the President and CEO of the Company. This means the Company or an employee may terminate his/her employment, without cause, and with or without notice, at any time for any reason. No School



Administrator/Department Manager or other representative of the Company (except the CEO or his designee) has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above.

RESIGNATION

If you decide to leave CSUSA for another position, we wish you well. Please notify your School Administrator/Department Manager in writing about your plans. We would like the opportunity discuss your resignation before final actions is taken. CSUSA often finds during this conversation that another alternative may be better; however after full consideration you decide to leave please give us two (2) weeks' notice. This will give us time to calculate your final paycheck and accrued overtime, unused PTO pay, and any other money that we may owe you. Though CSUSA request two (2) weeks' notice we may request earlier resignation if the circumstances require.

You must return all company property in good condition. All equipment, access cards, company ID, keys, and any other company property is to be surrendered to your School Administrator/Department Manager prior to leaving your facility. There may be a deduction from your final paycheck for items not turned in.

JOB ABANDONMENT

CSUSA expects all employees to report to work on time, for all scheduled work hours and for the duration of the accepted position set forth in the Expectations and Standards sections of your Employee Handbook. If you are absent from work for three consecutive scheduled workdays without giving proper verbal or written notice directly to your School Administrator or Department Manager, you are advised that CSUSA will consider this an abandonment of your job, and your employment will be terminated. If you are absent from work for three consecutive scheduled workdays without giving proper notice to your School Administrator/Department Manager, you are advised that the Company will consider this an abandonment of your job, and your employment will be terminated.

Exit Interview

In addition, employees separating from CSUSA may be asked to participate in an exit interview and provide any constructive comments and suggestions on improving working conditions. This interview may take

place on your last day and/or a survey may be sent to your home via the Internet. We appreciate receiving your candid opinion of your employment with us.

A DRUG FREE WORKPLACE

CSUSA prohibits the following:

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

Possession of paraphernalia used in connection with the use of any drug is evidence of violation of this rule. A drug means an amphetamine, a cannabinoid, cocaine, phencyclidine (PCP), a hallucinogen, propoxyphene, a barbiturate, a benzodiazepine, a synthetic narcotic, a designer drug or a metabolite of any of these substances. Non-prescribed use of prescription medication is also prohibited. Employees may be tested for any and all of these drugs.

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

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

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

INVESTIGATION – SITE INSPECTIONS

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

Where possible, the employee will be notified of the search and should be present. The search should be carried out in privacy, but with a supervisory witness. CSUSA shall have the right to conduct a search if there is reasonable suspicion to believe that a violation of this policy has occurred.

EXPECTATIONS AND STANDARDS

ATTENDANCE AND PUNCTUALITY

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

CALL-IN PROCEDURE

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

- You should telephone your School Administrator/Department Manager before your starting time, if possible.

- If you are unable to make the call because of a medical condition, then you should have a person make the call for you and you should personally contact your School Administrator/Department Manager at your earliest opportunity.
- If you cannot reach your School Administrator/Department Manager when you call, speak with the person designated by your department/school.
- It is your responsibility to make contact with your supervisor or designee.
- Provide an explanation of why you are going to be late or absent and when you expect to return to work. Also leave a phone number where you can be reached.
- If appropriate, provide an update on any pending work assignments that may need to be handled in your absence. Your School Administrator/Department Manager may need to reschedule/redistribute your work activities while you are absent. Set the appropriate “out of office” reply for incoming e-mails.

School based employees are required to follow their location’s call-in procedure. It is your responsibility to ensure that proper notification is given. Failure to do so will subject you to disciplinary action up to and including termination.

Poor attendance and excessive tardiness are disruptive. Either may lead to disciplinary action, up to and including termination.

WORK RULES AND STANDARDS

Work rules and standards regarding employee behavior are necessary in any company for the company’s efficient operation and for the benefit and protection of the rights and safety of all. CSUSA is no exception. This section of your Handbook summarizes some of our expectations and work rules. The following lists are by no means all-inclusive.

OUR EXPECTATIONS

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

- Comply with all of CSUSA’s policies, procedures, safety and security guidelines.
- Learn your job and perform it to the best of your ability – efficiently, accurately, and safely.
- Take initiative to excel in your job and cooperate with your work team. Let us know your ideas for innovation and improvement.
- Speak up when you have problems, concerns or complaints.
- Report to work on time. Others depend on you.
- When you will be absent from work, or unable to arrive on time, follow the call-in procedure for your work team.
- Treat all clients, visitors, parents, students, and co-workers with respect and courtesy. Provide the highest level of service to all clients.
- Follow and respect management’s direction concerning job-related matters.
- Maintain the confidentiality of proprietary and confidential Company and customer information
- Present a professional, neat, and clean appearance appropriate to your work situation.
- Report to management any violation of the Company’s policy, unethical or illegal conduct by co-workers, clients or vendors.
- Refrain from offensive or undesirable behavior or conduct.
- Unauthorized use of Company or customer assets, including equipment, property, information, and funds.
- Improper use or disclosure of proprietary and/or confidential Company or customer information.
- Violation of CSUSA’s Code of Business Conduct (as outlined in this Handbook under a separate section).
- Theft, misuse or willful destruction of Company property and/or of another individual’s property.
- Harassing, sexually or otherwise, another employee, business associate and/or customer, or failing to report harassment.
- Improper, unprofessional, and/or threatening behavior or language while on Company property or Company business.
- Failure to report any knowledge of theft or other activities not in the best interest of CSUSA.
- Any action that is or can reasonably be expected to be detrimental to CSUSA or its reputation.
- Any violation of CSUSA’s substance abuse policy.
- Violation of Company safety or security policies or procedures
- Deliberately interfering with the operations of the Company.
- Falsifying any Company record or report, including applications for employment, time sheets and client records.
- Possession of firearms, weapons, ammunition or explosives on Company property or while on Company business.
- Arrest or conviction of a crime. *

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EXAMPLE OF CONDUCT NOT PERMITTED

In general, conduct that interferes with operations, brings discredit to CSUSA, or is offensive, is not tolerated. The following are examples of conduct not permitted. Such conduct will subject the individual involved to disciplinary action up to and including termination.

- Failure to meet performance standards and fulfill job requirements.
- Refusal to follow management’s instructions concerning a job-related matter (insubordination).
- Unsafe practices or unsafe performance of any job.
- Leaving the workplace during working hours without authorization.

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

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

DISCIPLINARY ACTION

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

Improper conduct or improper work performance, regardless of whether covered by the specific rules of conduct above, may be grounds for disciplinary action in the judgment of the Company.

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

STANDARD APPEARANCE AND DRESS CODE

As a Charter Schools USA employee, common sense in your personal appearance must be exercised during hours in which you represent the organization. Your dress, grooming and personal cleanliness contribute to the morale of all employees and affect the company's image to internal and external clients. As such, you are expected to avoid inappropriate attire and present a clean, neat, and professional appearance. Cleanliness of the physical person consistent with the maintenance of good health and to avoid offensiveness to others is mandatory.

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

Due to the nature of our business, where some employees work in the school environment while

others work in an office environment, good judgment and discretion are expected when selecting work attire.

SCHOOL ENVIRONMENT

- If your school requires wearing a uniform ensure it is clean and pressed. Employee uniforms must include approved school logo shirts and blouses and proper foot wear.
- All other employee uniform requirements are determined by the Principal / Administrator.
- If your school does not wear a uniform follow the dress code below.
- Wear footwear that are closes toe flats or have low heels (and have a strapped back), preferably non-skid soles. Do not wear high heels, dress sandals, flip-flops or open toes. This is a safety requirement and will be enforced by your administrator.

OFFICE ENVIRONMENT (Corporate or other than schools)

- If you are visiting a school you will need to follow the same policy for footwear (see school environment above).
- Follow the dress code below.

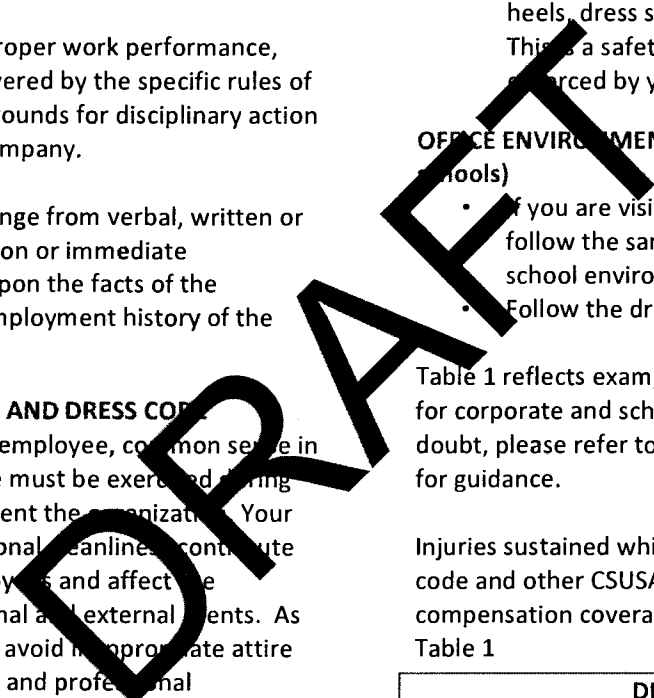
Table 1 reflects examples of "do" recommendations for corporate and school-based employees. When in doubt, please refer to Table 1 or ask your supervisor for guidance.

Injuries sustained while not in compliance with dress code and other CSUSA policies may be denied workers compensation coverage.

Table 1

DESCRIPTION
Dresses and Skirts (appropriate length)
Suits and Slacks
Blouses / shirts, Shirts with pocket logo of CSUSA or School
Blazers, vests
Skorts (in business suitable fabrics)
Dress shoes or strapped sandals (office environment only)
Business Style pants suits for women
Khaki or "Dockers" style pants

Table 2 reflects examples of "don't" recommendations for corporate and school-based employees. When in



doubt, please refer to Table 1 or ask your supervisor for guidance.

Table 2

DESCRIPTION
Shaggy, un-kept hair
Un-kept Sideburns / Mustaches / Beards
Mohawk style, extreme spiked hair
Unnatural hair tones / strands (i.e., blue, violet, pink, green, bright yellow, magenta) etc
Visible Body Jewelry in unlikely places such as the Lip, Tongue, Eyelid, Eyebrow, Nostril, Nose, etc.
Eyelid, Eyebrow, Nostril, Nose, etc.
Denim Jeans or Denim Fabrics
Hiking Boots
Flip flop footwear or thong sandals
Shorts / Sweat Suits
Stirrup pants / Leggings
Sweat Shirts/ Jogging Suits (except coaches, PE)
Form-Fitting / Revealing Apparel
Bare shoulders / Tank-Tops / Low-Cut Garments
Spaghetti-Strap Garments without Over-Shirts
Bare Midriff Outfits / Shirts Tied at the Waist
Character/Advertisements covering shirt's front/back
Baseball style Caps / Hats / (unless you are a Coach)
T-Shirts / Muscle Shirts
Explicitly Visible Undergarments
Stained / Wrinkled / Frayed Clothing
Visible Tattoos (Sexually Explicit, Violent, Macabre)

BUSINESS CASUAL DRESS CODE (for Casual Fridays/Summer Casual)

Casual dress during the Summer Session or on Casual Fridays offers a welcome alternative to the formality of traditional business attire. Periodically, CSUSA employees may wear lighter, cooler and more casual and relaxed attire than is normally required during business hours, while continuing to project a professional image as company representatives. For many employees, traditional business attire may simply remain a more favored option during the Summer Session or on Casual Fridays.

In locations where uniforms are required in the performance of employee's duties, the Casual Dress Code does not apply and uniforms must be worn during the workday all year round.

Not all-casual clothing is appropriate for the office. Casual business wear means clean, neat, professional clothing. It is never appropriate to wear stained, wrinkled, frayed, or revealing clothing to the workplace. If you are considering wearing something and you are not sure if it is acceptable, choose something else or inquire first.

Listed below is a general overview of acceptable casual business wear as well as a listing of some of the more common items that are not appropriate for the office. Obviously, neither group is intended to be all-inclusive. Rather, these items should help set the general parameters for proper casual business wear and allow you to make intelligent judgments about items that are not specifically addressed.

Table 3 reflects examples of "do" recommendations for Summer Business Casual for corporate and school-based employees. When in doubt, please refer to Table 1 or ask your supervisor for guidance.

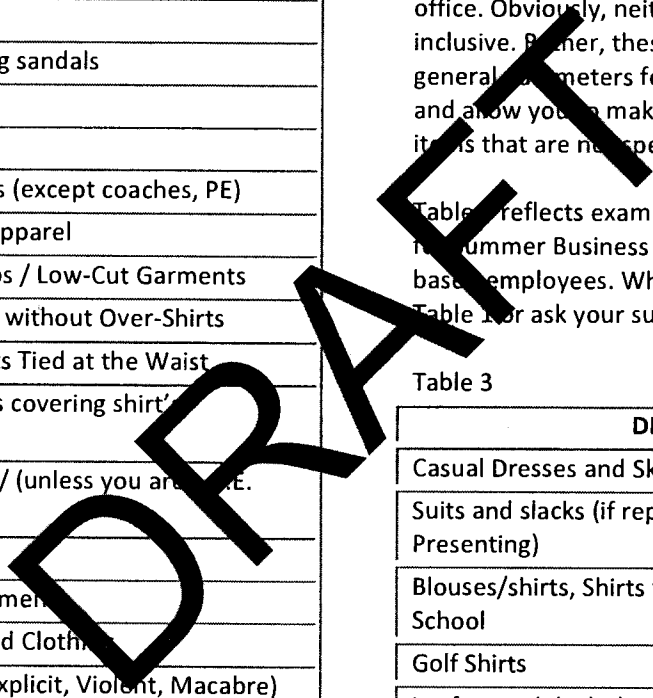
Table 3

DESCRIPTION
Casual Dresses and Skirts (appropriate length)
Suits and slacks (if representing the company or Presenting)
Blouses/shirts, Shirts with pocket logo of CSUSA or School
Golf Shirts
Loafers and deck shoes
Flats or sandals (Office Environment only)

The same Don'ts apply to Summer Business Casual (see table 2)

Body Piercing, Jewelry, Hair, Make-Up and Tattoos
It will be a violation of this Policy for an employee to attend work or any company-sponsored event or function held with any visible body piercing, except for earrings on the ears, all other body piercing jewelry/items must be removed and not concealed.

It will also be a violation of this Policy for any employee to have his or her haircut or worn in such a



manner, or colored in such a manner, in an extreme fashion such that the Administrator/Manager, within reasonable exercise of his or her discretion, determines it is so distracting or disruptive that it interferes with the orderly educational and work process.

By way of illustration only, and not by way of limitation, examples of unacceptable hair color or style would be extremely garish unnatural colors, extreme spiked hair and similarly unusual and distracting hairstyles.

Further, it will be a violation of this Policy for an employee to wear makeup that is not within the acceptable standards for the school or work community such that the School Administrator/Department Manager determines it is so distracting or disruptive that it interferes with the orderly educational and work process.

If a potential conflict is identified, the employee will be encouraged to identify appropriate solutions such as the removal of excess jewelry, covering of tattoos, etc. School Administrators/Department Managers will be responsible for answering questions and resolving issues related to this policy on a case-by-case basis to ensure unique circumstances are appropriately considered.

School Administrators/Department Managers have final authority to decide if body piercings, jewelry, hair, make-up and tattoos comply with CSUSA Dress policy. The goal of CSUSA is mutual cooperation.

INTERNAL AND EXTERNAL CUSTOMER SERVICE
Charter Schools USA's mission is to design, develop and operate high performing public schools. Superb customer service is everyone's responsibility and every employee must be able to deliver on this consistently. This may include clients, parents, community, boards, and other stakeholders.

Providing excellent customer service should be at the heart of everything you do. This means we expect the following from each of our employees:

- Establish and maintain effective relationships with clients, and work to gain their trust and respect.
- Always act with clients/students in mind.
- Work together (as a team) to support customer-focused goals and strategies.

- Exceed customer expectations at every customer touch-point.
- Work to obtain first-hand customer information and use it for improvements in work products and services. Be dedicated to meeting the expectations and requirements of your internal and/or external clients.

Remember ... you are a representative of CSUSA. To the student and parent, YOU are CSUSA.

SERVICE STANDARDS

CSUSA established service standards for employees use to interact with stakeholders (co-workers, parents, students, boards) and vendors. CSUSA expects that each employee provide excellent service to all they come in contact with. We know that our parents have a choice when it comes to their child's education and superior service along with academic excellence are the two main determining factors parents use to make their decision. Below is a list of behavioral standards we expect from each employee.

To help provide a good presentation:

Standards

- Use 1/5 Greeting
- Speak first and last
- Use intentional verbal such as please, thank you, etc.
- Everyone picks up trash as they see it lying around

To be reliable

Standards

- Employees will use the LEAD technique (Listen, Empathize, Apologize, Do something or direct to someone who can) to deal with angry or upset parents/customers)
- All faculty and staff will know the answers to the top 10 questions asked about their school

To provide reassurance

Standards

- Never talk about a student, supervisor, employment issue, another employee or negative school information in the presence of a parent/customer

To show empathy

- All employees will use NICE (Neutralize through a positive beginning, immediately emphasize, Courteously explain, Emphasize your desire to help) technique when they have to decline a parent/customer request

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Handling Customer Problems

Your job brings you into contact with many people, including both internal and external clients. Difficult situations and complaints may arise regardless of how flexible, energetic or friendly you may try to be!

Always treat clients and business guests in a courteous, respectful manner. When a client has a question or complaint, give the matter your immediate attention. Look at complaints as an opportunity to correct problems, improve customer service, and ultimately raise customer satisfaction. If you ever feel you cannot properly handle a problem or difficult situation, refer the client to your Administrator/Manager or a higher member of management.

Telephone Courtesy

Telephone courtesy is essential to maintaining our favorable business reputation. Your telephone manners are a direct reflection on the Company and your professionalism. Therefore, please use proper telephone manners – be polite, helpful and service-oriented on the phone at all times.

We also ask that you try to return telephone calls as promptly as possible, even if you haven't obtained an answer for a client. Let the client know you are working on his/her issue. Continually communicate the status of your progress in resolving the issue to the customer.

BUSINESS CONDUCT

The successful business operation and reputation of CSUSA is built upon the principles of fair dealing and ethical conduct of our employees. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

The continued success of CSUSA is dependent upon our clients' trust and we are dedicated to preserving that trust. Employees owe a duty to CSUSA's clients and fellow employees to act in a way that will merit the continued trust and confidence of the public.

The standards and expectations outlined in CSUSA's Code of Business Conduct are intended as a guide to making the right choice. When faced with a complicated situation, it is often difficult to decide where the ethical path lies. You have a responsibility to ask questions, seek guidance, report suspected

violations, and express concerns regarding compliance with the Code and related procedures.

CSUSA's CODE OF BUSINESS CONDUCT

Unlawful and unethical business is of particular concern to CSUSA because they undermine employee and customer trust. CSUSA's Code of Business includes the following principles:

- **Conflicts of Interest:** You must conduct yourself in a manner that avoids conflicts of interest and that upholds the Company's business reputation.
- **Confidential Nature of Work:** Keep proprietary and personnel information to yourself and avoid compromising your integrity.
- **Fraud, Dishonesty and Criminal Conduct:** Fraud, dishonesty and criminal conduct by employees will not be tolerated.

CONFLICTS OF INTEREST

Employees have an obligation to conduct business with guidelines that prohibit actual or potential conflicts of interest. This policy establishes only the framework within which CSUSA wishes the business to operate. The purpose of these guidelines is to provide general direction so that employees can seek further clarification on issues related to the subject of acceptable standards of operation. Contact the VP of Finance, Sr. Director of Human Resources or the COO for more information or questions about conflicts of interest.

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

No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose to an officer of CSUSA as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

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Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which CSUSA does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving CSUSA (which is strictly prohibited).

CONFIDENTIALITY

Your position at CSUSA may provide you with access to confidential information. The release of confidential information and/or trade secrets, whether intentional or unintentional, can injure the Company financially and competitively. Confidential information includes, but is not limited to, the following examples:

- New methods and materials research
- Pending projects and proposals
- Proprietary production processes
- Research and development strategies
- Technological data
- Technological equipment and prototypes
- Instructional methods
- Strategic Plan
- Student/Employee Information
- Facilities prototype

All Company records and information relating to the Company or its clients are confidential and employees must, therefore, treat all matters accordingly. No Company or Company related information, including without limitation, documents, notes, files, records, oral information, computer files, or similar materials (except in the ordinary course of performing duties on behalf of the Company) may be removed from the Company's premises without permission from the Company.

Additionally, the contents of the Company's records or information otherwise obtained in regard to business may not be disclosed to anyone, except where required for a business purpose. Employees must not disclose any confidential information, purposefully or inadvertently (through casual conversation), to any unauthorized person inside or outside the Company. Employees that are unsure about the confidential nature of specific information must ask their Administrator/Manager for clarification rather than disclosing potentially confidential information to peers or others in an effort to obtain clarity.

Any breach of confidentiality will be taken very seriously and may subject you to termination and

possibly legal action. Once again, if you are unsure if something is confidential, or if you have any questions regarding your responsibilities in dealing with confidential materials, speak with your School Administrator/Department Manager.

Inventions, Proprietary Rights and Non-Compete Agreement

As an employee of CSUSA you may be required to sign an Agreement that addresses such things as Inventions, Proprietary Rights and Non-Competition as a condition of employment. You should read this Agreement carefully for additional information regarding your responsibilities to protect the Company's proprietary information. Employees who improperly use or disclose trade secrets or confidential business information will be subject to disciplinary action, up to and including termination of employment, even if they do not actually benefit from the disclosed information.

Fraud, Dishonesty, and Criminal Conduct

CSUSA will comply with all applicable laws and regulations and expects its directors, officers, and employees to conduct business in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

A. Accurate Books and Records

All employees must record and report information accurately and honestly. This includes reports of time worked, business expenses and other business related activity.

CSUSA's financial statements and the records on which they are based must always accurately and fairly reflect the activities and transactions of the Company in accordance with generally accepted accounting principles and the Company's accounting and financial policies. No undisclosed or unrecorded corporate funds or assets shall be established for any purpose, nor should Company funds be placed in any personal or non-corporate account. No employee shall make an entry on the Company's books and records that intentionally hides or disguises the true nature of a transaction.

B. Criminal Conduct

Criminal conduct by employees will not be tolerated, and such conduct may result in criminal or civil legal action. Criminal conduct includes, but is not limited to:

- Theft, misuse or abuse of Company, employee or customer property, including telephone, computer, or mail resources.
- Violence or threats of violence
- Bribery or extortion involving CSUSA's assets or operations

In signing the Acknowledgement for this Handbook, you certify your agreement to abide by this Code of Business Conduct. In addition, this Code requires that you must agree to report any conflicts of interest and any violations of the Code of Business Conduct to a member of the Human Resources or a member of management.

VIOLATIONS

In general, the use of good judgment, based on high ethical principles, will guide you with respect to lines of acceptable conduct. In situations where it is difficult to determine the proper course of action, the matter should be discussed openly with your immediate School Administrator/Department Manager and, if necessary, with the CEO for advice and consultation.

Compliance with this policy of business ethics and conduct is the responsibility of all employees. Any employee who violates CSUSA's Code of Business Conduct or fails to report a violation by another employee will be subject to disciplinary action up to and including termination.

NEPOTISM

Florida Statute §1002.33 requires full disclosure of the identity of all relatives employed by a charter school who are related to such charter school's owner, President, chairperson of the governing board of directors, governing board member, principal, assistant principal, or any other person employed by such charter school who has equivalent decision-making authority. Therefore, all requests by a charter school to hire a relative must be pre-approved by the CSUSA Vice President of Education for school based employees and the President and CEO for Corporate employees. This policy excludes corporate CSUSA personnel. For the purpose of this policy, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, stepfather, stepmother, stepson, stepdaughter, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.

CSUSA also includes domestic partners or those involved in romantic relationships in this policy. To avoid a conflict of interest, this policy also requires charter schools to disclose to, and obtain pre-approval by CSUSA CEO/COO to conduct business with vendors associated with relatives, domestic partners or romantically involved persons of such charter school. Any employee recommending a vendor or business to a charter school must disclose and get pre-approval in compliance with this policy, and the President and CEO must sign all contracts or commitments.

PERSONAL RELATIONSHIPS

While our company has family relationships, consenting romantic or personal relationships between an Administrator/Manager and an employee may at some point lead to unhappy complications and significant difficulties for all concerned; the employee, the Administrator/Manager and the Company. Accordingly, the Company strongly discourages such relationships and any conduct (such as dating between an Administrator/Manager and an employee) that is designed or may reasonably be expected to lead to the formation of a romantic or personal relationship.

By discouragement of romantic and personal relationships, the Company does not intend to inhibit the social interaction (such as lunches or dinners or attendance at entertainment events) that are or should be an important part or extension of the working environment; and the policy articulated above is not to be relied upon as justification or excuse for a Administrator/Manager's refusal to engage in such social interaction with employees.

If a romantic or personal relationship between an Administrator/Manager and an employee should develop, it shall be the responsibility and mandatory obligation of the Administrator/Manager to promptly disclose the existence of the relationship to Human Resources. The employee may make the disclosure as well, but the burden of doing so shall be upon the Administrator/Manager.

Guidelines and Determining Factors

For the purposes of this policy, a personal relationship is any intimate relationship existing between a member of CSUSA's management and any employee within his/her chain of command. A "management team member" is defined as any exempt employee classified as an officer, Administrator/Manager,

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official or supervisor. "Intimate personal relationships" may be manifested as patterned associations with select individuals of the work group, romantic affairs, etc.

Upon being informed or learning of the existence of such a relationship, the Company's management may take all steps that it, in its discretion, deems appropriate. At a minimum, the employee and Administrator/Manager will not thereafter be permitted to work together on the same matters (including matters pending at the time disclosure of the relationship is made), and the Administrator/Manager must withdraw from participation in activities or decisions (including, but not limited to, hiring, evaluations, promotions, compensation, work assignments and discipline) that may reward or disadvantage any employee with whom the Administrator/Manager has or has had such a relationship.

In addition, and in order for the Company to deal effectively with any potentially adverse consequences such a relationship may have for the working environment, any person who believes that he or she has been adversely affected by such a relationship, notwithstanding its disclosure, is encouraged to make his or her views about the matter known to Human Resources.

This policy shall apply without regard to gender and without regard to the sexual orientation of the participants in a relationship of the kind described.

CSUSA highly discourages inappropriate personal relationships in the workplace and, therefore, imposes employee awareness of the potential risk involved regarding such relationships. Unfortunately, in some cases, workplace romances can lead to poor judgment, breaches of the Code of Ethics, lost productivity, poor employee morale, sexual harassment claims and even workplace violence. It is emphasized that CSUSA's policy against sexual harassment is one of zero tolerance. In the event that a consensual romantic relationship between employees of CSUSA develops in the workplace they are held stringently accountable to review CSUSA's Non Discrimination / Harassment policy on page 09, the Code of Ethics for Education Professionals and understand the consequences of failure to follow those policies, as well as, those set forth in this Employee Handbook.

SOCIAL NETWORKING POLICY AND GUIDELINES:

Electronic Communications and Social Networking Sites

Policy Statement

This Social Media Policy is designed to protect the privacy, confidentiality, business interests and reputation of CSUSA and our current and potential employees, supporters and customers. Participation in social media that affects your job performance, the performance of others, or CSUSA's business interests is a proper focus for company policy.

The same principles and guidelines that generally apply to the activities of employees also apply to employee activities in social media and any other form of online publishing.

When you are participating in social networking, you are representing both yourself and CSUSA. It is not our intention to restrict your ability to have an online presence. We believe social networking is a very valuable tool and continue to advocate the responsible involvement of all CSUSA employees in this medium. While we encourage this online collaboration, we would like to provide you with a company policy and a set of guidelines for appropriate online conduct.

All school administrators, faculty and staff shall use caution and good judgment when using electronic communications and social networking sites.

CSUSA prohibits communications relayed to current students via electronic communications such as texting, Facebook, and all other social networking mediums. All communications to students should be conducted via SIS, be professional in nature and they should be related to a student's academic progress or school activity.

Any information posted on or communicated through a social networking site (including chat rooms) shall not bring disfavor, embarrassment or condemnation to any employee, student or any member of CSUSA.

Definitions

1. Social Media - Blogs, micro-blogs, wikis, social networks (including, but not limited to, Facebook, MySpace, Twitter, LinkedIn), blogs, and any other

public websites on the internet, social bookmarking services, user rating services and any other online collaboration, sharing or publishing platform, whether accessed through the web, a mobile device, text messaging, email or any other existing or emerging communications platform.

2. Social Media Disclosures - Blog posts, blog comments, status updates, text messages, posts via email, images, audio recordings, video recordings or any other information made available through Social Media. Social Media Disclosures are the actual communications a user distributes via social media, usually by means of their social media account.

Policy Guidelines:

1. The use of Social Media for personal activity by employees during an employee's work hours is expressly prohibited. This includes the use of school computers and /or personal devices (such as cell phones and iPads) to access and/or post on social media networks.

2. Only those persons officially authorized by CSUSA may use Social Media to speak on behalf of CSUSA.

3. CSUSA and its employees have a right to personal privacy. Employees are prohibited from making Social Media Disclosures or utilizing Social Media in any way that could violate CSUSA or any of its employee's, right to privacy. Examples of the foregoing include, but are not limited to, the disclosure of private facts about CSUSA employees, any facts about the operations of CSUSA, any information to which the disclosing party does not have lawful access, or any information gained through unauthorized means.

4. Employees are restricted from disclosing or in any way discussing via Social media the details of any CSUSA activity or business dealings in which they have been, or will be involved.

5. Employees, specifically teachers and administrative staff, are prohibited from using Social Media to contact, connect or communicate with or forward information or photographs to any student at a CSUSA affiliated school.

6. Employees are restricted from identifying by name in Social Media, any other employees, students of any

school for which CSUSA provides management services, or any of CSUSA's customers, partners or suppliers. Do not post any financial, confidential, sensitive or proprietary information about CSUSA or any of our students, faculty, administrative staff or employees.

7. Employees are prohibited from using Social Media, or making Social Media Disclosures, for evaluating the performance of CSUSA or any of its employees, business partners or vendors or from expressing any other opinions contrary to the business interests of CSUSA. Speak respectfully. Do not engage in name-calling or behavior that will reflect negatively on your or CSUSA's reputations.

8. Social Media should not be used for internal business communications among fellow employees. Employees are restricted from using external blog or other social media to publicly air their differences or opinions. Beware of comments that could reflect poorly on you and the company. Social media sites are not the forum for venting personal complaints about supervisors, co-workers, or the company.

9. Do not post photos or obscenities that can damage both your reputation as well as that of CSUSA. As a CSUSA employee, be aware that you are responsible for the content you post and that information remains in cyberspace forever. Use privacy settings when appropriate. Remember, the Internet is immediate and nothing posted is ever truly private nor does it expire.

10. If you see unfavorable opinions, negative comments or criticism about you or CSUSA do not try to have the post removed or send a written reply that will escalate the situation. Forward this information to your administrator or forward an e-mail to the Ms. Wilda Malara, Human Resources Generalist - Education Department at, wmalara@charterschoolsusa.com and the appropriate corrective actions shall be implemented accordingly.

11. CSUSA trusts and expects employees to exercise personal responsibility whenever they make Social Media Disclosures. If you are posting to personal networking sites and are speaking about job related content, identify yourself as a CSUSA employee and use a disclaimer and make it clear that these views are not reflective of the views of CSUSA. "The opinions expressed on this site are my own and do not

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necessarily represent the views of Charter Schools USA.”

12. Many sites like “LinkedIn” blur the lines between business and personal. Keep this in mind and make sure to have a balance of information that shows both your professional and personal sides.

13. Be respectful of others. Harassment, ethnic slurs, personal insults, derogatory remarks, racial or religious intolerance and any other form of behavior prohibited in the workplace is also prohibited in Social Media and in Social Media Disclosures. Think of what you say online. Stick to the facts; try to give accurate information and correct mistakes right away.

14. When posting to social media sites, be knowledgeable, interesting, and honest and add value. CSUSA’s outstanding reputation is a direct result of our employees and their commitment to uphold our core values of Putting Students First, Integrity, High Standards, Teamwork, Accountability and Excellence.

15. Do not infringe on copyrights or trademarks. Do not use images without permission and remember to cite where you saw information if it did not originate with you.

16. Be aware that you are not anonymous when you make online comments. Information on your networking profiles is published in a very public place. Even if you post anonymously or use a pseudonym, your identity can still be revealed.

17. If contacted by the media refer them to the CSUSA Marketing Department.

CSUSA may monitor content out on the web and reserves the right to remove posts that violate this policy. If you have any questions or concerns about this policy or a specific posting out on the web, please contact Ms. Wilda Malara, Human Resources Generalist – Education Department, via e-mail at wmalara@charterschoolsusa.com.

Penalties

Failure to comply with this Social Media Policy may result in:

- a. Disciplinary action, up to and including termination; or
- b. Civil or criminal penalties as provided by law.

WORK ENVIRONMENT

SMOKE FREE ENVIRONMENT

In keeping with CSUSA’s intent to provide a safe and healthful work environment for our students and employees, smoking in the workplace is prohibited. This policy applies equally to all employees, clients, and visitors. Employees who visit or work on-site at a school or at an administrative or corporate premise are expected to follow the smoking policy for that location and to smoke in designated areas only if one is available.

You are expected to exercise common courtesy and respect the needs and sensitivities of your co-workers with regard to the smoking policy. CSUSA does not provide smoking areas for employees for managed properties. If you are a smoker, you are entitled to additional break time. Employees should not smoke at building entry ways, around students, or in areas where others are obligated to be exposed to smoke in order to enter or exit the workplace or school. In situations where the preferences of smokers and nonsmokers are in direct conflict, the preferences of nonsmokers will prevail.

HIRING OF RELATIVES

To avoid misunderstandings, complaints of favoritism, and other problems of management credibility, CSUSA has established the following policy concerning the hiring of relatives.

Although CSUSA has no prohibition against employing relatives of current employees, we require executive approval before hiring. We will monitor situations in which such relationships exist to ensure they support a productive work environment. In case of actual or potential problems, CSUSA will take prompt action. This can include reassignment or, if necessary, termination of employment for one or both of the individuals involved. For purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

SAFETY

It is the policy of CSUSA to manage and conduct its operations in such a manner as to eliminate or minimize all potential hazards and to avoid accidents involving injury to personnel or damage to property. CSUSA will follow all applicable federal and/or state run Occupational Safety and Health programs.

All employees are charged with personal responsibility for constant adherence to safety procedures and safe practices. To achieve and maintain a safe working environment, each employee must take an active interest in safe work practices and must take responsibility for following any safety rules or recommendations. Supervisors are not authorized to change the duties of an employee's job function to something that they are not trained to safely perform. All incidents must be reported in your site's OSHA 300 log, and must be available for review by auditors if necessary.

It is important that you consider the work environment when determining proper attire and footwear. We do not allow employees to wear open toed shoes and/or heels in schools due to the work environment, student traffic, and the flooring. All employees should also consider these factors when preparing to visit a school. See our Dress Policy for more information.

Communications

CSUSA provides information to employees about workplace safety and health issues through regular internal communication channels such as department meetings, bulletin board postings, memos, or other written communications.

Making Suggestions and Reporting Violations
Some of the best safety improvement ideas come from employees. If you have ideas, concerns, or suggestions for improved safety in the workplace you are encouraged to raise them with your Administrator/Manager, or with anyone who is responsible for safety, or bring them to the attention of Human Resources.

You are expected to obey safety rules and to exercise caution in all work activities. You must immediately report any unsafe condition to the appropriate Administrator/Manager. Employees who violate safety standards, who cause hazardous or dangerous situations, or who fail to report or (where appropriate) remedy such situations, may be subject to disciplinary action, up to and including termination of employment. Reports and concerns about workplace safety issues may be made anonymously if you wish. All reports can be made without fear of reprisal.

In the case of accidents that result in injury, regardless of how insignificant the injury may appear, you should immediately notify your School Administrator/Department Manager and Human Resources. They will complete an incident report. Such reports are necessary to comply with the laws and initiates insurance and workers' compensation benefits procedures.

WORKERS' COMPENSATION INSURANCE

CSUSA provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides compensation benefits after a short waiting period. All approved medical expenses are covered immediately.

Employees who sustain work related injuries or illnesses must inform their School Administrator/Department Manager or Human Resources immediately. All employees will be provided care, first aid and emergency service, as required for injuries or illnesses while on Company time. Employees should contact their School Administrator/Department Manager, and/or 911 in the event of an accident or emergency.

No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as possible. Failure to report accidents is a serious matter as it may preclude an employee's coverage under workers' compensation insurance.

Neither CSUSA nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary participation in any off duty recreational, social, or athletic activity sponsored by CSUSA.

Return to Work Policy

In an effort to minimize the debilitating effects of workplace injuries and to reduce the overall cost of disability to both the employee and employer, CSUSA has adopted a transitional work program to allow and encourage injured employees to return to suitable work while receiving medical treatment for on the job injuries.

Under Florida Statutes, if the employee is unable to perform the regular work activity, the physician is expected to release the injured worker to work with temporary medical restrictions, as soon as medically advisable. Your School Administrator/Department Manager, the Workers' Compensation insurer, the Doctor, and you will be expected to take an active role in assisting you to regain productive work status as soon as possible. Human Resources will also assist in identifying suitable transitional work assignments, as needed, to reduce lost time. CSUSA will work closely with the workers' compensation insurance carrier and your doctor to develop a suitable return to work plan.

Through this joint effort, we aim to help employees recover as soon as possible, allow employees to minimize wage loss, gain production instead of lost time, and help to control overall Workers' Compensation costs.

Transitional work will be offered on a case-by-case basis, depending on the employee's medical needs and restrictions, among other factors. The transitional work may be offered for a limited period of time, at the discretion of the CSUSA.

COMPANY EQUIPMENT AND VEHICLES

The Company provides supplies, equipment, vehicles and materials necessary for its employees to perform their job. These items are to be used for the Company's purposes. A School Administrator/Department Manager must authorize the use of Company vehicles for personal reasons. Employees are expected to exercise care in the use of Company equipment and property and use such property only for authorized purposes.

Loss, damages, or theft of Company property should be reported at once to your School Administrator/Department Manager. Negligence in the care and use of Company property may be considered grounds for discipline, up to and including termination.

The Company's equipment, such as telephone, postage, facsimile and copier machines, is intended for business use. An employee may use this equipment for non-business purposes on a limited basis with the permission of his/her Administrator/Manager. Personal usage of these or other equipment that results in a charge to the company should be reported to your

Administrator/Manager or accounting so that reimbursement can be made.

Upon termination of employment, the employee must return all Company property, equipment, work product and documents in his or her possession or control.

Personal Vehicles used for Company Business
Only employees with an unrestricted, current driver's license may operate a vehicle to conduct Company business. A Motor Vehicle Request (MVR) may be requested for employees or applicants for employment who will be driving a rental or personal vehicle on Company business. This applies to all employees and applicants for employment for whom operating a motor vehicle is a regular and necessary activity of employment. CSUSA may, at its discretion, waive the requirement for those for whom driving is deemed incidental and occasional.

Any employee who uses a personal vehicle for any Company business must be on the approved driver list. In addition, the driver must provide a certificate of insurance that shows limits of liability of at least \$100,000 - \$300,000 - \$50,000. The certificate must show current coverage, and the employee may be asked to produce an updated certificate at any time. The vehicle must be in good working order.

Using cell phones and other in-vehicle devices (Blackberry, GPS) cause distractions that put you and your passengers at risk of an accident. Uses of hand-held cell phone devices are permitted only when necessary to report an emergency, call for roadside assistance, or report impaired or aggressive drivers. Limited use of a hands-free cell phone device is permitted with the driver's awareness that concentration on driving may be impaired. Text messaging is prohibited while performing the driving task.

Vehicle Safety Guidelines

All Company-approved drivers are required to:

- Maintain a valid driver's license and have a current, acceptable MVR on file if required.
- Drive defensively and anticipate driving hazards such as bad weather and bad drivers.
- Comply with all applicable motor vehicle laws, operating regulations and registration requirements

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- Cell phones, iPhone's, iPads and/or BlackBerry's should not be used while driving unless hands free devices are used.
- Wear a safety belt as a driver or passenger in all vehicles used for Company business, and in Company vehicles used for non-Company business.
- Drive without impairment by alcohol or drugs.
- Report all accidents (no matter how minor) to your School Administrator/ Department Manager immediately (i.e., the same day the accident occurs), providing full factual information about the incident (your School Administrator/Department Manager will need to notify CSUSA's insurer of accidents promptly).
- Report any changes in the status of your driver's license (e.g., revocation or suspension, DUI, violations of law) to your School Administrator /Department Manager immediately.
- Avoid driving distractions to the greatest degree possible. Specifically, drivers should avoid any activity that causes them to divert their attention from driving or to drive one-handed.

that are accessed directly or indirectly as provided by CSUSA.

As a user, you are responsible for using these resources and services in an efficient, effective, ethical, professional, and lawful manner. All communications transmitted by, received from, or stored in these systems are the sole property of the Company. As noted above, all such communications are subject to review and monitoring by CSUSA. Accordingly, you should have no expectation of privacy in such communications.

The following guidelines apply to all users of computer and communication resources and services, wherever the users are located. The term "users" refers to all employees, independent contractors, and other persons or entities accessing or using CSUSA computer and communication resources and services. CSUSA's Information Technology Department must approve access to any of these services by non-employees.

Violations of this policy may result in disciplinary action, up to and including possible termination, and/or legal action.

Policy

CSUSA has the right, but not the duty, to monitor any and all aspects of computer and communication systems used, maintained, or provided in the conduct of its business, including email and internet access, to ensure compliance with its policies. Computers and computer accounts are provided to assist employees in the performance of their job. No user should have an expectation of privacy in anything created, sent, received, or downloaded on the computer or communication system. CSUSA is not responsible for the actions of individual users.

The computer and communication systems belong to CSUSA and should be used for business purposes only. The Company reserves the right to monitor the operation of these systems, to access all records within them, and to retain or dispose of those records as it deems necessary. Non-business use of CSUSA equipment and services should be kept to a minimum. Any technical questions about this policy should be addressed to Information Technology Management.

Cellular Phone Use Guidelines

Cell phone use while driving must be avoided. Drivers should be aware that the use of cell phones while driving is creating a distraction from safe driving and should not use the phone while driving. If the phone must be used, the driver should safely pull off the road and park the car prior to usage. Regardless of the circumstances, including slow or stopped traffic, employees are strongly encouraged to pull off to the side of the road and safety should always take precedence over conducting business over the phone.

COMPUTERS AND COMMUNICATION SYSTEMS

CSUSA's computer and communication resources and services are for the use of CSUSA and its workers.

Computer and communication resources and services include, but are not limited to: printers, servers, workstations, standalone computers, laptops, software, computer files, internal/external communication networks, internet, commercial online services, bulletin board systems, email systems, telephone systems, long distance services, voicemail, cellular phones, pagers, video equipment, and tape

Users are governed by the following provisions, which apply to all computer and communication resources and services:

- Users must comply with all software licenses, copyrights, and all other state and federal laws governing intellectual property.
- Fraudulent, harassing, embarrassing, indecent, profane, obscene, intimidating, or other unlawful material may not be sent by email, downloaded by other form of electronic communication, or displayed on or stored in Company computers. If you encounter, or receive such material, you should immediately report the incident to your Administrator/Manager.
- Without prior written permission, CSUSA's computer and communication resources and services may not be used for the transmission or storage of commercial or personal advertisements, solicitations, promotions, destructive programs (viruses and/or self-replicating code), political material, obscene material or any other unauthorized or personal use.

Electronic Mail (email)

The electronic mail ("email") system is the property of CSUSA and is for use in conducting Company business. All communications and information transmitted by, received from, or stored in this system are Company records and property of the Company. While email usage is intended for job-related activities, incidental and occasional brief personal use is permitted within reasonable limits. Employees will refrain from using Company issued email addresses for excessive incoming personal email and/or subscriptions to email lists (list servers) unrelated to individual job tasks.

Staff members should use the same care in drafting email and other electronic documents as they would for any other written communication. Anything created on the computer may, and likely will, be reviewed by others. In addition, the confidentiality of any message should not be assumed. Even when a message is erased, it is still possible to retrieve that message.

CSUSA's email and Internet access systems are provided solely for business use. Communications by you through these systems are not private nor are they protected, and you should have no expectation

of privacy in such communications. For security and operational purposes, CSUSA may monitor and/or retrieve messages, communications, material and attachments sent through these systems. Moreover, use of the internet access provided by CSUSA to obtain offensive or otherwise inappropriate material is completely prohibited. Likewise, you have no expectation of privacy with respect to any other information stored on any CSUSA computer or in any CSUSA work area. All authorized administrators are to follow CSUSA procedures and submit an Access Request form to CSUSA corporate office and receive approval prior to accessing employee electronic accounts.

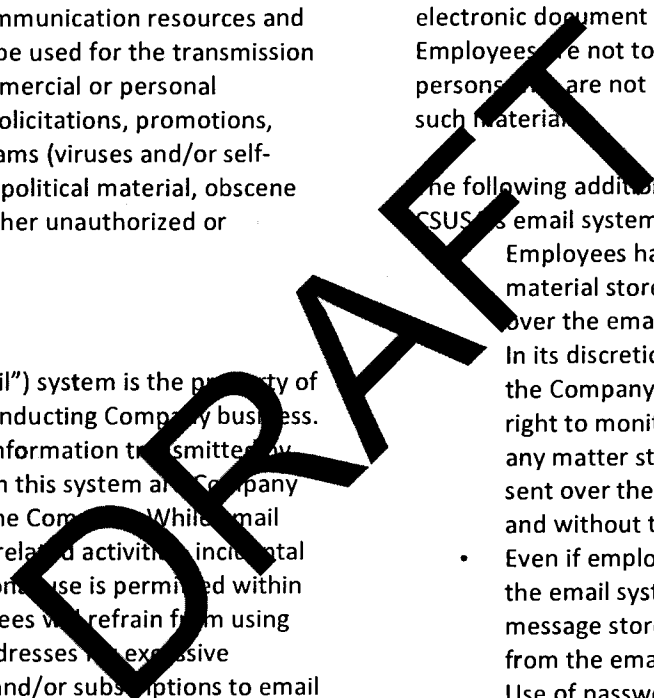
CSUSA expects its employees to maintain organized electronic document and contact information files. Employees are not to email documents or materials to persons who are not authorized to receive or review such material.

The following additional guidelines apply to the use of CSUSA's email system:

Employees have no right of privacy in any material stored in, created, received, or sent over the email system.

In its discretion as owner of the email system, the Company reserves and may exercise the right to monitor, access, retrieve, and delete any matter stored in, created, received, or sent over the email system, for any reason and without the permission of any employee.

- Even if employees use a password to access the email system, the confidentiality of any message stored in, created, received, or sent from the email system still cannot be assured. Use of passwords or other security measures does not in any way diminish the Company's rights to access materials on its system, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed to the Information Technology Administrator/Manager, as email files may need to be accessed by the Company in an employee's absence.
- Employees should be aware that deletion of any email messages or files would not truly eliminate the messages from the system. All email messages are stored on a central back up system in the normal course of data management.



- Even though CSUSA has the right to retrieve and read any email messages, those messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any email messages that are not sent to them. Any exception to this policy must receive the prior approval of management.
- The Company's policies against sexual or other harassment apply fully to the email system, and any violation of those policies is grounds for disciplinary action up to and including termination. Therefore, no email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other classification protected by law.
- Do not send personal messages or jokes using the Company's email. Even if the material is not offensive, you should not encourage the use of email for non-business related activities. If you receive non-business related messages, jokes or related files from someone else, delete the messages and refer that person to CSUSA's policies. If the activities continue, contact the person's School Administrator/Department Manager.
- If you receive a chain mail message, do not respond to it. Inform IT and they will put a block on the message.
- Your CSUSA email identity photo will be limited to an appropriate professional headshots only. No other types of photos or images may be up-loaded in the place of the employees head shot photo.

Personal Computers and Software Applications

The help desk and IT department are the only persons authorized to install software on company owned computers. If you need particular software contact your supervisor or the IT department to authorize the use of the software and they will arrange to install it on your computer.

Any duplication of copyrighted software or data, except for backup and archival purposes, is a violation of both Company policy and federal law. Any unauthorized or unlicensed copies of software at CSUSA expose both you and the Company to potential civil and criminal penalties. Software must only be

used according to the software license agreement. No unlicensed software may be used or installed into the Company's computers. CSUSA may delete any unlicensed software or personal software without notice to you.

The computer assigned to you is your responsibility. As such, it is your responsibility to take reasonable precautions to secure it from use and/or abuse by another. The following outlines some of your responsibilities and guidelines regarding computer use and security:

- You are responsible for immediately reporting any unlawful activity involving your personal computer. The data you work with may be more valuable and more difficult to replace than the hardware or software used to access it.
- Employees are responsible for safeguarding your password for the system. Individual passwords should not be printed, stored online, or given to others. You are responsible for all actions made using your password. Sharing of passwords is prohibited and may result in a limited or suspended account.
- In the event password protection is needed, the Administrator/Manager of Information Services and the employee's Administrator/Manager must be made aware of the password and the document must be saved on the network.
- Be aware that a computer's hard drive may fail at any time. Several backup methods are available. Consult IT for instructions on backing up your files or for any other questions.
- Employees should not read, alter or copy a file belonging to another user without first obtaining permission from the owner of the file. The ability to read, alter, or copy a file belonging to another user does not imply permission to read, alter, or copy that file.

Important: A user's ability to access other computer systems directly or through the network, including the CSUSA network does not imply a right to access those systems or to make use of those systems unless specifically authorized by the operators of those systems. Unauthorized use may result in disciplinary actions up to and including termination. Your School Administrator/Department Manager may submit an Access Request Form to CSUSA for approval of access

to employees SIS and email for business related purposes only or for cause and/or suspicion of misuse.

prohibited and can result in disciplinary action:

Internet

Internet access to global electronic information resources on the World Wide Web is provided by CSUSA to assist employees in obtaining work related data and technology. While Internet usage is intended for job related activities, incidental and occasional brief personal use is permitted within reasonable limits. The following guidelines have been established to help ensure responsible and productive Internet usage.

Sending or posting discriminatory, harassing, or threatening messages or images

Sending or posting confidential material or proprietary information outside of the organization

Sending or posting messages or material that could damage the organization's image or reputation

- All internet data that is composed, transmitted, or received via our computer communications systems is considered to be a part of the official records of CSUSA and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees should always ensure that the business information contained in Internet email messages and other transmissions is accurate, appropriate, ethical, and lawful.

CSUSA reserves the right to, and does, monitor Internet usage including sites visited and time spent at those sites while one Company premises.

Personal Web Sites, Web Logs and Text Messaging Policy

Policy

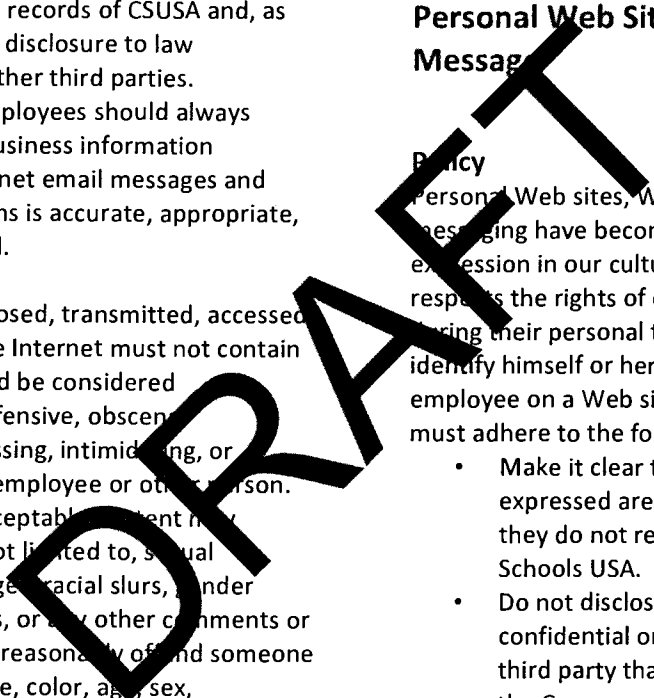
Personal Web sites, Web logs (blogs), and text messaging have become prevalent methods of self-expression in our culture. Charter Schools USA respects the rights of employees to use their mediums during their personal time. If an employee chooses to identify himself or herself as a Charter Schools USA employee on a Web site or Web log/blog, he or she must adhere to the following guidelines:

- Data that is composed, transmitted, accessed or received via the Internet must not contain material that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender specific comments, or any other comments or images that could reasonably offend someone on the basis of race, color, age, sex, pregnancy, religious or political beliefs, national origin, citizenship, veteran status, disability, sexual orientation, or any other characteristic protected by law.

- Make it clear to the readers that the views expressed are the employee's alone and that they do not reflect the views of Charter Schools USA.
- Do not disclose any information that is confidential or proprietary to CSUSA or to any third party that has disclosed information to the Company. Consult the Company's confidentiality policy for guidance about what constitutes confidential information.
- Uphold Charter Schools USA's value of respect for the individual and avoid making defamatory statements about CSUSA's employees, clients, partners, affiliates, students and others, including competitors.
- Be careful to not let blogging interfere with your job or ethic and standards commitments.

- Abuse of the Internet access provided by CSUSA in violation of law or CSUSA policies will result in disciplinary action, up to and including termination of employment. Employees may also be held personally liable for any violations of this policy. The following behaviors are examples of previously stated or additional actions and activities that are

Employees, especially instructional staff, are held to a high standard. Your commitment and oath to the Education Professional Ethics Standards must not be violated. These standards outline appropriate conduct with students, parents and peers and others



who have access to the Internet and access to content you display on the Internet, regardless of whether you believe it may be personally secured or not. Personal web sites and blogs are not exempt from the Education Professional Ethics Standards or Company standards. Furthermore, violations may be reported to the Florida Department of Education and may ultimately affect instructional certification.

If blogging activity is seen as compromising to the Education Professional Ethics Standards, the corporation or schools standards, Charter Schools USA may request a cessation of such commentary and the employee may be subject to disciplinary action up to and including termination.

Employees are not to be-friend, link to or add students to their social networks or engage in IM's / text messaging on personal devices with students or parents. These communications should be conducted via SIS.

This Policy should not be construed or otherwise applied in such a way as to violate or interfere with an employee's rights under Section VII of the National Labor Relations Act.

Telephones and Voice Mail

The telephone system is the property of CSUSA and, as such, the primary purpose is for the conduct of the business of CSUSA. Employees are required to reimburse CSUSA for any charges resulting from their personal use of the telephone.

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

The voicemail system is intended to send and receive business-related messages. It is not designed as a storage medium for these or personal messages. Voicemail messages should be checked and cleared daily. Saving multiple voice messages for an extended period of time can negatively impact system performance.

SECURITY

Entering and Leaving the Premises

At the time you are hired, you will be advised of the proper procedures for entering and exiting your office and setting alarms. You are expected to abide by

these guidelines at all times. If you do not receive this information upon starting work, please contact a School Administrator/Department Manager or Human Resources immediately.

All CSUSA facilities include property security Overt Surveillance information.

Parking

Parking may be restricted and/or assigned in certain situations. Ask your School Administrator/Department Manager for instructions.

Visitors in the Workplace

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

All visitors should enter the office through the reception areas, and must check in with the Receptionist or front office at the school. Authorized visitors will receive directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors.

If an unauthorized individual is observed on CSUSA's premises, employees should immediately direct the individual to the reception area, or if necessary notify their Administrator/Manager.

Violence in the Workplace

CSUSA does not tolerate fighting, threats and other acts of violence against employees, co-workers, job applicants, clients or vendors; additionally, possession of firearms, weapons, ammunition or explosives on Company property or while on Company business is strictly prohibited.

Acts or threats of violence or physical harm, whether made directly or indirectly, violate the safe and professional conduct of our business. If you are subjected to or threatened with harm by a co-worker, customer or vendor, or if you become aware of another individual who has been subjected to or threatened with violence, or if you know of circumstances which might result in violence, you should report this information to your

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Administrator/Manager or Human Resources immediately.

Please bring all threats to our attention so that we can deal with them appropriately. Do not assume that any threat is not serious. Any investigation into threatening remarks or conduct will be conducted with as much confidentiality as possible. No adverse action will be taken against anyone who brings a good-faith complaint under this policy.

Reporting Illegal and Unethical Acts

If you have knowledge of or suspect any illegal behavior by another employee, you are required to report such activity immediately to management.

PARTICIPATION IN COMMUNITY AFFAIRS

We encourage you to participate in community service affairs of charitable, educational and civic organizations. However, your participation in these activities must not adversely affect job performance, be detrimental to CSUSA's interests, or place you in the position of serving conflicting interests.

Time spent on community affairs, when not undertaken at the request of management, should normally be outside of your regular working hours and therefore will not be considered hours of work for pay purposes. Employee-initiated participation in community affairs that involves an extended period of time away from the job must be approved and handled in accordance with CSUSA's leave and absence policies.

EMERGENCY CLOSURES

At times, emergencies such as severe weather, fires, power failures, earthquakes or hurricanes can disrupt Company operations. In extreme cases, these circumstances may require the closing of a work facility/school. If such conditions exist, please consult your local emergency procedures and call the appropriate location for a message or contact your Administrator/Manager at home or at work as soon as possible.

When operations are officially closed due to emergency conditions, the time off from scheduled work for salaried employees and full time hourly employees will be paid.

In cases where an emergency closing is not authorized, employees who fail to report for work will be required to use PTO or take time off without pay.

A copy of the CSUSA disaster procedure is located on the Company intranet and in SIS. All schools should follow the disaster guidelines of the districts where they reside.

ENVIRONMENTAL

It is the policy of CSUSA to comply with all applicable laws and regulatory standards promulgated by the government to protect the quality of the environment. This includes eliminating or controlling pollution to the air, ground water or land, and to minimize potential exposure to hazardous materials.

It is the responsibility of each employee to be familiar with the requirements of his/her type of work and be sure that the work does not have any unnecessary impact on the environment. Employees are expected to recycle any materials for which collection services are provided.

Any person who becomes aware of any spill or inadvertent release of toxic or hazardous materials must report the incident immediately to his/her School Administrator/Department Manager.

PAY RELATED INFORMATION

COMPENSATION

CSUSA's goal is to compensate its employees in a fair and competitive manner, based on the responsibilities of each job, the Company's overall growth and performance, and other business conditions affecting wages on an annual basis. In addition, our goal is to reward employees for their individual performance, achievements, and contributions to the Company's success.

After the first year of employment, wages and salaries are normally reviewed annually, but a review does not guarantee an increase. All salaries, bonuses, stipends, and extra pay are taxable to the employee. Our philosophy is to pay for performance, and pay increases are based solely upon individual merit and business conditions.

Confidentiality

Employment, medical and wage information is confidential and should not be discussed with peers,

parents, students, or vendors. This information is of a confidential nature and should not be discussed regardless of pertaining to yourself or others.

considered temporary employees. Temporary and seasonal employees do not receive any benefits provided by the Company.

EMPLOYMENT CATEGORIES

Exempt/Non-Exempt

Under the Fair Labor Standards Act, there are two categories of employees – exempt and non-exempt.

- Exempt employees are classified as such if their job duties are exempt from the overtime provisions of the Federal and State Wage and Hour Laws. Exempt employees are not eligible for overtime pay. Exempt employees generally include those in executive, Administrator/Managerial, professional, commissioned sales, and certain administrative positions. If you are an exempt employee, you are normally paid on a salary or commission basis regardless of hours worked. Exempt employees' salaries are calculated on a semi-monthly basis (24 pay periods).
- Non-exempt employees must keep records of their hours worked and must be paid overtime for any hours over 40 hours worked in a week. Salaries of non-exempt employees are calculated on an hourly basis.

Daily Substitutes

A substitute is hired for the purpose of filling in for absent educators. They are hired on-call daily and do not receive benefits provided by the company.

Stipends and Other Supplemental Payments

For certain duties and responsibilities outside of your normal duties, CSUSA may provide a stipend. Principals and department managers are responsible for allocating stipends in accordance with the Compensation Plan and Budgeting Guidelines. Examples of stipends include but are not limited to Department Chair's, TLC, and extra duties or a project for a specific period of time.

TIME KEEPING AND PAY RECORDS

The attendance of all employees must be recorded and submitted to the Payroll Department weekly through Time and Attendance. The payroll week begins on Sunday and ends on Saturday. To process payroll efficiently, all time sheets must be received by the Payroll Department deadlines to your designated payroll representative.

Full-Time/ Part-Time/Temporary

At the time you are hired, your position is categorized as full-time, regular part-time, or temporary. At that time you will be informed of any Company benefits for which you are eligible. In general, employment category definitions encompass the following:

Attendance records are Company records, and care must be exercised in recording the hours worked, overtime hours, absences and business expenditures.

Full Time

A full-time employee is one who works the standard working hours of the Company each week (a minimum of 36 hours per week).

Meal Periods

All full time employees are generally provided with one unpaid meal period of 1 hour in length each workday. Employees are relieved of all active responsibilities and restrictions during meal periods and will not be compensated for that time. Skipping a meal break to leave early and/or to get additional pay is not allowed (it's Federal law), however, from time to time shortened meal breaks may be necessary to accommodate the daily schedule as the needs of the business allow, and with prior approval by the School Administrator/Department Manager.

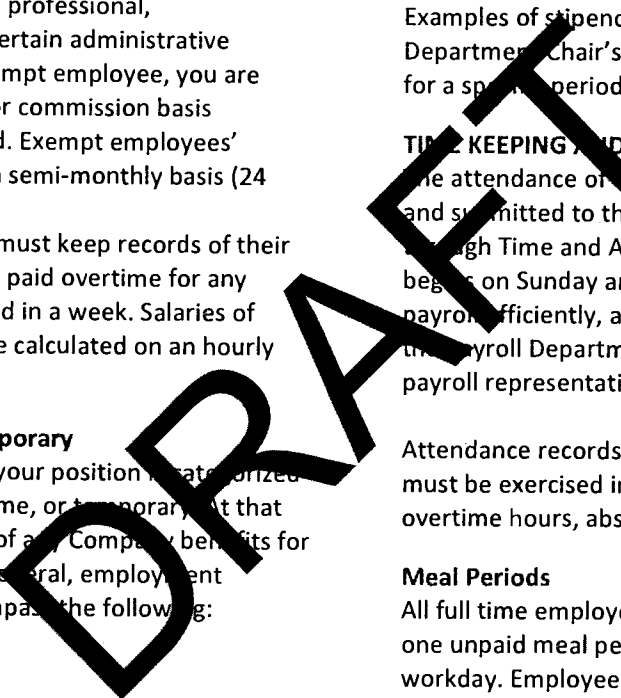
Part Time

Part time employees are classified as non-exempt and work a regular schedule less than 36 hours per week.

However, adjustments should not exceed 8 hours per day or 40 hours in a work week. All part time employees are generally not entitled to an uncompensated meal break, but are entitled to one 10-15 minute compensated rest break during the course of the part-time work schedule, not exceeding

Temporary

A temporary employee is hired for a specified project or time frame and may work an irregular schedule. Seasonal employees are generally hired for an indeterminate time of limited duration and are also



4 hours per work day. Supervisor's authorization is required prior to taking all rest breaks.

Timekeeping

All hourly employees must record the hours worked including paid time off, and have their Administrator/Manager approve the completed time worked. All exempt salaried employees are required to report all paid time off (PTO).

Time Records

It is of utmost importance that timesheets are filled out properly with the correct associated information.

The following rules apply to completing time records:

- You are not permitted to work "off the clock," including working through meal breaks or after scheduled work hour.
- You must accurately record all hours you spend on the job performing assigned duties.
- You are not authorized to work through scheduled lunch or meal breaks.
- Not accurately reporting PTO is a violation of company policy, and is stealing. Supervisors must verify the employee has the PTO available, approve, and sign off on the PTO request form.
- Compensatory time off in lieu of overtime pay is not permitted.

The Business Administrator/Bookkeeper at each school is responsible for accurate reporting and maintenance of documented reports. It is the employee's responsibility to ensure the accurate time has been provided to the Business Administrator/Bookkeeper at the schools through your manager at corporate. Altering, falsifying or tampering with time records, or recording time on another employee's time sheet may result in disciplinary action, up to and including termination.

WORK HOURS

Work Schedule

The normal work schedule for most full-time employees is 8 hours a day, 5 days a week. Administrator/Managers will advise employees of the time their schedules will normally begin and end. Staffing needs and operational demands may necessitate variations in starting and ending times, as well as variations in the total hours that may be scheduled each day and week.

Employees should establish a mutually workable schedule with their Administrator/Manager. Issues, such as staffing needs, the employee's performance, and the nature of the job will be considered when establishing work schedules.

It is recommended that hourly employees report to work no more than 15 minutes prior to their shift start and clock out within 15 minutes of their shift end unless pre-approved to work overtime.

Attendance is a major concern and is a major part of your performance. Students and fellow employees rely on you to be at work on time every day. If you become ill please contact your Administrator/Manager in advance. Contact means speaking directly with your supervisor, not just leaving a message. Failure to report into your Administrator/Manager for 3 consecutive days will result in job abandonment and disciplinary action up to and including termination.

Overtime

When operating requirements or other needs cannot be met during regular working hours, employees will be given the opportunity to volunteer for overtime work assignments. If not enough people volunteer to meet work needs, employees may be required to work overtime. All overtime work must receive the Administrator/Manager's prior authorization. Overtime assignments will be distributed as equitably as practical to all employees qualified to perform the required work.

EMPLOYEE REFERRAL PROGRAM

At CSUSA, we're always searching for talented high performers and that can mean a cash reward for you in recognition of your recruitment efforts. Sometimes you may know an individual who can be an asset to CSUSA. If we hire the referred individual, CSUSA may pay a referral bonus.

PAY PROCEDURES

CSUSA takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday. It is the responsibility of the employee to report any errors or concerns as soon as known.

Unless otherwise specified by CSUSA, you will be paid semi-monthly on the 15th and the last day of each month. Each paycheck will include earnings for all

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work performed through the end of the previous payroll period. Paychecks are two weeks in arrears.

In the event that a regularly scheduled payday falls on a holiday, employees will receive pay on the last day of work before the regularly scheduled payday. Underpayments and overpayments will be adjusted on the next pay period unless the amount creates a hardship for the employee. The other arrangements can be made through the payroll office.

Direct Deposit/Payroll Check

CSUSA encourages employees to be paid through direct deposit of funds to either a savings or checking account at the bank of your choice. This can be set up during the "on-boarding" process. If unable to provide direct deposit information, the employee may be paid via a live pay check. If an employee selects to be paid via direct deposit, the first pay after receiving the direct deposit information will be directly deposited to your account. You will be able to view your pay stub through our Employee Portal at <https://portal.adp.com>.

Final Pay

Upon termination, you will receive all unpaid wages and pay for any unused paid time off in a manner consistent with the law in the state in which you work. If, for any reason, you do not return equipment or property of CSUSA upon termination, the assessed value of the property will be deducted from the employee's final paycheck. Be sure CSUSA has up to date address information. Benefits end on the last day of the month you terminate.

Instructional 10 month employees paid over 12 months

Upon termination, instructional 10 month employees will receive all true up wages (wages accrued to pay you over the summer) on your final paycheck. Your benefits will end on the last day of the month of your termination.

BUSINESS-RELATED EXPENSE REIMBURSEMENT

Your duties as an employee may require you to travel. The Travel and Expense Policies set the guidelines on acceptable travel and business expenses, expense reports and the approval process. All expenses should cover the employee's actual reasonable expenses while conducting business away from home on behalf of the Company or as associated with a business event. No personal expense should ever be charged to the Company. You are responsible to know the limits

of the Travel and Expense Policy and seek the proper advanced approval through your School Administrator/Department Manager.

When travel is completed you should submit your travel expenses on the expense report along with all original receipts. For further information, review the Travel and Expense Policy.

Travel

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

Employees who are involved in an accident while traveling on business must promptly report the incident to the Human Resources. Vehicles owned, leased, or rented by CSUSA may not be used for personal use without prior approval.

With prior approval, employees on business travel may be accompanied by a family member or other person when it will not interfere with successful completion of business objectives. Generally, employees are also permitted to combine personal travel with business travel, as long as time away from work is approved. Additional expenses arising from such non-business travel are the responsibility of the employee.

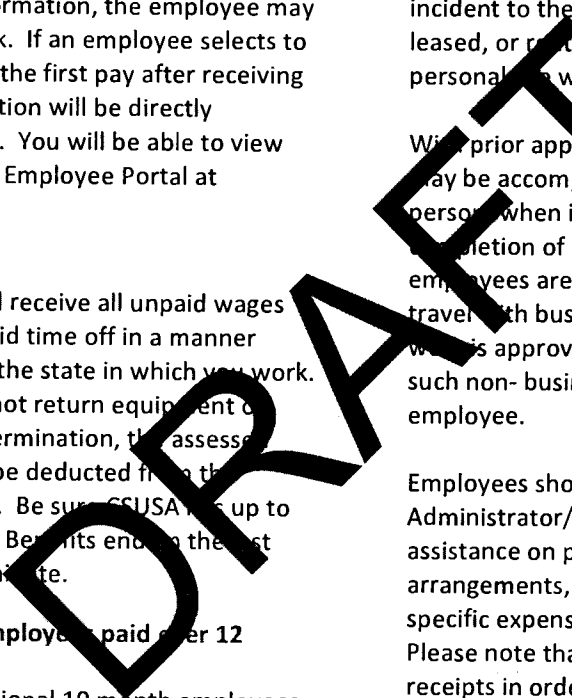
Employees should contact their School Administrator/Department Manager for guidance and assistance on procedures related to travel arrangements, expense reports, reimbursement for specific expenses, or any other business travel issues. Please note that employees must provide itemized receipts in order to be eligible for reimbursement.

Abuse of this business travel expenses policy, including falsifying expense reports to reflect costs not incurred by the employee, can be grounds for disciplinary action, up to and including termination of employment.

PROFESSIONAL MEMBERSHIPS

Professional employees are encouraged to become members in Professional Organizations and to actively participate.

With management approval, CSUSA may pay membership dues and other associated fees for professional memberships, if the membership is beneficial to both you and the Company.



TRAINING

Conferences, Short Courses, Seminars
 CSUSA may pay all or a portion of the cost for job related approved conferences, courses and seminars. All attendees must have prior written approval by School Administrator/Department Manager and the Department VP and the course must be directly related to a Professional Development Plan.

Employees are encouraged to become actively involved with professional associations to promote CSUSA as well as gain exposure by serving on boards, as officers, and by presenting technical papers. Expenses associated with mandatory company meetings are paid by the company and follow the corporate expense reimbursement policy.

- 401(k) Plan – if applicable, please see your School Administrator or Department Manager for specifics.

ELIGIBILITY FOR BENEFITS

At the time you are hired, you are categorized as a full-time, part-time, or temporary employee. Only full-time employees (36 or more hours per week) are eligible for the benefits outlined in this section. The following table shows when benefits begin for full-time eligible employees. The company may change eligibility and waiting periods, as the needs of the business require.

BENEFITS

GENERAL OVERVIEW OF BENEFITS

CSUSA has established a variety of programs designed for the benefit of employees, including time off from work, assisting you in covering costs that can result from illness, helping you plan for an unexpected disability and several other benefits. This Handbook contains only a general listing of benefits. Your rights can be determined only by referring to the full text of the official plan documents, which are controlling and are available from Human Resources. To the extent that any of the information contained in this Handbook is inconsistent with the official plan documents, the provisions of the official plan documents will govern in all cases.

The following are some of the benefit programs that are available to eligible employees:

- Personal Time Off
- Holiday Pay
- Direct Deposit
- Online Employee Self Service Center
- Leaves of Absence
- Family / Medical Leave
- Medical / Dental / Vision Insurance
- Life insurance 1x annual salary
- Employee Assistance Program (EAP)
- Supplemental Life Insurance / Accidental Death and Dismemberment
- Short Term and Long Term Disability

Medical	1 st Day of the month after completing 90 days of service
Dental	1 st Day of the month after completing 90 days of service
Vision	1 st Day of the month after completing 90 days of service
Disability	1 st Day of the month after completing 90 days of service
Life	1 st Day of the month after completing 90 days of service
Employee Assistance Program	1 st Day of the month after completing 90 days of service
401(k)	Next quarter after completing 60 days of service

Turnaround Schools follow a different eligibility window; this will be discussed with you by your School Administrator / Department Manager.

Medical/Dental/Vision/Life/Disability Enrollment
 You will be notified of your benefit coverage options during open enrollment or during your 90-day orientation period.

Important: If you do not elect coverage within the first 90 days of your employment you cannot enroll in CSUSA's Insurance plans until the next open enrollment period or you have a qualifying event. You

must also notify Human Resources within 30 days if you experience a qualifying event and want to make a change to your existing medical plan.

A qualifying event includes:

- Legal separation
- Divorce
- Death
- Termination of other employment
- Loss of other coverage
- Marriage
- Birth
- Adoption, or placement for adoption

Please understand that you will not be entitled to special enrollment if loss of coverage is the result of failure to request enrollment.

HEALTH INSURANCE CONTINUATION (COBRA)

The Consolidated Budget Reconciliation Act (COBRA) is a federal law that requires most employers sponsoring group health plans to offer a temporary continuation of group health coverage when coverage would otherwise be lost due to certain specific events.

Through COBRA, employees and their qualified beneficiaries have the right to continue group health insurance coverage after a "qualifying event." The following are qualifying events:

- Resignation or termination of the employee
- Death of the covered employee.
- A reduction in the employee's hours
- For spouses and eligible dependents, the employee's entitlement to Medicare.
- Divorce or legal separation of the covered employee and his or her spouse
- A dependent child no longer meeting eligibility requirements under the group health plan.

Under COBRA, the employee or beneficiary pays the full cost of health insurance coverage at CSUSA's group rates, plus an administration fee.

401(k) Enrollment – if eligible

A 401(k) retirement savings plan is available to qualified regular full-time employees and you must be at least 21 years of age. Eligible employees may participate in the plan on the next quarter after completing 60 days of service as a regular full time employee.

- The plan is a voluntary savings plan.

- Allows you to set aside pretax money through payroll deductions.
- Employee may contribute from 1-100% of their salary.
- CSUSA will match 25% up to the first 6% employee elects.
- CSUSA matched funds become vested 25% year over year with the total vested after 4 years.
- Employee can roll over funds from other plans at any time.

Details of all insurance plans are described in the orientation materials. The information on cost of coverage will be provided in advance of enrollment to eligible employees. Contact Human Resources for more information about insurance benefits.

Employee Assistance Program

This is a program designed to offer counseling and rehabilitation services to support employees, dependents and all members of your household. It offers you free 24-hour assistance.

Emotional Well Being and Life Events

- Family and Caregiving Resources
- Health and Wellness Resources
- Daily Living Resources
- In-Person Counseling

For additional information you can find a brochure through the employee portal at <https://portal.adp.com>.

HOLIDAYS

Holidays and breaks observed at the school districts are not considered part of CSUSA. CSUSA grants holiday paid time off to all full-time eligible employees for the holidays listed below:

New Year's Day (January 1)
Martin Luther King, Jr. Day (3rd Monday in Jan)
President's Day (3rd Monday in Feb)
Memorial Day (last Monday in May)
Independence Day (July 4)
Labor Day (first Monday in September)
Thanksgiving (fourth Thursday in November)
Day after Thanksgiving
Christmas Eve (December 24)

Christmas Day (December 25)
New Year's Eve (December 31)

If a holiday falls on a weekend, normally the holiday will be observed on the closest Friday or Monday. CSUSA reserves the right to adjust the holiday to another day as needed for operational requirements.

CSUSA recognizes and provides the listed holidays for its employees. Nevertheless, we must remember that from time to time our services may be required on holidays and depending on the business situation employees may be required to take an alternate day off. Also, certain job positions will require employees to regularly work on the listed holidays, and in those circumstances, those employees would be granted an alternate day off.

Holiday Policy

Employees wishing to observe other holidays than what is listed above may consider using PTO if approved by their administration.

Holiday Pay Considerations

- If a recognized holiday falls during an eligible employee's approved paid time off, holiday pay will be provided instead of PTO benefit that would otherwise have applied or an alternate day off as required by the need of the business.
- Holiday pay will be calculated based on the employee's straight time pay rate (as of the date of the holiday) times 8 hours for full-time employees.
- Employees may not elect financial compensation in lieu of taking time off for a holiday.
- Paid time off for holidays will not be counted as hours worked for the purposes of determining overtime.
- Employees must have worked or have authorized PTO on the day before and the day after a holiday in order to be paid holiday pay.
- Early release time, must be approved by the CEO and is not considered a benefit for the purpose of providing alternate time off for use of PTO.

PAID TIME OFF (PTO)

Full-time employees are eligible to take PTO as described in this policy. Temporary, part-time and seasonal employees are not entitled to PTO.

PTO for the calendar year or at the beginning of the school year is credited to an employee's PTO account on the first day of each year. The full allocation is available at that time. An employee is eligible to start taking PTO after completing 30 days of employment.

12 Month Employees	
Years of Service	Annual Days Accrued
0 – 5*	16
6 – 10	21
11 +	26
10 Month Employees	
Years of Service	Annual Days Accrued
0 – 11+*	8
School Administrators (Principal, Assistant Principal, and Deans)	
Years of Service	Annual Days Accrued
0 – 10*	21
11 +	26
Executives	
Years of Service	Annual Days Accrued
0 – 10*	21
11+	26

Please note: For annual time calculation purposes, one day equals 8 hours.

**Paid Time Off is accrued on an annual basis. Your first year of PTO will be prorated based on your date of hire. Employees are not usually permitted to take any annual time during the first 30 days of employment.*

Borrowing Annual Time

Employees who borrow annual time before they have accrued it and then terminate their employment with Charter Schools USA will have an amount equal to the borrowed time deducted from their final paycheck.

Other PTO Time Considerations

We rely on you to be at work as scheduled so advanced notice is important. CSUSA also provides 10-month instructional staff an incentive to not miss instructional days by providing a cash payout for

unused PTO. This reduces the need for substitutes and more importantly helps provide the best quality of instruction for our students. PTO may be taken at any time during the year – but must be scheduled to avoid conflicts with other employees’ PTO and work demands of the Company.

1. PTO time may be taken in pre-approved four-hour increments OR PTO time may be taken in pre-approved full day increments.
2. Specific PTO dates should be approved by the employee’s School Administrator/Department Manager at least two weeks prior to the anticipated time off, if possible.
3. Designated company holidays will not be counted as PTO if they should fall within the period of time the PTO was requested.
4. A maximum of 5 days (40 hours) of PTO can be carried over from one year to the next.
5. PTO will be scheduled in the mutual best interest of the Company and the employee. Length of service will determine priority for PTO in the case of conflicts.
6. Ten month instructional exempt staff only may opt to cash out PTO days at the end of the school year of up to 8 days (64 hours). Payout does not exceed \$90.00 per day and total payout including carry over cannot exceed 104 hours (13 days). All carry over days are paid out at \$90 per day regardless of the reason for the payout request (termination or not at the end of the school year).
7. In the case of termination, PTO earned and not earned will be credited back to the company on the final paycheck. PTO accrued and not taken will be paid out on the final paycheck at the employee’s hourly rate (excluding carryover and any of school year requests for payouts, see #6 above).

- the birth of the employee's child and to care for the newborn child
- placement of a child with an employee through adoption or foster care
- Generally, a "serious health condition" is an illness, injury, impairment or condition that involves:
 - Inpatient care in a hospital, hospice or residential medical care facility, or
 - Continuing medical treatment by a health care provider, which may include periods of incapacity of more than three (3) days involving a specific health care treatment; multiple health care treatments; or incapacity or treatment for chronic, serious health conditions.

Eligibility:

You must have completed one year of service, in which a minimum of 1,250 hours was worked. Eligible employees are generally entitled to up to twelve (12) weeks of FMLA leave during a twelve (12) month period.

Procedure for Requesting Leave:

A requesting employee must call The Hartford at 1-877-822-3183 and refer to Policy Number 402300. When calling in your leave request, you must state the reason for the leave and the dates for which the leave is sought. You may be required to complete a "Certification of Health Care Provider" when leave is sought due to a serious health condition or to care for a spouse, child or parent with a serious health condition.

In some circumstances, CSUSA may require a second or subsequent opinion by a health care provider at the CSUSA’s expense.

When the need for leave is foreseeable, such as for an expected birth or placement of a child, or because of a planned medical treatment, call in your leave request as soon as possible. If the need for FMLA leave is unforeseeable, you must notify your School Administrator / Department Manager as soon as possible after calling in your leave.

LEAVES OF ABSENCE

FAMILY AND MEDICAL LEAVE ACT (FMLA)

CSUSA will grant leave under the Family and Medical Leave Act (the “FMLA”) to eligible employees for the following reasons:

- a serious health condition that prevents the employee from performing the functions of his or her job
- to care for a spouse, child, or parent who has a serious health condition

Compensation and Benefits during Leave:

Employees are required to use and exhaust any accrued PTO as part of the FMLA leave. Thereafter, the leave is unpaid.

An employee on FMLA leave does not accrue PTO or other employee benefits. However, during FMLA leave, you will continue to participate in CSUSA's group medical, dental, and vision plans, under the same conditions that applied before the leave. You remain responsible for paying all of your insurance premiums. If you receive compensation during FMLA, your contribution will be deducted on a pre-tax basis from your paycheck and paid through CSUSA Pre-Tax Premium Payment Plan. If you are currently in repayment for a 401(k) loan you will be responsible for making those payments directly through the 401(k) provider.

Periodic Reports and Return from Leave:

When on FMLA leave, you may be required to report periodically to The Hartford on your status and intent to return to work. If your circumstances change, or you need to leave for a new reason, notify The Hartford as soon as possible. If you wish to return to work before the end of a scheduled leave you must notify The Hartford at least three (3) working days in advance. Before returning from leave you will be required to provide written certification from a health care provider that you are able to resume working with no restrictions.

Restoration to Employment Following Leave:

Upon conclusion of FMLA leave, CSUSA typically will restore the employee to their original position. If the position has been filled or eliminated, generally CSUSA will restore the employee to an available, equivalent position, as determined by CSUSA.

Qualifying Exigency Leave:

For eligible employees, up to 12 weeks of unpaid leave, in a 12-month period, is available for an eligible employee where the employee's spouse, son, daughter or parent is on active military duty or call to

active duty status, and leave is needed for a "qualifying exigency";

A "qualifying exigency" is:

- a) Short notice deployment;
- b) Military events and related activities;
- c) Childcare and school activities;
- d) For the purpose of making financial and legal arrangements;
- e) Rest and recuperation;
- f) Post-deployment activities; and/or,
- g) Additional qualifying activities.

The "rolling backward" method used for measuring "Basic Leave" is also used to measure the 12-month period for "Qualifying Exigency Leave."

Covered Service Member Care Leave:

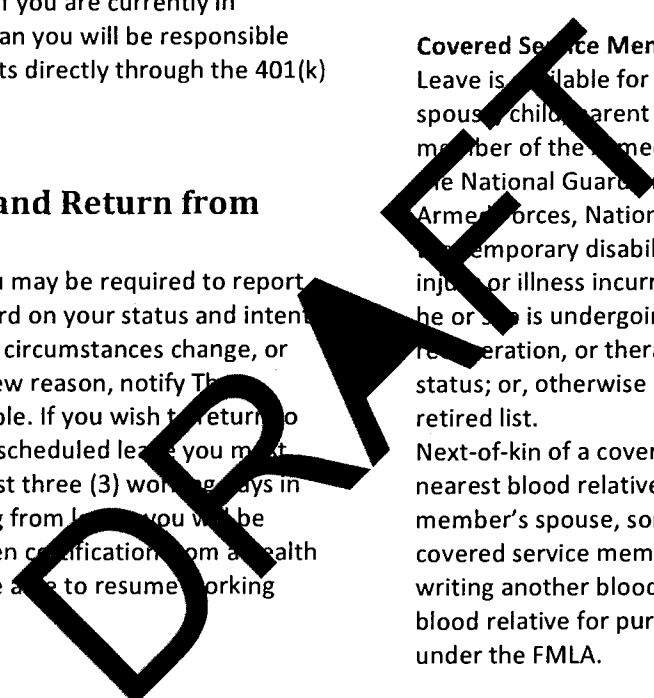
Leave is available for an eligible employee to care for a spouse, child, parent or next-of-kin who is a current member of the Armed Forces, including a member of the National Guard or Reserves, or a member of the Armed Forces, National Guard or Reserves who is on a temporary disability list, and who has a serious injury or illness incurred in the line of duty for which he or she is undergoing medical treatment, recuperation, or therapy; or, otherwise in outpatient status; or, otherwise on the temporary disability retired list.

Next-of-kin of a covered service member is the nearest blood relative other than the covered service member's spouse, son, or daughter, unless the covered service member has specifically designated in writing another blood relative as his or her nearest blood relative for purposes military caregiver leave under the FMLA.

For covered service member Care leave only, an employee is entitled to 26 workweeks of leave during any single 12-month period measured on a "rolling forward" basis. Service member care leave measured on a rolling forward basis will be measured using the 12-month period forward from the date of the employee's first instance of service member Care leave.

Computing FMLA Leave

For the purposes of calculating FMLA, CSUSA determines the 12 weeks of FMLA entitlement as a "Rolling" 12-month period measured backward from the date an employee uses any FMLA leave. For example, if an employee takes 4 weeks of FMLA leave beginning February 1 of Year One, another 4 weeks



beginning June 1 of Year One and another 4 weeks beginning December 1 of Year One, the employee would not be entitled to any additional FMLA leave until February 1 of Year Two. However, on February 1 of Year Two, the employee would be entitled to four more weeks of leave (as he or she had taken 8 weeks of FMLA leave within the preceding 12 months; in this example, another 4 weeks of FMLA leave would become available on June 1 of Year Two).

Personal Non-FMLA Leave of Absence

CSUSA may provide leaves of absence without pay to eligible employees who wish to take time off from work duties to fulfill personal obligations.

As soon as eligible employees become aware of the need for a personal leave of absence, they should request a leave providing a full explanation of the circumstances, in writing, to their Administrator/Manager at least two weeks before the start date of the leave of absence.

Personal leave of absence is provided without pay. Any available paid time off must be exhausted first. Illinois employees should also refer to the following hyperlink for additional Personal Non-FMLA Leave of Absence Information: Illinois Personal Non-FMLA Leave. Indiana employees should also refer to the following hyperlink for additional Personal Non-FMLA Leave of Absence Information, specifically Pregnancy Leave: Indiana Personal Non FMLA Leave. Louisiana employees should also refer to the following hyperlink, also related to Pregnancy Leave: Louisiana Personal Non FMLA Leave.

Duration of Leave

Personal leave may be granted for a period of up to 90 calendar days every 3 years. If this initial period of absence proves insufficient, consideration will be given to a written request for a single extension of no more than 90 calendar days.

Requests for Leave

Requests for a personal leave will be evaluated based on a number of factors, including anticipated workload requirements and staffing considerations during the proposed period of absence. Personal leaves will not be granted if it places an undue burden on your department, or if it conflicts with work schedule demands.

Benefits during Leave

Subject to the terms, conditions, and limitations of the applicable plans, health insurance benefits will be provided by CSUSA until the end of the month in which the approved personal leave begins. Subject to the terms, conditions, and limitations of the applicable plans at that time, the Company may continue to pay Company-paid benefits. You must pay 100% of your portion of insurance premiums in advance to the Company. Failure to pay this portion up front may result in a loss of benefits.

When you return from a personal leave, benefits will again be provided by CSUSA according to the applicable plans.

Benefit accruals, such as PTO or holiday benefits, will be suspended during the leave and will resume upon return to active employment.

Other Employment

Outside employment during your leave period is prohibited and may result in disciplinary action up to and including immediate termination.

Reinstatement

When a personal leave ends, every reasonable effort will be made to return you to the same position, if it is available, or to a similar available position for which you are qualified.

However, CSUSA cannot guarantee reinstatement in all cases.

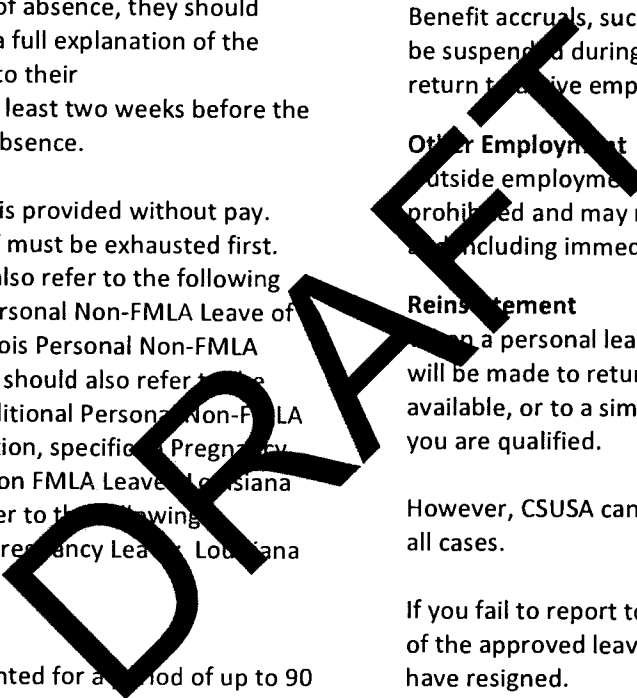
If you fail to report to work promptly at the expiration of the approved leave period, CSUSA will assume you have resigned.

OTHER TIME OFF

Bereavement Leave

Full-time employees are allowed up to 3 days off with pay in the event of a death in the immediate family. (For out of state funerals, your Administrator/Manager may approve more time.) Please notify your Administrator/Manager as soon as possible if you need to take bereavement leave.

For the purposes of this policy, immediate family is defined as father, mother, sister, brother, spouse, child, step-child, mother-in-law, father-in-law,



grandparents, grandchildren, sisters- or-brothers-in-law.

Time off without pay may be granted at the discretion of your Administrator/Manager to attend the funeral of other relatives or friends. You have the option of using any available paid time off in these instances.

Jury Duty/Court Duty

CSUSA encourages employees to fulfill their civic responsibilities by serving jury duty or appearing in court as a witness when subpoenaed. Full-time employees may request up to 3 weeks of paid jury/court duty leave over any 2-year period.

Pay Considerations

Jury/court duty pay will be calculated on the employee's base pay rate times the number of hours the employee would otherwise have worked on the day of absence, minus the jury duty pay awarded by the court.

Procedures

Employees must show the jury duty summons or subpoena to their Administrator/Manager as soon as possible so that the Administrator/Manager may make arrangements to accommodate their absence. Of course, employees are expected to report for work whenever the court schedule permits.

While on jury duty, and particularly when on standby status, you are expected to work as much of your regularly scheduled workday as the jury duty reasonably permits. In the event you are excused from jury duty on a scheduled workday, you are required to contact your Administrator/Manager and be prepared to report to work as soon as possible.

Either CSUSA or the employee may request an excuse from jury duty if, in CSUSA's judgment, the employee's absence would create serious operational difficulties. CSUSA will continue to provide health insurance benefits for the full term of the jury/court duty absence. Paid time off and holiday benefits will continue to accrue during jury/court duty leave.

Voting in Elections

CSUSA wants to make sure you have the opportunity to vote in national, state, or local elections. If your working hours make it impossible for you to get to the polls before or after work, please talk to your School Administrator/Manager beforehand. If it is necessary, you can adjust your working hours in order to get to

the polls as long as it does not interfere with your job performance.

Employees who are assigned to a location outside of their voting precinct are encouraged to vote by absentee ballot.

Military Leave

CSUSA will grant a military leave of absence without pay to an employee who is inducted into the armed forces or who has reserve duty or National Guard obligations. Upon completion of duties, you will be reinstated into your former position or into another position of equal pay and status, consistent with applicable laws.

Georgia Employees should also refer to the following hyperlink regarding additional Georgia Specific Military Leave information: Georgia Military Leave. Illinois Employees should refer to the following hyperlink regarding Illinois Specific Military Leave information:

Indiana Specific Military Leave

Indiana Employees should refer to the following hyperlink regarding Indiana Specific Military Leave information: Indiana Military Leave.

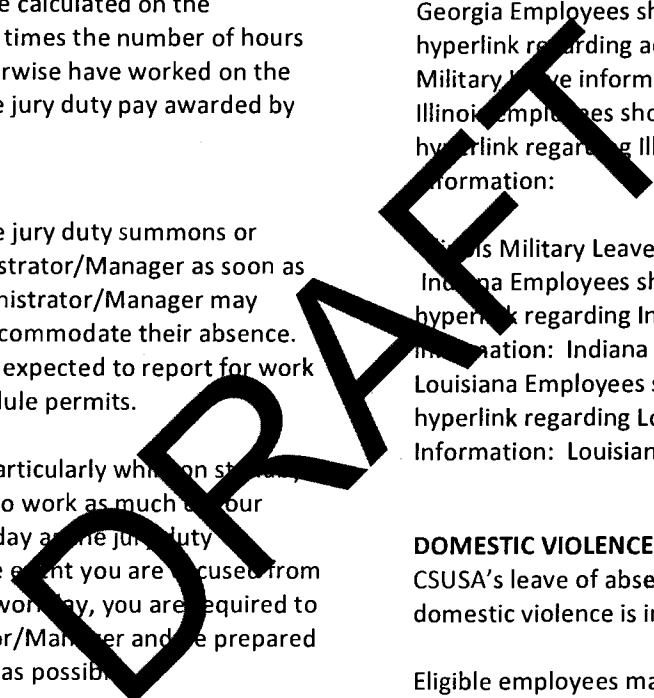
Louisiana Employees should refer to the following hyperlink regarding Louisiana specific Military Leave Information: Louisiana Military Leave

DOMESTIC VIOLENCE LEAVE:

CSUSA's leave of absence policy for victims of domestic violence is in compliance with state law.

Eligible employees may receive up to three (3) working days of leave in a twelve (12) month period (defined as a rolling period of time) if s/he or a family or /household member is a victim of domestic violence. We may require documentation or substantiation of the act of domestic violence of domestic violence may be required (e.g. copies of restraining orders, police reports, orders to appear in court, etc.).

You must have been employed for at least three (3) months and must provide us with advance notice of the leave, except in cases of imminent danger to the health and safety of yourself or a family member. We allow you to choose whether to exhaust any available PTO time or take this leave without pay.



Welcome to the Florida Charter School Budget Template

June 5 2014
Version: 2.00e

Version 2.00e

As you enter questions throughout the survey the bottom line of the budget will automatically be updated. At the top of each sheet you will see an "Ongoing Budget Totals" block which will give you the current income, expenses and bottom line for each year of the budget. This will allow you make sure you are maintaining a budget which is in the black.

For additional support on how to use this tool, please visit <http://www.ficsu.org/budgettemplate/>

Before we begin, we need some basic information about your school.

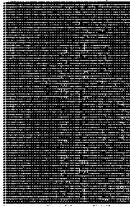
Select Which District your School Is In:	50-Palm Beach
What is the name of your school:	Palm Beach 15 - C3145 K-8

← Click the cell, and then click the arrow next to it to select your district.

← Type in the name of your school here.

We recommend that you go through each tab of this tool and answer all of the questions on how you would ideally like to operate your school, without paying too much attention to the bottom line during the first time through. This will help you to become familiar with the various options and all of the types of expenses and income you can adjust. Then, once you have completely read through and answered all of the questions, go back and change your answers as necessary to balance the budget, this time paying attention to the bottom line and trying to ensure you have a balanced budget.

The tool has multiple pages (or tabs), each page focuses on a different area. Be sure to use go through each sheet of the workbook (by clicking on the tabs along the bottom). The tool is color coded with general information that you should be aware of:



Any cell that is this color is information you can change. As you change the information it will update the overall budget estimates automatically.

Blue text are instructions and information describing the questions and concepts being asked about.

Any where the calculator requires a specific response (such as functions or budget numbers) there is a drop down list, click on the cell and the arrow next to it to select the appropriate option.

Grey italicized numbers show the results of the decisions you make as you go along.

Once you are complete with this tool, and your Board has approved the budget, we recommend that you keep this file so that you are able to see how you calculated each item of your budget. If you are using this to develop a charter application, the answers here can help to justify your application and provide information to use in your budget narrative. You may want to send this entire spreadsheet to your district for your budget, so that they are able to see the logic behind your budget. You are not bound to the specific decisions as part of this survey, you are only approving the overall budget, which is on the "Complete Budget" page. Sharing the decisions simply helps the district to understand your reasoning and offer suggestions if necessary.

If you have questions about the tool itself, you may contact the Charter Support Unit by visiting ficsu.org, calling (727) 286-3185 or by emailing cfuller@ficsu.org.

District Message

No district message available.

Migration Tool

This template includes the ability to migrate data from a former workbook into this one. However, it only works with previous Templates that are version 1.14 or later. The migration tool will copy all of the data from this template to your clipboard, and you can then paste it into the new workbook. To do this correctly, it is recommended you have both templates open on your computer at the same time, go to the old version, and click the "Copy Migration Data" button below. Then go to the template and click the "Paste Migration Data" button on the new template. The workbook will do the rest. If you have opened this workbook in such a way that disables macros and visual basic codes, these buttons will not work. You can read the manual copy/paste directions below.

Copy Migration Data

Paste Migration Data

Manual Migration Details

If the code aspects of this workbook have been disabled, the buttons above will not work and you will need to copy and paste your details to a new workbook. The following steps will help you to do this.

- 1) Open the existing Excel Workbook you are moving from.
- 2) Open the new Excel Workbook you are moving to.
- 3) In the new Excel Workbook you are moving to, right click on the tab at the bottom (i.e. "Instructions", "Enrollment and Staff")
- 4) Select "Unhide"
- 5) Find and click on the worksheet called "CopyFromDataCheck" and click "OK"
- 6) Under "Review" in the ribbon, click "Unprotect Sheet" - The password is 'csu' (without the apostrophes)
- 7) Go to the existing Excel Workbook you are moving from
- 8) Right click on any of the tabs below (i.e. "Instructions", "Enrollment and Staff")
- 9) Select "Unhide"
- 10) Find and click on the worksheet called "DataCheck" and click "OK"
- 11) Make sure you are on the "DataCheck" worksheet
- 12) Select All of the worksheet (Ctrl)-A, or click on the very top left corner of the sheet to the left of column A and above row 1)
- 13) Copy the data to the clipboard ((Ctrl)-C or click "Copy" from the "Home" ribbon)
- 14) Go to the new Excel Workbook you are moving to
- 15) Be sure the "CopyFromDataCheck" tab is selected
- 16) Go to cell "A1" (top left hand corner, easiest way is to press [Ctrl] - [Home])
- 17) Paste the data you copied ((Ctrl)-V or click "paste" from the "Home" ribbon)
- 18) You may receive a few error messages asking about named ranges, just click "yes" if it pops up.
- 19) Click the "Complete Merge" button
- 20) Your migration should be completed.

Enrollment and Staffing Page

Ongoing Budget Totals		Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	\$ -	\$ 5,919,713	\$ 6,848,797	\$ 8,255,056	\$ 8,597,060	\$ 9,098,240
Estimated Expense	\$ -	\$ 5,594,773	\$ 7,792,274	\$ 8,068,193	\$ 8,398,023	\$ 8,998,023
Net Revenue	\$ -	\$ 324,940	\$ 462,782	\$ 528,867	\$ 700,217	\$ 2,218,501
Cash Balance	\$ -	\$ 324,940	\$ 526,634	\$ 989,417	\$ 1,518,284	\$ 2,218,501

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.

Class	Class Size Limit	Number of Classes or Students				
		Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	18 in Kind-3rd	6	6	6	6	6
1st Grade		4	5	5	5	5
2nd Grade		4	4	5	5	5
3rd Grade		3	4	4	5	5
4th Grade		3	4	4	4	5
5th Grade		3	4	4	4	5
6th Grade		6	6	6	6	6
7th Grade		0	6	6	6	6
8th Grade		0	0	6	6	6
9th Grade		0	0	0	0	0
10th Grade		0	0	0	0	0
11th Grade		0	0	0	0	0
12th Grade		0	0	0	0	0

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	29	46	47	49
Max Enrollment	661	1076	1099	1145
Assumed enrollment	661	1076	1099	1145

← 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 older, and others go down. For example, often more students have Speech and Language needs at the earlier levels (ESE) but more students are added to Gifted as they get older. The state of Florida releases detailed statistics which can be used to get an idea of the percentages for the district you are applying for. Visit <http://www.fdoe.org/eis/eispubs/pubstudent.asp> to check the numbers for your area. Some counties, for example, have significantly higher ESOL populations, some have higher free and reduced lunch populations, etc.

Grade	ESE Students	Gifted	ESOL	Free/Reduced Lunch
Kindergarten	14%	0%	7%	33%
1st Grade	14%	0%	7%	33%
2nd Grade	14%	0%	7%	33%
3rd Grade	14%	0%	7%	33%
4th Grade	14%	0%	7%	33%
5th Grade	14%	0%	7%	33%
6th Grade	14%	0%	7%	33%
7th Grade	14%	0%	7%	33%
8th Grade	14%	0%	7%	33%
9th Grade	0%	0%	0%	0%
10th Grade	0%	0%	0%	0%
11th Grade	0%	0%	0%	0%

South Palm Beach Charter School

12th Grade

The section below is just for your information. Based on the percentages you entered above, the numbers below represent how many students you can expect in each grade section in each category. These numbers will be important to help you to decide how many staff members you need in the next section. The percentages you entered above are applied to the estimated number of students (based on the percentage of open seats), and then rounded up to the nearest whole number.

	Year 1	Year 2	Year 3	Year 4	Year 5
Kind thru 3rd	51	58	61	64	64
ESE	0	0	0	0	0
Gifted	25	28	30	32	32
ESOL	123	138	146	154	154
FRL	18	26	26	26	32
4th & 5th	0	0	0	0	0
Gifted	10	12	12	12	16
ESOL	46	60	60	60	76
FRL	20	40	60	60	60
6th thru 8th	0	0	0	0	0
Gifted	11	22	33	33	33
ESOL	50	100	150	150	150
FRL	0	0	0	0	0
9th thru 12th	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	89	124	147	150	156
Gifted	0	0	0	0	0
ESOL	46	62	75	77	81
FRL	219	298	356	364	380

The following options are unusual, and you should only use them if you know they apply to you. Most ESE students are considered basic ESE students. However, in some rare cases a student may have a very high degree of special needs, and the IEP team will complete a matrix of services to determine what level the student is. For students who are levels 4 or 5 receive additional funding. In general, most schools will not have students who are at level 4 or 5.

How Many Level 4 Students?

How Many Level 5 Students?

Enter TOTAL number of students in each grade range. The calculator will use the same number for each year of the budget. However, unless you KNOW you will have students who meet this criteria, you should say 0.

ESE Focused School?

State law provides for different income calculations for those schools who have at least 75% of their students who are ESE. In general, this will not apply to most schools, and you should leave this as "No", however, if you are a special ed focused school, this may apply to you.

Staffing Assumptions

The tool below will help you decide how many teachers you will need to be able to work with your estimated number of students. By entering the number of minutes of instruction for each of the special areas, the calculator will calculate the number of teachers you would need in order to provide the desired level of services to your students. In the yellow boxes below enter the NUMBER OF MINUTES you want your students to have EACH WEEK of each of the following areas:

	AY	Public	Public	Public	Public	Gifted	Gifted
Kind	30	30	30	30	30	0	0
1st	30	30	30	30	30	0	0
2nd	30	30	30	30	30	0	0
3rd	30	30	30	30	30	0	0
4th	30	30	30	30	30	0	0
5th	30	30	30	30	30	0	0

Teacher FTE How many minutes can a full-time teacher teach during the week?

South Palm Beach Charter School

For middle and high schools teachers are usually calculated based on sections as opposed to the number of minutes. The following questions will help to determine the number of teachers you will need for middle and high school students.

	Middle School (6-8)	High School (9-12)
Number of sections per day in the master schedule	7	7
How many sections per day does a full time teacher teach	6	6
Number of non class size sections per day	0	0
Class Size in NON CORE courses	25	25
Recommended Number of Teachers for Year 1	7	0

(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).

Enter the maximum class size you will allow in none core courses that are not required to meet class size reduction numbers.

ESE Case Load	25
Gifted Case Load	40
ESOL Case Load	50

Based on your answers above, the calculator has calculated the number of teachers you will need to have. To the right of each yellow box below is a small gray number, this is the number of teachers you will need to meet the minutes and services based on the assumptions you have entered above. In the yellow boxes, you can set the number of teachers you want. Be sure to enter the numbers based on "Full Time Equivalence" ... this means that a full time teacher is 1.0, a half time teacher would be 0.5.

	Year 1	Year 2	Year 3	Year 4	Year 5	Budget Function	Budget Object
Elementary (K-5) Calculations	Classroom Teachers	23.0	27.0	28.0	29.0	31.0	120-ClasTchr
	Art Teacher(s)	1.0	2.0	2.0	2.0	2.0	130-OthTchr
	Music Teacher(s)	1.0	2.0	2.0	2.0	2.0	130-OthTchr
	World Lang Teacher(s)	1.0	2.0	2.0	2.0	2.0	130-OthTchr
	Phys Ed Teacher(s)	1.0	2.0	2.0	2.0	2.0	130-OthTchr
Middle School and High School (6-12) Calculations	Full Time Middle/High Teachers (w/ Benefits)	6.0	12.0	18.0	21.0	18.0	120-ClasTchr
	Reading Specialist(s)	0.0	0.0	0.0	0.0	0.0	130-OthTchr
	ESE Teacher(s)	2.0	2.0	3.0	3.0	3.0	130-OthTchr
	Gifted Teacher(s)	0.0	0.0	0.0	0.0	0.0	130-OthTchr
	Title 1 Teachers	0.0	0.0	0.0	0.0	0.0	130-OthTchr
Technology Teacher	1.0	2.0	2.0	2.0	2.0	130-OthTchr	
Co-Teacher	3.0	4.0	8.0	8.0	8.0	130-OthTchr	
Cirric Resource Teach	1.0	1.0	2.0	2.0	2.0	130-OthTchr	

Teacher Salary	\$39,000
Annual Increases	2.000%
FTE For Benefits	1
Combine for Benefits	No
Substitutes - Number	10
Substitutes - Pay	\$140.00
Pay Teachers Unused PTO?	Yes
Number of unused days	0

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.

Enter the PERCENTAGE OF ANNUAL INCREASES you anticipate in staff pay.

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)).

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.

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?)

How much will you pay a substitute per day?

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?

On average, how many days do you assume your teachers will have left at the end of the year?

South Palm Beach Charter School

Reimbursement Rate	\$201.00	How much will you pay the teachers for their unused time. Based on your average salary, if teachers have 194 day contracts their normal daily rate would be \$201. Some schools pay a flat rate (say \$100) and others pay their daily rate.
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Other Salaried Positions

Position	YTD Salary	1916-17 Budget	1917-18 Budget	FTE	YTD	1916-17 Budget	1917-18 Budget	FTE	YTD	1916-17 Budget	1917-18 Budget	FTE	YTD	1916-17 Budget	1917-18 Budget	FTE	YTD
Executive Director	\$0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0
Principal	\$100,000	0.0	1.0		1.0	1.0	1.0		1.0	1.0	1.0		1.0	1.0	1.0		1.0
Assistant Principal	\$80,000	0.0	1.0		1.0	1.0	1.0		1.0	1.0	1.0		1.0	1.0	1.0		1.0
Guidance Counselor	\$0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0
Curriculum Specialist	\$0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0
Media Center Specialist	\$0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0
IT Specialist	\$0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0
Dean of Students	\$55,000	0.0	1.0		1.0	1.0	1.0		1.0	1.0	1.0		1.0	1.0	1.0		1.0
BOM	\$35,000	0.0	1.0		1.0	1.0	1.0		1.0	1.0	1.0		1.0	1.0	1.0		1.0
Student Services Coordinator	\$40,000	0.0	1.0		1.0	1.0	1.0		1.0	1.0	1.0		1.0	1.0	1.0		1.0
Enrollment Manager	\$30,000	1.0	1.0		1.0	1.0	1.0		1.0	1.0	1.0		1.0	1.0	1.0		1.0
Other Salaried 5	\$0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0

Hourly Staff Positions

Position	Hourly Rate	1916-17 Budget (Hours)	1917-18 Budget (Hours)	Each Year	1916-17 Budget (YTD)	1917-18 Budget (YTD)	1916-17 Budget (FTE)	1917-18 Budget (FTE)	1916-17 Budget (YTD)	1917-18 Budget (YTD)	1916-17 Budget (FTE)	1917-18 Budget (FTE)	1916-17 Budget (YTD)	1917-18 Budget (YTD)	1916-17 Budget (FTE)	1917-18 Budget (FTE)	1916-17 Budget (YTD)	1917-18 Budget (YTD)	1916-17 Budget (FTE)	1917-18 Budget (FTE)	
Business Manager	\$10.00	0	0	0	0.0	0.0			0.0	0.0			0.0	0.0			0.0	0.0			160-SuprStf
Secretary	\$10.00	0	2.0	2.0	3.0	3.0		3.0	4.0	4.0		4.0	4.0	4.0		4.0	4.0	4.0		4.0	160-SuprStf
Office Assistant	\$0.00	0	0.0	0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	160-SuprStf
Data Prep Clerk	\$0.00	0	0.0	0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	160-SuprStf
Educational Assistant	\$0.00	0	0.0	0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	160-SuprStf
Library Assistant	\$0.00	0	0.0	0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	160-SuprStf
Phys Ed Assistant	\$0.00	0	0.0	0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	160-SuprStf
Other Assistant	\$0.00	0	0.0	0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	160-SuprStf
School Nurse	\$0.00	0	0.0	0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	160-SuprStf
Maintenance 1	\$0.00	0	0.0	0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	160-SuprStf
Maintenance 2	\$0.00	0	0.0	0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	160-SuprStf
Security 1	\$0.00	0	0.0	0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	160-SuprStf
Security 2	\$0.00	0	0.0	0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	160-SuprStf
Instructional Aide	\$11.00	0	1.0	1.0	1.0	1.0		1.0	1.0	1.0		1.0	1.0	1.0		1.0	1.0	1.0		1.0	160-SuprStf
Before & Aftercare Director	\$12.00	0	1.0	1.0	1.0	1.0		1.0	1.0	1.0		1.0	1.0	1.0		1.0	1.0	1.0		1.0	160-SuprStf
Before & Aftercare	\$9.00	0	3.0	3.0	4.0	4.0		4.0	4.0	4.0		4.0	4.0	4.0		4.0	4.0	4.0		4.0	160-SuprStf
Receptionist	\$10.00	0	1.0	1.0	1.0	1.0		1.0	1.0	1.0		1.0	1.0	1.0		1.0	1.0	1.0		1.0	160-SuprStf
Food Service Director	\$12.00	0	1.0	1.0	1.0	1.0		1.0	1.0	1.0		1.0	1.0	1.0		1.0	1.0	1.0		1.0	160-SuprStf
Food Service	\$10.00	0	2.0	2.0	2.0	2.0		2.0	2.0	2.0		2.0	2.0	2.0		2.0	2.0	2.0		2.0	160-SuprStf
Other Hourly 7 (Maint)	\$0.00	0	0.0	0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	0.0	0.0		0.0	160-SuprStf

Employer / Payroll Costs

The items below are expenses the school will probably need to pay as an employer. Read the description for each item and make a decision in order to budget accordingly.

Benefits - Some schools budget for benefits based on a percentage of the total salary (for example, you will pay up to x% of a person's salary in benefits), and others choose to budget based on a set amount per employee (for example, this school will pay \$4,000 per employee for health insurance benefits). You can choose one or both of the options if you would like.

Employer Benefit	PERCENT	0.000%	Benefit PER EMPLOYEE	\$2,800	How much of benefits towards retirement?	0%
Employee Benefit	PERCENT	0.000%	Benefit PER EMPLOYEE	\$2,800	How much of benefits towards retirement?	0%

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FICA	6.20%	Enter the federal Employer FICA Rate (Typically stays at 6.2%)
Medicare	1.45%	Enter the federal Employer Medicare Rate (Typically stays at 1.45%)
Federal Unemployment Percent	0.00%	Enter the maximum amount you will pay per employee in Federal Unemployment Tax (If you are your own employer (not using a leasing company), and you have obtained 601(c)(3) status, you may be exempt from FUTA). Rates are available at http://www.dola.state.fl.us/unemploy/ultaxtopic.asp
Federal Unemp. Maximum Cap	\$ -	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 Unemployment Percent	2.70%	
State Unemp. Maximum Cap	\$ - 8,000	
Worker's Comp	1.070%	Enter the percentage of salary you are charged for Worker's Compensation Insurance.

Most charter schools use an agency to assist with payroll and benefits, such as an employee leasing company or a PEO (Professional Employment Organization). Depending on the services you are using from the company, they usually charge on either a per-employee, per-paycheck rate, or a percentage of the total payroll. You can enter both before, but usually you will select one or the other based on the payroll options you are using.

Payroll Fees PERCENT	0.0000%	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.

Supplemental Payments

Some schools give supplements to their teachers for duties above and beyond what they do in the classrooms. For example, some schools will give stipends to teachers who take on extra curricular activities such as sports, clubs, etc. Others will give supplements to teachers who take on more ESE students or additional responsibilities to assist with these responsibilities. The options below will allow you to add in these stipends. You will need to pay taxes and payroll costs associated with these stipends, however, these amounts will not be included when calculating benefits. All stipends will be added to the "160" Object line (Other Support Personnel). Enter the total amount of stipends you plan to give, if any. For example, if you plan to give five \$500 stipends for extra curriculars, you could put \$2,500 (5 x \$500) in a single line and mark it as an academic stipend.

Stipend Description	Year 1 Total	Year 2 Total	Year 3 Total	Year 4 Total	Year 5 Total
Stipend 1 (Extra Curricular)	\$ -	\$ 15,300.00	\$ 15,606.00	\$ 16,236.00	\$ -
Stipend 2 (Special Needs)	\$ -	\$ -	\$ -	\$ -	\$ -
Stipend 3 (Pupil Services)	\$ -	\$ -	\$ -	\$ -	\$ -
Stipend 4 (Curriculum)	\$ -	\$ -	\$ -	\$ -	\$ -
Stipend 5 (Professional Dev.)	\$ -	\$ -	\$ -	\$ -	\$ -
Stipend 6 (Technology)	\$ -	\$ -	\$ -	\$ -	\$ -
Stipend 7 (Administrative)	\$ -	\$ -	\$ -	\$ -	\$ -
Stipend 8 (Lunch Services)	\$ -	\$ -	\$ -	\$ -	\$ -
Stipend 9 (Facility)	\$ -	\$ -	\$ -	\$ -	\$ -
Stipend 10 (Community Svcs)	\$ -	\$ -	\$ -	\$ -	\$ -

Year 1 Total	Year 2 Total	Year 3 Total	Year 4 Total	Year 5 Total
\$ -	\$ 15,300.00	\$ 15,606.00	\$ 16,236.00	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -

Year 1 Total	Year 2 Total	Year 3 Total	Year 4 Total	Year 5 Total
\$ -	\$ 15,300.00	\$ 15,606.00	\$ 16,236.00	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -

Year 1 Total	Year 2 Total	Year 3 Total	Year 4 Total	Year 5 Total
\$ -	\$ 15,300.00	\$ 15,606.00	\$ 16,236.00	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -

Year 1 Total	Year 2 Total	Year 3 Total	Year 4 Total	Year 5 Total
\$ -	\$ 15,300.00	\$ 15,606.00	\$ 16,236.00	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -

Actual Salaried Employees

!!! Only Use This Sheet if You Already Have Hired Most Of Your Staff !!!

This sheet should only be used by currently operating schools who have already hired staff and want a more accurate salary calculation based on their actual employees. The calculator will pull in the number of salaried employees from the "Enrollment and Staff" page, and then you can enter the information for each employee to calculate the actual salary amounts for the current year. Be sure to enter the annual salary as if the person were full time, as it will be multiplied against the FTE. For example, if a person is a 0.5 FTE, and their salary is set at \$50,000, the calculator will multiply them and the total salary amount will be \$25,000. After you complete the "Enrollment And Staff" page, click the "Show Only Used Rows" to the right, so that unused lines will be hidden and everything you need will be displayed. Clicking this button is a slow process, so be patient as the worksheet looks at each line (about 1-2 minutes). Also, be sure to set cell E5 to "Yes" if you are using this information, otherwise the calculator will ignore everything on this page. When you are finished with everything on this page, click the "Include Funds Below in Budget" button to refresh the budget. This page does not automatically refresh in the overall budget.

Position	Estimated Salary	Function	Object	Quantity	Last Name	First Name	2016-17		Year 3		Year 4		Year 5	
							FTE	Actual Salary	FTE	Actual Salary	FTE	Actual Salary	FTE	Actual Salary
Principal	\$ 100,000	7300-Admin	110-Admin	Yes			1.00	\$ 100,000	1.00	\$ 104,040	1.00	\$ 106,121	1.00	\$ 108,243
Assistant Principal	\$ 80,000	7300-Admin	110-Admin	Yes			1.00	\$ 80,000	1.00	\$ 83,232	1.00	\$ 84,897	1.00	\$ 86,595
Dean of Students	\$ 38,500	5100-Inst	130-OthTchr	Yes			1.00	\$ 38,500	1.00	\$ 40,055	1.00	\$ 40,857	1.00	\$ 41,674
BOM	\$ 38,500	5100-Inst	130-OthTchr	Yes			1.00	\$ 38,500	1.00	\$ 40,055	1.00	\$ 40,857	1.00	\$ 41,674
Student Services Coordinator	\$ 38,500	5100-Inst	130-OthTchr	Yes			1.00	\$ 38,500	1.00	\$ 40,055	1.00	\$ 40,857	1.00	\$ 41,674
Student Services Coordinator	\$ 38,500	5100-Inst	130-OthTchr	Yes			1.00	\$ 38,500	1.00	\$ 40,055	1.00	\$ 40,857	1.00	\$ 41,674
Enrollment Manager	\$ 38,500	5100-Inst	130-OthTchr	Yes			1.00	\$ 38,500	1.00	\$ 40,055	1.00	\$ 40,857	1.00	\$ 41,674
				Yes										
				Yes										
				Yes										
				Yes										
				Yes										
				Yes										
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				Yes										
				Yes										
				Yes										
				Yes										
				Yes										
				Yes										

Income Decisions

Ongoing Budget Totals	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	\$ 5,919,713	\$ 6,848,797	\$ 8,255,056	\$ 8,597,060	\$ 9,098,240
Estimated Expense	\$ 5,594,773	\$ 6,647,103	\$ 7,792,274	\$ 8,068,193	\$ 8,398,023
Net Revenue	\$ 324,940	\$ 201,694	\$ 462,782	\$ 528,867	\$ 700,217
Cash Balance	\$ 324,940	\$ 526,634	\$ 989,417	\$ 1,518,284	\$ 2,218,501

Virtual School

Virtual schools are funded on a different basis than traditional schools. The receive a flat rate per student for each student. There is not a current income calculator available for this, and the state has recommended using \$5,200 per full-time student. If you are a virtual school indicate so below, and the calculator will use ignore the rest of the FTE increase options. Unless you have a loan or special income considerations, you can skip the rest of this page.

Is your school a virtual school? No Yes
 What is your anticipated pass rate? (Percent) 100% Otherwise you receive a prorated portion.

What per-student rate would you like to assume for virtual students?

State Revenue Estimator Results

The calculator has used the State's Revenue Estimator Worksheet Based on the 2014-15 Conference Report. 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:

FEPP - Base Funding	\$ 2,852,251
FEPP - ESE Guarantee	\$ 97,971
FEPP - Supplemental Academic Instruction	\$ 126,251
FEPP - Class Size Reductions	\$ 844,070
FEPP - Other FEPP (WFTE Share)	\$ 15,202
FEPP - Discretionary Local Effort	\$ 372,589
FEPP - Discretionary Millage Compression	\$ -
FEPP - Proration to Funds Available	\$ -
FEPP - Discretionary Lottery	\$ 6,704
FEPP - Instructional Materials Allocation	\$ 50,885
FEPP - Dual Enrollment Instr. Materials	\$ -
FEPP - Digital Classroom Allocation	\$ 6,257
Transportation (All Riders)	\$ 9,747
Transportation (ESE Student Riders)	\$ -
Total Income	\$ 4,481,927

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 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.

Year	State Base FEPP	State Total FEPP	Other Funds Increase	Base Allocation Increase	Palm Beach Basic Allocation	Palm Beach Total FEPP	High School ESE Guarantee	Middle School ESE Guarantee	Elementary School ESE Guarantee
2014-15	\$ 4,031.77	\$ 6,937.23	-4.001%	7.448%	\$ 4,148.69	\$ 7,138.41	\$ 1,044.00%	\$ 1,171.00%	\$ 1,044.00%
2013-14	\$ 3,752.30	\$ 6,778.86	8.407%	4.726%	\$ 3,861.12	\$ 6,975.45	\$ 1,044.00%	\$ 1,171.00%	\$ 1,044.00%
2012-13	\$ 3,582.98	\$ 6,374.82	1.968%	2.982%	\$ 3,686.89	\$ 6,559.69	\$ 1,044.00%	\$ 1,171.00%	\$ 1,044.00%
2011-12	\$ 3,479.22	\$ 6,217.18	-16.363%	-3.989%	\$ 3,580.12	\$ 6,397.48	\$ 1,044.00%	\$ 1,171.00%	\$ 1,044.00%
2010-11	\$ 3,623.76	\$ 6,897.38	1.780%	-0.185%	\$ 3,728.85	\$ 7,097.40	\$ 1,044.00%	\$ 1,171.00%	\$ 1,044.00%
2009-10	\$ 3,630.62	\$ 6,846.98	8.635%	-6.575%	\$ 3,735.91	\$ 7,045.54	\$ 1,044.00%	\$ 1,171.00%	\$ 1,044.00%
2008-09	\$ 3,886.14	\$ 6,846.84	-3.841%	-4.745%	\$ 3,996.84	\$ 7,045.40	\$ 1,044.00%	\$ 1,171.00%	\$ 1,044.00%
2007-08	\$ 4,079.74	\$ 7,142.79	2.465%	3.877%	\$ 4,198.05	\$ 7,349.93	\$ 1,044.00%	\$ 1,171.00%	\$ 1,044.00%
2006-07	\$ 3,981.61	\$ 6,847.56	-1.244%	-1.360%	\$ 4,097.08	\$ 7,046.14	\$ 1,044.00%	\$ 1,171.00%	\$ 1,044.00%
	\$ 4,031.77	\$ 6,937.23			\$ 4,097.08	\$ 7,046.14	\$ 1,015.00	\$ 1,138.00	\$ 810.00

South Palm Beach Charter School

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 three years, or those that are accredited). The historical numbers for each of these are below as well. This information is for your information and comparison only.

Program Cost Factors		MS Program		HS Program		Elem Capital Outlay		MS Capital Outlay		High School Capital Outlay		HS Percent Change	
Year	Factor	Year	Factor	Year	Factor	Year	Change	Year	Change	Year	Change	Year	Change
2014-15	1.126	2013-14	1.000	2013-14	1.004	2013-14	42.062%	2013-14	\$ 472.56	2013-14	\$ 411.98	2013-14	39.040%
2013-14	1.125	2012-13	1.000	2012-13	1.011	2012-13	-14.060%	2012-13	\$ 310.00	2012-13	\$ 290.00	2012-13	-12.913%
2012-13	1.117	2011-12	1.000	2011-12	1.020	2011-12	-14.597%	2011-12	\$ 389.52	2011-12	\$ 357.44	2011-12	-13.536%
2011-12	1.102	2010-11	1.000	2010-11	1.019	2010-11	-19.574%	2010-11	\$ 451.81	2010-11	\$ 419.12	2010-11	-18.415%
2010-11	1.089	2009-10	1.000	2009-10	1.031	2009-10	-9.491%	2009-10	\$ 555.65	2009-10	\$ 491.28	2009-10	-8.980%
2009-10	1.074	2008-09	1.000	2008-09	1.033	2008-09	-13.006%	2008-09	\$ 611.28	2008-09	\$ 542.80	2008-09	-12.391%
2008-09	1.066	2007-08	1.000	2007-08	1.052	2007-08	-8.316%	2007-08	\$ 698.91	2007-08	\$ 623.95	2007-08	-7.955%
2007-08	1.048	2006-07	1.000	2006-07	1.086	2006-07	81.924%	2006-07	\$ 760.03	2006-07	\$ 680.55	2006-07	77.209%
2006-07	1.035		1.000	2006-07	1.088				\$ 428.89		\$ 374.08		75.842%

Custom Income Assumptions

As you can see from the historical numbers, you can not depend on increases in FTE funds each year. Therefore, you must make careful decisions about how you will calculate the FTE amounts each year. This calculator allows you to enter a percentage increase you would like to assume each year of the budget. Be careful to be conservative. It is better the under budget and have more money than expected than to over estimate the annual increases and have less money than you expected. If you assume numbers will be decreasing (such as with Capital Outlay funds, for example), be sure to enter a NEGATIVE NUMBER.

Planning Year	Base FTE Increase	Other Funds Increase	Capital Outlay Increase
Year 1	0.000%	0.000%	0.000%
Year 2	0.000%	0.000%	0.000%
Year 3	2.000%	2.000%	2.000%
Year 4	2.000%	2.000%	2.000%
Year 5	2.000%	2.000%	2.000%

Planning Year	Base FTE Increase	Other Funds Increase	Capital Outlay Increase
Year 1	0.000%	0.000%	0.000%
Year 2	0.000%	0.000%	0.000%
Year 3	2.000%	2.000%	2.000%
Year 4	2.000%	2.000%	2.000%
Year 5	2.000%	2.000%	2.000%

Planning Year	Elem Program Factor	MS Program Factor	HS Program Factor
Year 1	1.126	1.000	1.004
Year 2	1.126	1.000	1.004
Year 3	1.126	1.000	1.004
Year 4	1.126	1.000	1.004
Year 5	1.126	1.000	1.004

Planning Year	Elem Program Factor	MS Program Factor	HS Program Factor
Year 1	1.126	1.000	1.004
Year 2	1.126	1.000	1.004
Year 3	1.126	1.000	1.004
Year 4	1.126	1.000	1.004
Year 5	1.126	1.000	1.004

Title 1 Funds

Title 1 Funds are only for schools that have a high poverty level. Each district sets its own threshold and reimbursement amounts based on their district's Title 1 plan. If Title 1 funds are used as part of the budget for a charter school application, the application must state what the funds will specifically be used for, and if the school does not receive these funds, whatever was indicated as being paid for these funds would not be essential to the operation of the school. If you are using this budget to develop a budget an existing school, be sure to realize that on financial reports, you must utilize fund-based accounting, and that Title 1 Funds must be separated from your general fund. This budget calculator does not do that for you. If you are unsure how to set this up, be sure to speak with your school's CPA.

District's Threshold: 70% Enter the district's threshold to be eligible for Title 1 Funds.

Your school has 33% FRL. You are not eligible based on these assumptions.

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If you are eligible, enter the levels and amounts per eligible student that your district provides you. You will need to contact your district to get this information, unless it is listed above as a district message. Each district will have their own plan about how Title I funds are distributed to schools.

Amount Per Student	70%
--------------------	-----

If there is more than one threshold, please be sure to enter these in sequential order (the lowest % in the left box, and the highest in the right box)

Financing

Some schools seek financing to assist with meeting the financial needs, especially in their early years. The options calculate the additional funds from financing, and automatically includes the payments of the financing in the budget as well. The calculator allows you to enter different loans for each year, and it will amortize and calculate the payments separately. Some charter schools are able to find an organization to loan them funds as an "interest only" loan, if you have been able to locate such a deal, enter the number of years for which it is interest only (for example, if you have a 5-year loan, and it is interest only for two years, you would enter the term as 5, and the interest only length as 2. If you are not able to secure such a deal, be sure to leave the interest only line as 0.

	Year 1	Year 2	Year 3	Year 4	Year 5
Loan Amount (Dollars)	\$ 869,550	\$ 0	\$ 0	\$ 0	\$ 0
Interest Rate (Percent)	0.000%	0.000%	0.000%	0.000%	0.000%
Term/Length of Loan (Years)	0	0	0	0	5
Interest Only Length? (Years)	0	0	0	0	0

Based on the information you entered above, your debt service payments are calculated below in gray. To give you additional flexibility if you have a special financing package you can enter in the actual numbers in the yellow boxes below, the numbers in the yellow boxes below are what will be used in your final budget. If you change these numbers, be sure to include an explanation as an appendix to your budget.

	Year 1	Year 2	Year 3	Year 4	Year 5
Calculated Debt Service Amounts	\$0.00	\$212,075.15	\$212,075.15	\$212,075.15	\$212,075.15
Debt Service Amounts To Use	\$0.00	\$206,618.00	\$206,618.00	\$206,618.00	\$206,618.00

Other Income Amounts

Below are other income areas you can include in the budget, if they apply to you. Bear in mind that if you are submitting a charter application, most of these income types are frowned upon in charter applications unless you have a letter of support indicating that the funds will be available. For example, if you have a management company or benefactor who is providing a start-up grant, be sure to include a letter indicating where those funds are coming from. Most districts prefer not to see fund raising funds listed in an operating budget, as there is no guarantee that the funds will be able to be collected. As always, it is better to budget conservatively and end up with more money than expected, than to end up with less money than expected.

	Year 1	Year 2	Year 3	Year 4	Year 5
Start-Up Grant	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Financial Backer / Donation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Grant 1	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Grant 2	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Grant 3	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Fundraising Efforts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Before and Aftercare Revenue	\$0.00	\$137,633.00	\$161,204.00	\$167,943.00	\$179,471.00

District	Year 1	Year 2	Year 3	Year 4	Year 5
3299-Misc-Fed	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3440-Donate	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3440-Donate	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3440-Donate	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3495-Misc-Loc	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Gifts, Grants and Bequests
 Gifts, Grants and Bequests
 Gifts, Grants and Bequests
 Other Miscellaneous Local Sources
 Other Miscellaneous Local Sources
 Other Miscellaneous Local Sources

Facilities Decisions

Ongoing Budget Totals		Building Yr.	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	\$	-	\$ 5,919,743	\$ 6,848,797	\$ 8,255,056	\$ 8,597,060	\$ 9,098,240
Estimated Expense	\$	-	\$ 5,594,773	\$ 6,647,103	\$ 7,792,274	\$ 8,068,193	\$ 8,398,023
Net Revenue	\$	-	\$ 324,940	\$ 201,694	\$ 462,782	\$ 528,867	\$ 700,217
Cash Balance	\$	-	\$ 324,940	\$ 526,634	\$ 989,417	\$ 1,518,284	\$ 2,218,501

Building Size Needs

In order to determine the size of the building, we recommend looking at the number of anticipated students, and an estimated square footage per student. At a minimum we recommend you consider at least 55-square feet per student. If you are offering a school with a specialty that requires more space, you will want to consider more space per student. The chart below is the maximum number of students if you meet your limits from the Enrollment page. Enter what square footage you would like per per student to calculate the total building size you should be looking for.

Estimated Sq. Ft. per student	60	Year 1	661	Year 2	903	Year 3	1076	Year 4	1099	Year 5	1145
Students:			39,660		54,180		64,560		65,940		68,700
Building Size:											

Building Costs

There are a variety of ways charter schools pay for their facilities. Some pay a traditional rental amount per square foot, some pay per student, and other have special deals. If you already operate a school, you likely know the exact amount of building costs, you can enter it on row 28 below. Otherwise, there are three calculators for various ways of calculating the facility costs. BE SURE TO COMPLETE THE METHOD TYPE ON ROW 21 to identify which method you are using, so that the calculator knows which method to use when calculating the budget. Rental costs are represented on the budget on line 7900-360, whereas debt service is on 7900-720.

Facilities Calculation Method	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

Enter Exact Costs

If you know the exact cost of your facility, you may enter it here.

Enter Annual Amount

Is this a lease or debt service payment?

Rental Costs - Per Square Foot (Traditional)

Rental space varies significantly based on facility type. Urban areas may need to pay \$20-\$22 per square foot, while rural areas may need to pay \$10-\$12 per square foot. The first-year options, and then they may be fixed or variable.

Annual Cost

Total Estimated Annual Cost \$

Per Student Facility Estimate

Occasionally charter schools are able to negotiate leases based on a per-student payment as opposed to per square foot. This is particularly helpful to charter schools as it helps to manage facility costs in relation to actual enrollment. This is most common in situations where a school is leasing space from a church or community organization of some sort.

Enrollment Type	1	Enter 1 if you want to use your MAXIMUM total enrollment, or enter 2 if you want to use your ASSUMED enrollment.			
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students	enter total	903	1076	1099	1145
Annual Per Student Cost	\$ -	\$ 1,145.81	\$ 1,170.81	\$ 1,193.51	\$ 1,216.82
Total Estimated Annual Cost	\$ -	\$ 1,034,670.00	\$ 1,259,787.00	\$ 1,311,665.00	\$ 1,393,257.00

Financing Calculator (To Be Completed)

Some schools, especially schools with no mortgage calculation. Many times charter schools are different than that created by the calculator. However, you can row 28 above (using option 1). However, you

Facility Cost	\$	
Downpayment Amount	\$	
Construction Cost	\$	
Additional Financing	\$	
Total Financing Amount	\$	
Interest Rate	%	
Amortization Term	Years	
Annual Debt Service Amount	\$	
Monthly Debt Service Amount	\$	
Closing Year		
Closing Month		
Enter to see these details		

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.

South Palm Beach Charter School

	Plight	Year 1	Year 2	Year 3	Year 4	Year 5
Actual Building Square Footage		68,700	68,700	68,700	68,700	68,700
Enter the PER SQUARE FOOT amount to assume for electricity	\$0.30	\$1.76	\$1.80	\$1.83	\$1.87	\$1.91
	\$0.00	\$120,912.00	\$123,330.24	\$125,796.84	\$128,312.78	\$130,879.04
Enter a PER STUDENT PER YEAR estimate for water and sewer utilities	\$0.00	\$61.32	\$45.78	\$39.19	\$39.14	\$38.32
	\$0.00	\$40,532.52	\$41,339.34	\$42,168.44	\$43,014.86	\$43,876.40
Enter a PER CLASSROOM estimate for other services (i.e. janitor, pest control, etc.)	\$0.00	\$172.41	\$130.77	\$113.09	\$112.79	\$110.45
	\$0.00	\$4,999.89	\$5,100.03	\$5,202.14	\$5,306.04	\$5,412.05
Enter an anticipated PER YEAR amount for HVAC maintenance and service contract	\$0.00	\$5,000.00	\$5,100.00	\$5,202.00	\$5,306.04	\$5,412.16
	\$0.00	\$5,000.00	\$5,100.00	\$5,202.00	\$5,306.04	\$5,412.16
Enter an anticipated PER YEAR amount for annual inspections (i.e. sprinkler line, etc.)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Enter an anticipated PER YEAR amount for general repairs and maint. to the facility	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Enter an anticipated PER YEAR amount for remodeling and renovations	\$0.00	\$76,147.20	\$105,548.54	\$126,035.71	\$129,083.90	\$134,436.10
	\$0.00	\$76,147.20	\$105,548.54	\$126,035.71	\$129,083.90	\$134,436.10
Enter a PER STUDENT estimate for building supplies for the year (i.e. toilet paper, cleaning supplies, paper, folders, etc.)	\$0.00	\$31.18	\$23.28	\$19.93	\$19.90	\$19.48
	\$0.00	\$20,609.98	\$21,021.84	\$21,444.68	\$21,870.10	\$22,304.60
Enter the PER SQUARE FOOT amount to assume for cleaning services (i.e. you are hiring you instead of paying your own staff)	\$0.00	\$1.30	\$1.80	\$2.15	\$2.20	\$2.29
	\$0.00	\$89,310.00	\$123,660.00	\$147,705.00	\$151,140.00	\$157,323.00

Budget Line: 7900-430

Budget Line: 7900-380

Budget Line: 7900-390

Budget Line: 7900-390

Budget Line: 7900-390

Budget Line: 7900-350

Budget Line: 7900-680

Budget Line: 7900-510

Services Expenses

Ongoing Budget Totals	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	\$ -	\$ 5,919,713	\$ 6,848,797	\$ 8,255,056	\$ 8,597,060	\$ 9,098,240
Estimated Expense	\$ -	\$ 5,594,773	\$ 6,647,403	\$ 7,792,274	\$ 8,068,193	\$ 8,398,023
Net Revenue	\$ -	\$ 324,940	\$ 201,694	\$ 462,782	\$ 528,867	\$ 700,217
Cash Balance	\$ -	\$ 324,940	\$ 526,634	\$ 989,417	\$ 1,518,284	\$ 2,218,501

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.

Maximum Number of Students Districts Percentage to Use	Year 1	Year 2	Year 3	Year 4	Year 5
250	250	250	250	250	250
5.00%	5.00%	5.00%	5.00%	5.00%	5.00%
Cost	\$84,756.77	\$83,935.48	\$84,937.04	\$86,787.79	\$88,302.92
Savings that must be used for Capital Outlay	\$139,340.14	\$219,239.48	\$280,631.98	\$294,731.33	\$316,124.45

Budget Line: 7200-310
See Comment here for details

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 any option not being used, be sure to enter 0. You should be able to get these amounts from the company you are working with, and fees can vary widely based on the contracts you have with the company. Anything entered here will be put onto the budget in the "Administrative Professional Services" budget line item.

Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Flat Student Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Percent of Total Income	0.000%	0.000%	0.000%	0.000%	0.000%
Percent of Total Revenue	0.000%	0.000%	0.000%	0.000%	0.000%
Flat Annual Fee	\$0.00	\$354,680.00	\$424,249.00	\$520,663.00	\$543,237.00
		\$354,680.00	\$424,249.00	\$520,663.00	\$543,237.00

Budget Line: 7300-310

Accounting Fees

Effectively managing the school's financial resources is an important component of operating the school. Many charter schools will hire an accountant to either manage the finances, or to at least conduct monthly reconciliations and closings. In addition, Charter schools are required to complete an annual audit by an independent auditor. These costs can be calculated below.

Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Flat Rate Accounting Fees (Annual Amount)	\$ -	\$ -	\$ -	\$ -	\$ -
Flat Rate Accounting Fees (Per Student Annual Amount)	\$ -	\$ -	\$ -	\$ -	\$ -
Flat Rate Audit Fee (Annual Amount)	\$ -	\$ -	\$ -	\$ -	\$ -
	\$0.00	\$15,000.00	\$15,300.00	\$15,606.00	\$15,918.00

Budget Line: 7500-310

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
Legal Fees	\$ -	\$ 5,000.00	\$ 5,100.00	\$ 5,202.00	\$ 5,306.00

Budget Line: 7100-310

Professional Development for Staff

Professional development is an important thing to provide. The following items should be estimated and put in an annual amount for each category.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Workshop / Conference Registration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Online Professional Development	\$ -	\$ 7,956.00	\$ 8,115.12	\$ 8,277.42	\$ 8,442.97	\$ 8,608.52
Print/Supply (ie. book materials)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Substitute teacher for Professional Dev	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel expenses related to Professional Dev	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Budget Line: 6400-310
Budget Line: 6400-310
Budget Line: 6400-510
Budget Line: 6400-140
Budget Line: 6400-330

Exceptional Education Services - Contracted Services

Many charter schools will contract with outside companies to assist with covering the special needs of students at the school. For example, often schools do not have enough students to justify hiring a speech and language therapist, but the school is still required to offer these services. So the school can contract with a third party to have a therapist come to the school to provide the services. Typical services that are contracted out are: Speech and Language, Occupational Therapy, Physical Therapy, Vision or Hearing Experts, etc. The calculator below will assist you with estimating the budget amount.

	Plng Yr	Year	Year 2	Year 3	Year 4	Year 5
Assumed Student Rate	\$ 101.11	\$ 101.11	\$ 107.23	\$ 106.93	\$ 111.28	\$ 111.07
Assumed # of Students	10	10	13	16	16	17
	\$0.00	\$36,399.60	\$50,183.64	\$61,591.68	\$64,097.28	\$67,974.84

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.

	Plng Yr	Year	Year 2	Year 3	Year 4	Year 5
Estimate Liability/Professional Insurance (ENTER PER STUDENT)	\$0.00	\$ 35.00	\$ 35.70	\$ 36.41	\$ 37.14	\$ 37.89
	\$23,135.00	\$32,237.10	\$39,181.46	\$40,819.37	\$43,378.47	\$45,927.57
Estimate Property/Renters Insurance (ENTER PER SQUARE FOOT)	\$0.00	\$ 0.75	\$ 0.77	\$ 0.78	\$ 0.80	\$ 0.81
	\$51,525.00	\$52,555.50	\$53,606.61	\$54,678.74	\$55,772.32	\$56,886.40
Enter Annual Liability/Professional Cost	\$0.00	\$32,237.10	\$39,181.46	\$40,819.37	\$43,378.47	\$45,927.57
Enter Annual Property/Renters Insurance	\$0.00	\$51,525.00	\$53,606.61	\$54,678.74	\$55,772.32	\$56,886.40

Budget Line: 7100-320
Budget Line: 7900-330

Board of Directors Expenses

Charter schools are prohibited from compensating Board members for their contributions to the school, however reasonable expenses may be reimbursed. For example, if you have board meetings at various locations, mileage reimbursement to meetings would be reasonable. If a Board member attends the charter school conference, the school can reimburse those expenses. Additionally, you should plan to provide some professional development to the Board, each Board Member is required to do 4-hours of training at the start of their term and a 2-hour follow up every three years.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Travel/charter insurance (Annual Amount)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development (Annual Amount)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Board Meeting supplies (Annual Amount)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Budget Line: 7100-330
Budget Line: 7100-310
Budget Line: 7100-510

Transportation Services

South Palm Beach Charter School

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	4.0%				Estimate the percentage of your total students who will require transportation.
Number of students on one bus	55				Enter the number of students you can transport on a single bus on a single trip. (See comment)
Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
27	44	37	44	46	0.84
0.49	0.80	0.67	0.80		

Buying your own busses and hiring your own staff to operate the busses

Apply to All	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Number of Bus Drivers?	0	0	0	0	0	0
Hours PER DAY for the bus driver	0	0	0	0	0	0
Additional days over 180 school days	0	0	0	0	0	0
Does the Driver Receive Benefits?	No	No	No	No	No	No

Financing Calculator to purchase / lease a bus

The next few lines are basic loan and lease calculators, using standard calculation methods for each. This will allow you to estimate costs of financing or leasing a bus if you are wishing to purchase your own bus. The numbers for these calculators DO NOT AFFECT YOUR BUDGET, and are for your benefit. If you do decide to purchase a bus, please go down to the next section to enter the costs you are estimating. Bus prices range widely based on where they are being purchased from, how many miles, etc. Many charters are able to find decent busses from their district who many times will have annual auctions for surplus stock.

Total cost of the bus	\$					
Interest Rate	0.000%					
Number of Years	0					
Total Monthly Payment	#NUM!					
Total Monthly Payment	#NUM!					

Actual Costs Related To Purchasing Or Leasing a Bus

There are a significant number of rules and regulations you should be aware of if you are going to be providing your own transportation. Please be sure to review the guide the state produced, which can be downloaded from http://info.fldoe.org/docshare/dsweb/Get/Document-4117/L_07_09att1.pdf. The next few lines are for if you plan to purchase your own busses, the amounts you enter in will be included in the comprehensive budget.

Enter the annual loan payments	\$					
Enter the annual lease payments	\$					
Estimated miles per day	0					
Estimated MPG efficiency of bus	9					
Estimated cost of fuel	\$					
Annual Maintenance Assumption	\$					
Annual Insurance Fees	\$					

Third Party Transportation Provider

Budget Function 7800 (180-2)

Budget Line: 7800-720
Budget Line: 7800-360
Budget Line: 7800-460
Budget Line: 7800-390
Budget Line: 7800-320

South Palm Beach Charter School

Many charter schools contract with a third party provider to provide transportation services. Some districts will work with charter schools to transport students through the district's transportation plan, whereas other charter schools will hire a third party company to provide bussing services. The options below will help you to estimate the costs to hire a company to provide this service. There are two common ways these contracts might be priced, on a per day or a per student basis. Use one or the other, as both are added to the budget if there are numbers in both.

PER DAY Contract	
Cost PER BUS PER DAY	
Number of Busses	1

Year 1	\$ 290.87	1
Year 2	\$ 296.68	1
Year 3	\$ 302.62	1
Year 4	\$ 308.67	1
Year 5	\$ 314.84	1

Year 1	\$ 552,356.60
Year 2	\$ 553,402.40
Year 3	\$ 554,471.60
Year 4	\$ 555,560.60
Year 5	\$ 556,671.20

PER STUDENT Contract	
Cost PER STUDENT PER DAY	

Year 1	\$ 0.00
Year 2	\$ 0.00
Year 3	\$ 0.00
Year 4	\$ 0.00
Year 5	\$ 0.00

Year 1	\$ 0.00
Year 2	\$ 0.00
Year 3	\$ 0.00
Year 4	\$ 0.00
Year 5	\$ 0.00

Budget Line: 7800-390

Budget Line: 7800-390

Public Transportation

Some charter schools are able to effectively utilize public transportation for their students by purchasing bus passes for the students to get to and from the school. This will depend on your area (the availability of public transportation) and the age of your students. The following will calculate the cost of purchasing passes if you choose to use this as an option.

Public Transportation	
Number of students utilizing	0

Year 1	\$ 0.00
Year 2	\$ 0.00
Year 3	\$ 0.00
Year 4	\$ 0.00
Year 5	\$ 0.00

Year 1	\$ 0.00
Year 2	\$ 0.00
Year 3	\$ 0.00
Year 4	\$ 0.00
Year 5	\$ 0.00

Budget Line: 7800-390

Reimbursements

The state reimburses schools on a per student basis. The amount they reimburse is published on their website at: <http://www.fldoe.org/transportation/transprof.asp>

Reimbursement Rate	
Number of Students Reimbursed	27
Reimbursement Rate	\$ 361.00

Year 1	\$ 9,747.00
Year 2	\$ 13,557.36
Year 3	\$ 16,364.09
Year 4	\$ 16,609.56
Year 5	\$ 17,625.00

Year 1	\$ 0.00
Year 2	\$ 0.00
Year 3	\$ 0.00
Year 4	\$ 0.00
Year 5	\$ 0.00

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:	
Per student Reimbursement Rate:	0

Year 1	\$ 0.00
Year 2	\$ 0.00
Year 3	\$ 0.00
Year 4	\$ 0.00
Year 5	\$ 0.00

Year 1	\$ 0.00
Year 2	\$ 0.00
Year 3	\$ 0.00
Year 4	\$ 0.00
Year 5	\$ 0.00

Income Line: 3492
Budget Line: 7800-390

Transportation Totals

Transportation Income	\$9,747.00
Transportation Expenses	\$52,356.60
	\$13,557.36
	\$53,402.40
	\$16,364.09
	\$54,471.60
	\$16,609.56
	\$55,560.60
	\$17,625.00
	\$56,671.20

South Palm Beach Charter School

Charter schools are required to offer free/reduced lunch to those students who qualify, and must provide comparable lunches to all other students for a fee in such a way that does not alienate those students who are receiving the free and reduced lunch. Many charter schools are able to contract with their local school districts to provide the service, and it essentially is a wash and there is no need to budget anything for school lunch. However, if your district is unwilling or you decide not to contract with the district you will need to complete the following assumptions or work with another provider who is willing to work with you.

	Year 1	Year 2	Year 3	Year 4	Year 5
Percent FRL Students Ordering Lunch	33.0%	33.0%	33.0%	33.0%	33.0%
Cost per Student	0.40	0.40	0.40	0.40	0.40
Percent Other Students Order Lunch	67.0%	67.0%	67.0%	67.0%	67.0%
Other Students Full Price Lunch Rate	2.85	2.85	2.85	2.85	2.85
Additional days over 180 school days for Staff	2.48	2.48	2.48	2.48	2.48
Benefits for Staff?	3.07	3.07	3.07	3.07	3.07
Total Lunch Program Expenses	\$ 27,360.00	\$ 37,486.80	\$ 44,526.60	\$ 45,511.20	\$ 47,440.80

Income Lines: 3261 & 3262
Budget Line: 7600-570

Budget Line: 7600-510

If you are running the lunch program at your site and your contract or agreement with a provider doesn't include staffing, you may need to consider additional staff members to handle the paperwork and/or with serving and preparing lunch. The calculator below will assist you determining staff costs. Many charter schools are able to run the lunch without additional staff people, but some do hire additional staff, especially if they are their own lunch provider.

	Year 1	Year 2	Year 3	Year 4	Year 5
Cafeteria Staff					
Number of Cafeteria Staff	4	4	4	4	4
Hours PER DAY for the Cafeteria Staff	10	10	10	10	10
Additional days over 180 school days for Staff					
Benefits for Staff?	No	No	No	No	No
Coordinator / Administrative Support Staff (paperwork, etc.)					
Number of Administrative/Coord. Staff	1	1	1	1	1
Hours PER DAY for the Cafeteria Coord	1	1	1	1	1
Additional days over 180 school days for Coord					
Benefits for Coord?	No	No	No	No	No
Total Staff Cost	\$36,982.37	\$37,717.70	\$38,467.73	\$48,213.71	\$49,160.70

Budget Lines in 7600

	Year 1	Year 2	Year 3	Year 4	Year 5
School Lunch Totals					
School Lunch Income	\$191,635.20	\$262,472.40	\$311,920.20	\$318,708.00	\$332,244.00
School Lunch Expenses	\$204,257.57	\$262,703.30	\$305,861.33	\$321,410.51	\$333,963.90

Other Expenses

Ongoing Budget Totals		Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	\$	5,919,713	6,848,797	8,255,056	8,597,060	9,098,240
Estimated Expense	\$	5,594,773	6,647,103	7,792,274	8,068,193	8,398,023
Net Revenue	\$	324,940	201,694	462,782	528,867	700,217
Cash Balance	\$	324,940	526,634	989,417	1,518,284	2,218,501

Textbooks / Curricular Materials / Assessments

Generally most textbook companies sell their textbook series by student editions, and then provide all of the teacher's manuals and consumables for free. The calculator below allows you to indicate how many books you are purchasing and an average amount per book (generally books cost around \$50-80 depending on the subject and publisher). A good place to look for the costs for textbooks is the Florida School Book Depository (<http://www.fsbd.com/>). You are not required to purchase books from this source, however, it is a good place to find pricing information on a variety of options.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Total Possible Students		661	903	1076	1099	1145

Average Cost Per Textbook	\$	91.67	93.50	95.37	97.28	99.22
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Books For New Students / Additional Enrollment

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
New Student Seats (by Grade Level)		661	242	173	23	46
Total Students to Buy Books For	0	661	242	173	23	46
Books to Buy per Student	3	3	3	3	3	3
	\$0.00	\$181,781.61	\$67,881.00	\$49,497.03	\$6,712.32	\$13,692.36

Budget Line: 5100-520

Replacement Books

Replacement Books to Purchase	0	0	40	55	65	66
	\$0.00	\$0.00	\$3,740.00	\$5,245.35	\$6,323.20	\$6,548.52

Budget Line: 5100-520

New Textbook Adoption

Textbook Adoptions (New series)	0	0	0	0	0	0
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 5100-520

Consumable Books

Number of Consumable Books to Purchase	0	503	1076	1099	1145	1145
Average Consumable Book	\$	102.00	104.04	106.12	108.24	108.24
	\$0.00	\$92,106.00	\$111,947.04	\$116,625.88	\$123,934.80	\$123,934.80

Budget Line: 5100-520

Many charter schools are using subscription services for curricular materials. These could come in a variety of services. Some schools utilize a "Blended Model" where curriculum is provided online, and no textbooks are necessary. Other examples are subscription based software programs that provide curricular materials online. Below you can enter the total amount of annual subscriptions for curriculum.

Academic Software

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Curricular Provider Subscriptions PER STUDENT	\$	-	-	-	-	-
Software Subscriptions PER STUDENT	\$	-	-	-	-	-
Software Subscriptions PER SCHOOL	\$	47,745.00	59,448.00	68,357.00	70,422.00	73,647.00
	\$0.00	\$47,745.00	\$59,448.00	\$68,357.00	\$70,422.00	\$73,647.00

Budget Line: 6300-390
Budget Line: 5100-690
Budget Line: 5100-690

Many assessments, such as the FCAT and FAIR are provided to Charter Schools through the district. Other assessments that schools may wish to utilize need to be purchased (such as Stanford Achievement Test, NWEA MAP, etc.). The materials could include the test itself, consumable materials (such as answer sheets), and the costs for scoring the assessments. Enter the total amount PER STUDENT you anticipate for assessments.

Assessments

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
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South Palm Beach Charter School

RESIDENT ASSESSMENT COSTS	\$ 0.00	\$ 15.30	\$ 15.61	\$ 15.92	\$ 16.24
		\$13,815.90	\$16,792.06	\$17,494.01	\$18,590.77

Budget Line: 5100-520

Technology / Equipment

COMPUTER PURCHASES	\$ 0.00	\$ 30.26	\$ 19.34	\$ 19.31	\$ 18.91
		\$20,000.00	\$20,808.00	\$21,224.00	\$21,649.00

Budget Line: 7300-360

Computers are an important educational tool in schools today. Schools must have computers on which to provide the new state assessments, and it is recommended you review the state of Florida's accountability plans to determine what those needs may be at your school. (<http://cat.fdoe.org/fcat2/>). Computers can be purchased or leased by a school, and the calculator below will allow you to calculate the costs. For both options there are two types of computers to allow you to plan for multiple types of computers (i.e. desktop computers for a lab or classroom use, student laptops and teacher laptops for example). All of the following computers will be put into the ACADEMIC section of the budget (5100), so only include student and teacher computers, not office staff (that will come next).

PURCHASING Academic Computers

Type 1 - Number of Machines	0	203	79	105	105
Type 1 - Estimated Cost Per Machine/Station	\$ 0.00	\$131,950.00	\$51,350.00	\$68,250.00	\$68,250.00
Type 2 - Number of Machines	0	110	37	36	36
Type 2 - Estimated Cost Per Machine/Station	\$ 0.00	\$910.00	\$910.00	\$910.00	\$910.00

Budget Line: 5100-643

LEASING Academic Computers

Type 3 - Number of Machines	0	0	0	0	0
Type 3 - Estimated Cost Per Machine/Station	\$ 0.00	\$100,100.00	\$33,670.00	\$33,670.00	\$33,670.00
Type 4 - Number of Machines	0	0	0	0	0
Type 4 - Estimated Cost Per Machine/Station	\$ 0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 5100-643

PURCHASING Admin. Computers

Admin Purchase - Number of Machines	0	44	29	23	29
Admin Pur - Estimated Cost Per Machine/Station	\$ 0.00	\$37,400.00	\$24,650.00	\$19,550.00	\$24,650.00
Admin Lease - Number of Machines	0	0	0	0	0
Admin Lea - Estimated Cost Per Machine/Station	\$ 0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 5100-360

LEASING Admin. Computers

Admin Lease - Number of Machines	0	0	0	0	0
Admin Lea - Estimated Cost Per Machine/Station	\$ 0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 5100-360

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	0	44	29	23	29
Admin Pur - Estimated Cost Per Machine/Station	\$ 0.00	\$37,400.00	\$24,650.00	\$19,550.00	\$24,650.00
Admin Lease - Number of Machines	0	0	0	0	0
Admin Lea - Estimated Cost Per Machine/Station	\$ 0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 7300-643

LEASING Admin. Computers

Admin Lease - Number of Machines	0	0	0	0	0
Admin Lea - Estimated Cost Per Machine/Station	\$ 0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 7300-360

Classroom instructional technology is often a part of a school's overall technology plan. If you intend to purchase technology the calculator below will assist you in assuming the amount of costs involved. You should figure out what technology you want in each classroom, and then estimate the COST PER CLASSROOM. For example, a SMART board with all of the equipment and supplies can easily range \$3,000 - \$4,000 per classroom. Less expensive alternatives are available where you may be able to outfit a classroom for closer to \$1,500 depending on the needs of your school. First determine the estimated cost per classroom, then you indicate the number of classrooms you want to outfit each year.

Instructional Technology

Cost PER CLASSROOM	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
Number of Classrooms	0	29	7	1	2
Additional ANNUAL Instructional Tech Money	\$ 0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 5100-621
Budget Line: 5100-643

South Palm Beach Charter School

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 on 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	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
ANNUAL IT Service Provider Contract Amount	\$	-	\$	-	\$	-

Budget Line: 6500-310

Above you indicate the amount of money you wish to set aside for curricular software. In addition, you may have other software expenses as well, such as software to setup your server, productivity software (such as Microsoft Office) for your staff, and other software needs to support the computers at your school. Enter the total amount you want to set aside for software each year. As you are researching amounts, we recommend you look into Volume Licensing Agreements as this is usually the most cost efficient way to purchase multiple copies of software.

Software	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
ANNUAL amount for software each year	\$	-	\$ 16,400.00	\$ 23,000.00	\$ 29,000.00	\$ -

Budget Line: 7300-690

Furniture and Classroom/Office Equipment

You will need to have furniture for your students, teachers and other staff members. Sometimes schools are able to obtain funding that includes "FF&E" (Furniture, Fixtures & Equipment) when they finance a building. More often, the school needs to either purchase or borrow furniture for 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 spreadout the expenses over the course of a few years, however, you may want to investigate this before relying on it as an option.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Per Class/Room/Supply Request	\$	11,855.17	13,970.00	10,785.71	25,500.00	12,500.00
Number of student classes each year		29	39	46	47	49
Number of classrooms to equip each year		29	10	7	1	2
Purchase or Lease Classroom Furniture?		Purchase				
Estimate to equip office furniture needs	\$	343,800.00	139,700.00	75,500.00	25,500.00	25,000.00
Purchase or Lease Office Furniture?		Purchase				
Media Center Furniture	\$	-	-	-	-	-
Purchase or Lease Media Center Furniture?		Purchase				
Media Center Furniture	\$	-	-	-	-	-
Purchase or Lease Media Center Furniture?		Purchase				

Budget Line: 5100-641

Budget Line: 7300-641

Budget Line: 6200-641

Other General Expenses

The following items are general expenses that you will want to consider in your budget which usually are based on the size and number of students at your school. This calculator will give you an option to set each of the following items based on the number of students at your school. If you have operating history, we recommend you look at the amount you have spent on these areas in the past, otherwise recommendations for each item are in the comments of the title fields. For the planning year, enter the total budget amount you anticipate for the planning year (if any) for the budget line.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Academic Supplies	\$	15.51	16.10	16.92	17.14	17.25
Academic Supplies	\$	10,250.00	14,535.00	18,207.00	18,836.00	19,754.00
Academic Supplies	\$	-	-	-	-	-
Academic Supplies	\$	0.00	0.00	0.00	0.00	0.00

Budget Line: 5100-510

Budget Line: 5100-730

South Palm Beach Charter School

Heavy Equipment	\$ 7.56	\$ 5,000.00	\$ 5.54	\$ 4.65	\$ 4.55	\$ 4.37
	\$ 0.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Light Equipment	\$ -	\$ 0.00	\$ -	\$ -	\$ -	\$ -
	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
Professional Administrative Salaries	\$ 1.51	\$ 1,000.00	\$ 1.13	\$ 0.97	\$ 0.97	\$ 0.94
	\$ 0.00	\$ 1,000.00	\$ 1,020.00	\$ 1,040.00	\$ 1,061.00	\$ 1,082.00
Non-Professional Administrative Salaries	\$ -	\$ 0.00	\$ -	\$ -	\$ -	\$ -
	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
Office Supplies and Other Equipment	\$ 8.75	\$ 5,793.00	\$ 6.87	\$ 6.08	\$ 6.10	\$ 6.03
	\$ 0.00	\$ 5,793.00	\$ 6,205.00	\$ 6,545.00	\$ 6,706.00	\$ 6,899.00
Administrative Expenses	\$ 3.03	\$ 2,000.00	\$ 2.26	\$ 1.93	\$ 1.93	\$ 1.89
	\$ 0.00	\$ 2,000.00	\$ 2,040.00	\$ 2,081.00	\$ 2,122.00	\$ 2,165.00
Communications (Telephone)	\$ 75.64	\$ 50,000.00	\$ 56.48	\$ 48.35	\$ 48.28	\$ 47.27
	\$ 0.00	\$ 50,000.00	\$ 51,000.00	\$ 52,020.00	\$ 53,060.00	\$ 54,122.00
Communications (Fax)	\$ 7.56	\$ 5,000.00	\$ 5.65	\$ 4.83	\$ 4.83	\$ 4.73
	\$ 0.00	\$ 5,000.00	\$ 5,100.00	\$ 5,202.00	\$ 5,306.04	\$ 5,412.16
Administrative Equipment	\$ -	\$ 0.00	\$ -	\$ -	\$ -	\$ -
	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00

Budget Line: 6200-510

Budget Line: 5200-510

Budget Line: 7300-310

Budget Line: 7300-390

Budget Line: 7300-510

Budget Line: 7300-730

Budget Line: 7900-370

Budget Line: 7300-370

Budget Line: 7300-644

Reserve Fund / Undesignated Expenditures

Some districts like to see a "Reserve Fund" line on the charter school budget ranging from 3-10% of the state FEPP 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 FEPP	0%	\$ -	0%	0%	0%
Reserve Fund - Total Dollars	\$ -	\$ 0.00	\$ -	\$ 0.00	\$ 0.00

Custom Expenses Page

Ongoing Budget Totals	Planning Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	\$ -	\$ 5,919,713	\$ 6,848,797	\$ 8,255,056	\$ 8,597,060	\$ 9,098,240
Estimated Expense	\$ -	\$ 5,594,773	\$ 6,647,103	\$ 7,792,274	\$ 8,068,193	\$ 8,398,023
Net Revenue	\$ -	\$ 324,940	\$ 201,694	\$ 462,782	\$ 528,867	\$ 700,217
Cash Balance	\$ -	\$ 324,940	\$ 526,634	\$ 989,417	\$ 1,518,284	\$ 2,218,501

Custom Expenses

Most typical charter school expenses have been covered through the surveys within this calculator. However, some charter schools have specific, unique situations that they wish to account for within their budget. This spreadsheet will allow you to enter specific expenses that you do not feel were adequately covered within the survey. Please include a description of the expense for the benefit of those reviewing your budget. When you are complete, please remember to click on the "Include Funds Below in Budget" button above to refresh your totals.

Function	Object	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Description				
7300-Admin	310-PrfSvs	\$	82,625.00	\$	30,855.00	\$	22,058.00	\$	2,933.00	\$	5,865.00	Advertising/Marketing
6400-ProfDev	790-Misc	\$	3,000.00	\$	3,080.00	\$	3,121.00	\$	3,184.00	\$	3,247.00	Staff Recruitment
5100-Instr	643-CmprCap	\$	186,650.00	\$	5,000.00	\$	5,000.00	\$	5,000.00	\$	5,000.00	Infrastructure
6400-ProfDev	790-Misc	\$	11,450.00	\$	10,500.00	\$	10,350.00	\$	10,050.00	\$	10,100.00	Classroom Miscellaneous Infrastructure
9100-ComSrv	790-Misc	\$	5,000.00	\$	5,100.00	\$	5,202.00	\$	5,306.00	\$	5,412.00	Temporary Agency Fees
9100-ComSrv	790-Misc	\$	5,000.00	\$	5,100.00	\$	5,202.00	\$	5,306.00	\$	5,412.00	Extra-Curricular Activity Events & Transportation
9100-ComSrv	790-Misc	\$	5,000.00	\$	5,100.00	\$	5,202.00	\$	5,306.00	\$	5,412.00	Background/Finger Printing
9100-ComSrv	790-Misc	\$	5,000.00	\$	5,100.00	\$	5,202.00	\$	5,306.00	\$	5,412.00	Drug Testing Fees
9100-ComSrv	790-Misc	\$	5,000.00	\$	5,100.00	\$	5,202.00	\$	5,306.00	\$	5,412.00	Licenses & Permits
9100-ComSrv	790-Misc	\$	5,000.00	\$	5,100.00	\$	5,202.00	\$	5,306.00	\$	5,412.00	Bank Service Fees
9100-ComSrv	790-Misc	\$	5,000.00	\$	5,100.00	\$	5,202.00	\$	5,306.00	\$	5,412.00	Contracted Special ED non-Instruction
9100-ComSrv	790-Misc	\$	5,000.00	\$	5,100.00	\$	5,202.00	\$	5,306.00	\$	5,412.00	Contracted Security
7300-Admin	330-Travel	\$	5,000.00	\$	5,100.00	\$	5,202.00	\$	5,306.00	\$	5,412.00	Travel/Auto
7300-Admin	330-Travel	\$	5,000.00	\$	5,100.00	\$	5,202.00	\$	5,306.00	\$	5,412.00	Airfare
7300-Admin	330-Travel	\$	5,000.00	\$	5,100.00	\$	5,202.00	\$	5,306.00	\$	5,412.00	Meals
7300-Admin	330-Travel	\$	5,000.00	\$	5,100.00	\$	5,202.00	\$	5,306.00	\$	5,412.00	Lodging
7300-Admin	790-Misc	\$	5,000.00	\$	5,100.00	\$	5,202.00	\$	5,306.00	\$	5,412.00	Business Expense - Other
7300-Admin	510-Supplies	\$	1,200.00	\$	1,224.00	\$	1,248.00	\$	1,273.00	\$	1,299.00	Printing
7300-Admin	570-Food	\$	2,786.00	\$	3,435.00	\$	3,935.00	\$	4,072.00	\$	4,273.00	Medical Supplies
7300-Admin	570-Food	\$	1,200.00	\$	1,224.00	\$	1,248.00	\$	1,273.00	\$	1,299.00	In-house Food Service-Cost of Food
7300-Admin	790-Misc	\$	4,000.00	\$	4,000.00	\$	4,000.00	\$	4,000.00	\$	4,000.00	Food Service-Paper and Smallwares
5100-Instr	643-CmprCap	\$	8,000.00	\$	8,000.00	\$	8,000.00	\$	8,000.00	\$	8,000.00	Miscellaneous Expenses
5100-Instr	130-OhTchr	\$	14,500.00	\$	5,000.00	\$	3,500.00	\$	500.00	\$	1,000.00	Media Per Room
5100-Instr	130-OhTchr	\$	28,440.00	\$	35,615.00	\$	44,798.00	\$	44,798.00	\$	44,798.00	Individual Printers
5100-Instr	570-TxBks	\$	122,231.39	\$	147,137.37	\$	151,761.64	\$	160,499.36	\$	160,499.36	Tutoring
												Bonus Pool for Schoolwide Incentives

Facilities Decisions

Ongoing Budget Totals		Blng. Yr.	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	\$	-	\$ 5,919,713	\$ 6,848,797	\$ 8,255,056	\$ 8,597,060	\$ 9,098,240
Estimated Expense	\$	-	\$ 5,594,773	\$ 6,647,103	\$ 7,792,274	\$ 8,088,193	\$ 8,398,023
Net Revenue	\$	-	\$ 324,940	\$ 201,694	\$ 462,782	\$ 528,867	\$ 700,217
Cash Balance	\$	-	\$ 324,940	\$ 526,634	\$ 989,417	\$ 1,518,284	\$ 2,218,501

Building Size Needs

In order to determine the size of the building, we recommend looking at the number of anticipated students, and an estimated square footage per student. At a minimum we recommend you consider at least 55-square feet per student. If you are offering a school with a specialty that requires more space, you will want to consider more space per student. The chart below is the maximum number of students if you meet your limits from the Enrollment page. Enter what square footage you would like per per student to calculate the total building size you should be looking for.

Estimated Sq. Ft. per student	60	Year 1	661	Year 2	903	Year 3	1076	Year 4	1099	Year 5	1145
Students:	39,660	Year 1	39,660	Year 2	54,180	Year 3	64,560	Year 4	65,940	Year 5	68,700

Building Costs

There are a variety of ways charter schools pay for their facilities. Some pay a traditional rental amount per square foot, some pay per student, and other have special deals. If you already operate a school, you likely know the exact amount of building costs, you can enter it on row 28 below. Otherwise, there are three calculators for various ways of calculating the facility costs. BE SURE TO COMPLETE THE METHOD TYPE ON ROW 21 to identify which method you are using, so that the calculator knows which method to use when calculating the budget. Rental costs are represented on the budget on line 7900-360, whereas debt service is on 7900-720.

Facilities Calculation Method 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

Enter Exact Costs

If you know the exact costs of your facilities, enter them in the following table. Enter a zero (0) in the blank space if this is a lease or purchase of a building.

Year 1	Year 2	Year 3	Year 4	Year 5

Rental Costs - Per Square Foot (Traditional)

Rental space varies by building type and location. Rental costs are typically higher in urban areas and lower in rural areas. Rental costs are typically higher in urban areas and lower in rural areas. Rental costs are typically higher in urban areas and lower in rural areas.

Year 1	Year 2	Year 3	Year 4	Year 5

Total Estimated Annual Cost \$ [] \$ [] \$ [] \$ []

Per Student Facility Estimate

Occasionally charter schools are able to negotiate leases based on a per-student payment as opposed to per square foot. This is particularly helpful to charter schools as it helps to manage facility costs in relation to actual enrollment. This is most common in situations where a school is leasing space from a church or community organization of some sort.

Enrollment Type: 1 Enter 1 if you want to use your MAXIMUM total enrollment, or enter 2 if you want to use your ASSUMED enrollment.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students	661	903	1076	1099	1145
Annual Per Student Cost	\$ 1,119.00	\$ 1,145.81	\$ 1,170.81	\$ 1,193.51	\$ 1,216.82
Total Estimated Annual Cost	\$ 739,661.00	\$ 1,034,670.00	\$ 1,259,787.00	\$ 1,311,665.00	\$ 1,393,257.00

Financing Calculator (To Purchase Building)

Some schools usually schools that have been successful in using mortgage calculators. Many times, however, schools will look at annual payments different than that created by a mortgage calculator. This calculator is based on row 28 above (using option 1). However, if you are using option 2, you will need to adjust the values in the calculator.

Facility Cost	\$	
Down Payment Amount	\$	
Construction Costs	\$	
Additional Financing	\$	
Total Financing Amount	\$	
Interest Rate		
Amortization Term		
Annual Debt Service Amount	\$	
Monthly Debt Service Amount	\$	
Closing Year		
Closing Month		
Prior to Purchase Method		

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.

South Palm Beach Charter School

	Year 1	Year 2	Year 3	Year 4	Year 5	Budget Line:
Actual Building Square Footage	68,700	68,700	68,700	68,700	68,700	7900-430
Enter the PER-SQUARE-FOOT amount to assume for electricity.	\$0.30	\$1.80	\$1.83	\$1.87	\$1.91	
	\$0.00	\$123,330.24	\$125,796.84	\$128,312.78	\$130,879.04	
Enter PER-STUDENT PER-YEAR estimate for water and sewer utilities.	\$0.00	\$45.78	\$39.19	\$39.14	\$38.32	7900-380
	\$0.00	\$41,339.34	\$42,168.44	\$43,014.86	\$43,876.40	
Enter PER-CLASSROOM PER-YEAR estimate for maintenance and custodial services (i.e. janitor, pest control, etc.)	\$0.00	\$130.77	\$113.09	\$112.79	\$110.45	7900-390
	\$0.00	\$5,100.03	\$5,202.14	\$5,301.13	\$5,412.05	
Enter an anticipated PER-YEAR amount for HVAC maintenance and custodial services.	\$0.00	\$5,100.00	\$5,202.00	\$5,306.04	\$5,412.16	7900-390
	\$0.00	\$5,100.00	\$5,202.00	\$5,306.04	\$5,412.16	
Enter an anticipated PER-YEAR amount for annual inspections (i.e. janitor, fire, etc.)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	7900-390
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Enter an anticipated PER-YEAR amount for janitor and maintenance to the facility.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	7900-350
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Enter an anticipated PER-YEAR amount for remodeling and renovations.	\$0.00	\$105,548.54	\$126,035.71	\$129,083.90	\$134,436.10	7900-680
	\$0.00	\$105,548.54	\$126,035.71	\$129,083.90	\$134,436.10	
Enter a PER-SQUARE-FOOT estimate for building supplies for the year (i.e. toilet paper, cleaning supplies, copy/printer, etc.)	\$0.00	\$23.28	\$19.93	\$19.90	\$19.48	7900-510
	\$0.00	\$21,021.84	\$21,444.68	\$21,870.10	\$22,304.60	
Enter the PER-SQUARE-FOOT amount to assume for cleaning services (if you are hiring, but instead of having your own staff).	\$0.00	\$1.80	\$2.15	\$2.20	\$2.29	
	\$0.00	\$123,660.00	\$147,705.00	\$151,140.00	\$157,323.00	

Services Expenses

Ongoing Budget Totals		Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	\$ -	\$ 5,919,713	\$ 6,848,797	\$ 8,255,056	\$ 8,597,060	\$ 9,098,240
Estimated Expense	\$ -	\$ 5,594,773	\$ 6,647,103	\$ 7,792,274	\$ 8,068,193	\$ 8,398,023
Net Revenue	\$ -	\$ 324,940	\$ 201,694	\$ 462,782	\$ 528,867	\$ 700,217
Cash Balance	\$ -	\$ 324,940	\$ 526,634	\$ 989,417	\$ 1,518,284	\$ 2,218,501

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.

Maximum Number of Students for Fees	Year 1	Year 2	Year 3	Year 4	Year 5
250	\$84,756.77	\$83,935.48	\$84,937.04	\$86,787.79	\$88,302.92
Percentage to Use	5.00%	5.00%	5.00%	5.00%	5.00%
Cost	\$139,340.14	\$219,239.48	\$280,631.98	\$294,731.33	\$316,124.45
Savings that must be used for Capital Outlay					

Budget Line: 7200-310
See Comment here for details

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 any option not being used, be sure to enter 0. You should be able to get these amounts from the company you are working with, and fees can vary widely based on the contracts you have with the company. Anything entered here will be put onto the budget in the "Administrative Professional Services" budget line item.

	Year 1	Year 2	Year 3	Year 4	Year 5
Per Student Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Percent of Per Pupil Cost	0.000%	0.000%	0.000%	0.000%	0.000%
Percent of Total Revenues	0.000%	0.000%	0.000%	0.000%	0.000%
Flat Annual Fee	\$0.00	\$354,680.00	\$424,249.00	\$520,663.00	\$543,237.00
		\$51,422.00	\$424,249.00	\$520,663.00	\$543,237.00

Budget Line: 7300-310

Accounting Fees

Effectively managing the school's financial resources is an important component of operating the school. Many charter schools will hire an accountant to either manage the finances, or to at least conduct monthly reconciliations and closings. In addition, Charter schools are required to complete an annual audit by an independent auditor. These costs can be calculated below.

	Year 1	Year 2	Year 3	Year 4	Year 5
Flat Rate Accounting Fees (Annual Amount)	\$ -	\$ -	\$ -	\$ -	\$ -
Per Student Accounting Fee	\$ -	\$ -	\$ -	\$ -	\$ -
Flat Rate Auditor Fees (Annual Amount)	\$ -	\$ -	\$ -	\$ -	\$ -
	\$0.00	\$15,000.00	\$15,300.00	\$15,606.00	\$15,918.00

Budget Line: 7500-310

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.

	Year 1	Year 2	Year 3	Year 4	Year 5
Legal Fees	\$ -	\$ 5,000.00	\$ 5,100.00	\$ 5,202.00	\$ 5,306.00

Budget Line: 7100-310

Professional Development for Staff

Professional development is an important thing to provide. The following items should be estimated and put in an annual amount for each category.

	Year 1	Year 2	Year 3	Year 4	Year 5
Workshop/Conference/Registration	\$ -	\$ -	\$ -	\$ -	\$ -
Outstanding Professional Development	\$ -	\$ 7,800.00	\$ -	\$ -	\$ -
Substitutes (Professional Development)	\$ -	\$ -	\$ -	\$ -	\$ -
Substitutes (Professional Development)	\$ -	\$ -	\$ -	\$ -	\$ -
Travel Expenses (Professional Development)	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ 7,800.00	\$ -	\$ -	\$ -

Budget Line: 6400-310
Budget Line: 6400-310
Budget Line: 6400-510
Budget Line: 6400-140
Budget Line: 6400-330

Exceptional Education Services - Contracted Services

Many charter schools will contract with outside companies to assist with covering the special needs of students at the school. For example, often schools do not have enough students to justify hiring a speech and language therapist, but the school is still required to offer these services. So the school can contract with a third party to have a therapist come to the school to provide the services. Typical services that are contracted out are: Speech and Language, Occupational Therapy, Physical Therapy, Vision or Hearing Experts, etc. The calculator below will assist you with estimating the budget amount.

	Year 1	Year 2	Year 3	Year 4	Year 5
ASSISTED HOME CARE	\$ 101.11	\$ 107.23	\$ 106.93	\$ 111.28	\$ 111.07
ASSISTED POLICE SERVICES	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 101.11	\$ 107.23	\$ 106.93	\$ 111.28	\$ 111.07

\$0.00 \$36,399.60 \$50,183.64 \$61,591.68 \$64,097.28 \$67,974.84

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.

	Year 1	Year 2	Year 3	Year 4	Year 5
Estimate Liability / Professional Insurance	\$ 35.00	\$ 35.70	\$ 36.41	\$ 37.14	\$ 37.89
Estimate Property / Renters Insurance	\$ 23,135.00	\$ 23,237.10	\$ 23,181.46	\$ 23,125.37	\$ 23,069.47
Total	\$ 23,170.00	\$ 23,272.80	\$ 23,217.87	\$ 23,162.51	\$ 23,107.36
ENTER ANNUAL COST	\$ -	\$ -	\$ -	\$ -	\$ -
ENTER ANNUAL COST	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 23,170.00	\$ 23,272.80	\$ 23,217.87	\$ 23,162.51	\$ 23,107.36

\$0.00 \$51,525.00 \$52,555.50 \$53,606.61 \$54,678.74 \$55,772.32

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.

	Year 1	Year 2	Year 3	Year 4	Year 5
Travel Reimbursement (Annual Board)	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development (Board Annual)	\$ -	\$ -	\$ -	\$ -	\$ -
Board Members (Annual Board)	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ -	\$ -	\$ -	\$ -

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	4.0%	Estimate the percentage of your total students who will require transportation.
Number of students on one bus	55	Enter the number of students you can transport on a single bus on a single trip. (See comment)

Year 1	Year 2	Year 3	Year 4	Year 5
Students To Transport	37	44	44	46
Busses Needed	0.67	0.80	0.80	0.84

Buying your own busses and hiring your own staff to operate the busses

Hourly Rate for the bus driver	Apply To All	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Bus Drivers?		0	0	0	0	0
Hours PER DAY for the bus driver						
Additional days over 180 school days		0	0	0	0	0
Does the Driver Receive Benefits?	No					

Budget Function 7800 (180-2)

Financing Calculator to purchase / lease a bus

The next few lines are basic loan and lease calculators, using standard calculation methods for each. This will allow you to estimate costs of financing or leasing a bus if you are wishing to purchase your own bus. The numbers for these calculators DO NOT AFFECT YOUR BUDGET, and are for your benefit. If you do decide to purchase a bus, please go down to the next section to enter the costs you are estimating. Bus prices range widely based on where they are being purchased from, how many miles, etc. Many charters are able to find decent busses from their district who many times will have annual auctions for surplus stock.

Total cost of the bus	\$
-----------------------	----

Purchase / Loan Calculator

Interest Rate	0.000%
Number of Years	0
Total Monthly Payment	#NUM!
Total Monthly Payment	#NUM!

Lease Calculator

Money Factor	0.000000
Lease Term (years)	0
Residual Value Percentage	0.0%
Monthly Lease Payment	#DIV/0!
Monthly Lease Payment	#DIV/0!

Actual Costs Related To Purchasing Or Leasing a Bus

There are a significant number of rules and regulations you should be aware of if you are going to be providing your own transportation. Please be sure to review the guide the state produced, which can be downloaded from http://info.fldoe.org/docshare/dsweb/Get/Document-4117/t_07_09att1.pdf. The next few lines are for if you plan to purchase your own busses, the amounts you enter in will be included in the comprehensive budget.

Enter the annual loan payments	
Enter the annual lease payments	
Estimated miles per day	0
Estimated MPG efficiency of bus	9
Estimated cost of fuel	
Annual Maintenance Assumption	
Annual Insurance Fees	

Year 1	Year 2	Year 3	Year 4	Year 5
\$	\$	\$	\$	\$
\$	\$	\$	\$	\$
0	0	0	0	0
9	9	9	9	9
\$	\$	\$	\$	\$
\$	\$	\$	\$	\$
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 7800-720
Budget Line: 7800-360

Budget Line: 7800-460
Budget Line: 7800-390
Budget Line: 7800-320

Third Party Transportation Provider

South Palm Beach Charter School

Many charter schools contract with a third party provider to provide transportation services. Some districts will work with charter schools to transport students through the district's transportation plan, whereas other charter schools will hire a third party company to provide bussing services. The options below will help you to estimate the costs to hire a company to provide this service. There are two common ways these contracts might be priced, on a per day or a per student basis. Use one or the other, as both are added to the budget if there are numbers in both.

PER DAY Contract	
Cost PER BUS PER DAY	
Number of Busses	

Year 1	Year 2	Year 3	Year 4	Year 5
\$ 290.87	\$ 296.68	\$ 302.62	\$ 308.67	\$ 314.84
1	1	1	1	1
\$52,356.60	\$53,402.40	\$54,471.60	\$55,560.60	\$56,671.20

Budget Line: 7800-390

PER STUDENT Contract	
Cost PER STUDENT PER DAY	

Year 1	Year 2	Year 3	Year 4	Year 5
\$ -	\$ -	\$ -	\$ -	\$ -
0	0	0	0	0
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 7800-390

Public Transportation

Some charter schools are able to effectively utilize public transportation for their students by purchasing bus passes for the students to get to and from the school. This will depend on your area (the availability of public transportation) and the age of your students. The following will calculate the cost of purchasing passes if you choose to use this as an option.

Public Transportation	
Public Transportation Passes	
Number of students utilizing	

Year 1	Year 2	Year 3	Year 4	Year 5
\$ -	\$ -	\$ -	\$ -	\$ -
0	0	0	0	0
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 7800-390

Reimbursements

The state reimburses schools on a per student basis. The amount they reimburse is published on their website at: <http://www.fdoe.org/transportation/transprof.asp>

Reimbursements	
Number of Students Reimbursed	
Reimbursement Rate	

Year 1	Year 2	Year 3	Year 4	Year 5
\$ 361.00	\$ 366.42	\$ 371.91	\$ 377.49	\$ 383.15
27	37	44	44	46
\$9,747.00	\$13,557.36	\$16,364.09	\$16,609.56	\$17,625.00

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.

ESE Transportation	
Number of students who meet qualifications above:	
Per student Reimbursement Rate:	
Estimated Additional Annual Reimbursements: 700 Students	

Year 1	Year 2	Year 3	Year 4	Year 5
\$ 1,357.00	\$ -	\$ -	\$ -	\$ -
0	0	0	0	0
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Income Line: 3492
Budget Line: 7800-390

Transportation Totals

Transportation Income	\$9,747.00
Transportation Expenses	\$52,356.60

Year 1	Year 2	Year 3	Year 4	Year 5
\$13,557.36	\$13,557.36	\$16,364.09	\$16,609.56	\$17,625.00
\$53,402.40	\$53,402.40	\$54,471.60	\$55,560.60	\$56,671.20

School Lunch Calculator

South Palm Beach Charter School

Charter schools are required to offer free/reduced lunch to those students who qualify, and must provide comparable lunches to all other students for a fee in such a way that does not alienate those students who are receiving the free and reduced lunch. Many charter schools are able to contract with their local school districts to provide the service, and it essentially is a wash and there is no need to budget anything for school lunch. However, if your district is unwilling or you decide not to contract with the district you will need to complete the following assumptions or work with another provider who is willing to work with you.

	Year 1	Year 2	Year 3	Year 4	Year 5
Percent FRL Students Ordering Lunch	33.0%	33.0%	33.0%	33.0%	33.0%
How much is charged for Reduced Lunch	\$ 0.40	\$ 0.40	\$ 0.40	\$ 0.40	\$ 0.40
Percent Other Students Order Lunch	67.0%	67.0%	67.0%	67.0%	67.0%
Other Students Full Price Lunch Rate	\$ 2.85	\$ 2.85	\$ 2.85	\$ 2.85	\$ 2.85
How much does each lunch cost	\$ 2.48	\$ 2.48	\$ 2.48	\$ 2.48	\$ 2.48
Federal In-State Reimbursement Rate	\$ 3.07	\$ 3.07	\$ 3.07	\$ 3.07	\$ 3.07
Lunch Program Supplies	\$ -	\$ 37,486.80	\$ 44,526.60	\$ 45,511.20	\$ 47,440.80

Income Lines: 3261 & 3262
Budget Line: 7600-570

Budget Line: 7600-510

If you are running the lunch program at your site and your contract or agreement with a provider doesn't include staffing, you may need to consider additional staff members to handle the paperwork and/or with serving and preparing lunch. The calculator below will assist you determining staff costs. Many charter schools are able to run the lunch without additional staff people, but some do hire additional staff, especially if they are their own lunch provider.

	Apply To All	Year 1	Year 2	Year 3	Year 4	Year 5
Cafeteria Staff						
Hourly Rate for the Cafeteria Staff						
Number of Cafeteria Staff		2	2	3	3	3
Hours PER DAY for the Cafeteria Staff						
Additional days over 180 school days for Staff		10	10	10	10	10
Benefits for Staff?	No					
Coordinator / Administrative Support Staff (paperwork, etc.)						
Hourly Rate for the Cafeteria Staff						
Number of Administrative/Coord. Staff		1	1	1	1	1
Hours PER DAY for the Cafeteria Coord						
Additional days over 180 school days for Coord		10	10	10	10	10
Benefits for Coord?	No					
Total Staff Cost		\$36,982.37	\$37,717.70	\$38,467.73	\$48,213.71	\$49,160.70

Budget Lines in 7600

	Year 1	Year 2	Year 3	Year 4	Year 5
School Lunch Totals					
School Lunch Income	\$191,635.20	\$262,472.40	\$311,920.20	\$318,708.00	\$332,244.00
School Lunch Expenses	\$201,257.57	\$262,703.30	\$305,861.33	\$321,410.51	\$333,963.90

Other Expenses

Ongoing Budget Totals	Pling Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Income	\$ -	\$ 5,919,713	\$ 6,848,797	\$ 8,255,056	\$ 8,597,060	\$ 9,098,240
Estimated Expense	\$ -	\$ 5,594,773	\$ 6,647,103	\$ 7,792,274	\$ 8,068,193	\$ 8,398,023
Net Revenue	\$ -	\$ 324,940	\$ 201,694	\$ 462,782	\$ 528,867	\$ 700,217
Cash Balance	\$ -	\$ 324,940	\$ 526,634	\$ 989,417	\$ 1,518,284	\$ 2,218,501

Textbooks / Curricular Materials / Assessments

Generally most textbook companies sell their textbook series by student editions, and then provide all of the teacher's manuals and consumables for free. The calculator below allows you to indicate how many books you are purchasing and an average amount per book (generally books cost around \$50-80 depending on the subject and publisher). A good place to look for the costs for textbooks is the Florida School Book Depository (<http://www.fsbd.com/>). You are not required to purchase books from this source, however, it is a good place to find pricing information on a variety of options.

Total Possible Students	Year 1	Year 2	Year 3	Year 4	Year 5
	661	903	1076	1099	1145

Average Cost Per Textbook	Year 1	Year 2	Year 3	Year 4	Year 5
\$ -	\$ 91.67	\$ 93.50	\$ 95.37	\$ 97.28	\$ 99.22

Books For New Students / Additional Enrollment

New Student Seats (by Grade Level)	Year 1	Year 2	Year 3	Year 4	Year 5
	661	242	173	23	46
Total Students - Textbooks For	661	242	173	23	46
Books To Buy Per Student	3	3	3	3	3

\$0.00 \$181,781.61 \$67,881.00 \$49,497.03 \$6,712.32 \$13,692.36

Budget Line: 5100-520

Replacement Books

Replacement Books To Purchase	0	40	55	65	66
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\$0.00 \$0.00 \$5,245.35 \$6,323.20 \$6,548.52

Budget Line: 5100-520

New Textbook Adoption

Textbook Adoption (New Titles)	0	0	0	0	0
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\$0.00 \$0.00 \$0.00 \$0.00 \$0.00

Budget Line: 5100-520

Consumable Books

Number of Consumable Books To Purchase	Year 1	Year 2	Year 3	Year 4	Year 5
	661	903	1076	1099	1145
Average Consumable Cost	\$ 100.00	\$ 102.00	\$ 104.04	\$ 106.12	\$ 108.24

\$0.00 \$66,100.00 \$92,106.00 \$111,947.04 \$116,625.88 \$123,934.80

Budget Line: 5100-520

Many charter schools are using subscription services for curricular materials. These could come in a variety of services. Some schools utilize a "Blended Model" where curriculum is provided online, and no textbooks are necessary. Other examples are subscription based software programs that provide curricular materials online. Below you can enter the total amount of annual subscriptions for curriculum.

Academic Software

Curricular Review Subscriptions Per Student	Year 1	Year 2	Year 3	Year 4	Year 5
	\$ -	\$ -	\$ -	\$ -	\$ -
Software Subscriptions Per Student	Year 1	Year 2	Year 3	Year 4	Year 5
	\$ -	\$ -	\$ -	\$ -	\$ -
Software Subscriptions Per Schools	Year 1	Year 2	Year 3	Year 4	Year 5
	\$ 47,745.00	\$ 59,448.00	\$ 68,357.00	\$ 70,422.00	\$ 73,647.00

Budget Line: 6300-390
Budget Line: 5100-690
Budget Line: 5100-690

Many assessments, such as the FCAT and FAIR are provided to Charter Schools through the district. Other assessments that schools may wish to utilize need to be purchased (such as Stanford Achievement Test, NWEA MAP, etc.). The materials could include the test itself, consumable materials (such as answer sheets), and the costs for scoring the assessments. Enter the total amount PER STUDENT you participate for assessments.

Assessments

Pling Yr	Year 1	Year 2	Year 3	Year 4	Year 5

South Palm Beach Charter School

PER STUDENT ASSESSMENT COSTS	\$	\$0.00	\$	\$15.30	\$	\$15.61	\$	\$15.92	\$	\$16.24
				\$13,815.90		\$16,792.06		\$17,494.01		\$18,590.77

Budget Line: 5100-520

Technology / Equipment

COPY MACHINE LEASE PER STUDENT	Plng Yr	Year1	Year2	Year3	Year4	Year5
\$	\$0.00	\$30.26	\$22.59	\$19.34	\$19.31	\$18.91
		\$20,000.00	\$20,400.00	\$20,808.00	\$21,224.00	\$21,649.00

Budget Line: 7300-360

Computers are an important educational tool in schools today. Schools must have computers on which to provide the new state assessments, and it is recommended you review the state of Florida's accountability plans to determine what those needs may be at your school. (<http://feat.flode.org/feat2/>). Computers can be purchased or leased by a school, and the calculator below will allow you to calculate the costs. For both options there are two types of computers to allow you to plan for multiple types of computers (i.e. desktop computers for a lab or classroom use, student laptops and teacher laptops for example). All of the following computers will be put into the ACADEMIC section of the budget (5100), so only include student and teacher computers, not office staff (that will come next).

PURCHASING Academic Computers

Type 1 - Number of Machines	Plng Yr	Year1	Year2	Year3	Year4	Year5
	\$	0	70	79	105	105
Type 1 - Estimated Cost Per Machine/Station	\$	\$650.00	\$650.00	\$650.00	\$650.00	\$650.00
Type 2 - Number of Machines	Plng Yr	Year1	Year2	Year3	Year4	Year5
	\$0.00	0	0	37	37	36
Type 2 - Estimated Cost Per Machine/Station	\$	\$137,950.00	\$45,500.00	\$51,350.00	\$68,250.00	\$68,250.00

Budget Line: 5100-643

LEASING Academic Computers

Type 3 - Number of Machines	Plng Yr	Year1	Year2	Year3	Year4	Year5
	\$	0	0	0	0	0
Type 3 - Estimated Cost Per Machine/Station	\$	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Type 4 - Number of Machines	Plng Yr	Year1	Year2	Year3	Year4	Year5
	\$0.00	0	0	0	0	0
Type 4 - Estimated Cost Per Machine/Station	\$	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 5100-643

Budget Line: 5100-360

Budget Line: 5100-360

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	Plng Yr	Year1	Year2	Year3	Year4	Year5
	\$	0	10	29	23	29
Admin Pur. - Estimated Cost Per Machine/Station	\$	\$850.00	\$850.00	\$850.00	\$850.00	\$850.00
	\$0.00	\$37,400.00	\$8,500.00	\$24,650.00	\$19,550.00	\$24,650.00

Budget Line: 7300-643

LEASEING Admin. Computers

Admin Lease - Number of Machines	Plng Yr	Year1	Year2	Year3	Year4	Year5
	\$	0	0	0	0	0
Admin Lea- Estimated Cost Per Machine/Station	\$	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 7300-360

Classroom instructional technology is often a part of a school's overall technology plan. If you intend to purchase technology the calculator below will assist you in assuming the amount of costs involved. You should figure out what technology you want in each classroom, and then estimate the COST PER CLASSROOM. For example, a SMART board with all of the equipment and supplies can easily range \$3,000 - \$4,000 per classroom. Less expensive alternatives are available where you may be able to outfit a classroom for closer to \$1,500 depending on the needs of your school. First determine the estimated cost per classroom, then you indicate the number of classrooms you want to outfit each year.

Instructional Technology

Cost PER CLASSROOM	Plng Yr	Year1	Year2	Year3	Year4	Year5
	\$	0	0	0	0	0
Number of Classrooms	Plng Yr	Year1	Year2	Year3	Year4	Year5
	\$	0	10	7	1	2
Additional ANNUAL Instructional Tech Money	\$	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 5100-621

Budget Line: 5100-643

South Palm Beach Charter School

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	Year 1	Year 2	Year 3	Year 4	Year 5
ANNUAL IT Service Provider Contract Amount	\$ -	\$ -	\$ -	\$ -	\$ -

Budget Line: 6500-310

Above you indicate the amount of money you wish to set aside for curricular software. In addition, you may have other software expenses as well, such as software to setup your server, productivity software (such as Microsoft Office) for your staff, and other software needs to support the computers at your school. Enter the total amount you want to set aside for software each year. As you are researching amounts, we recommend you look into Volume Licensing Agreements as this is usually the most cost efficient way to purchase multiple copies of software.

Software	Year 1	Year 2	Year 3	Year 4	Year 5
ANNUAL amount for software each year	\$ -	\$ 16,400.00	\$ 23,000.00	\$ 29,000.00	\$ -

Budget Line: 7300-690

Furniture and Classroom/Office Equipment

You will need to have furniture for your students, teachers and other staff members. Sometimes schools are able to obtain funding that includes "FF&E" (Furniture, Fixtures & Equipment) when they finance a building. More often, the school needs to either purchase or borrow furniture for 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 spreadout 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 Needs	Year 1	Year 2	Year 3	Year 4	Year 5
Number of student classes each year	29	39	46	47	49
Number of classrooms to outfit each year	0	10	7	1	2
Purchase of Classroom Furniture	\$0.00	\$139,700.00	\$75,500.00	\$25,500.00	\$25,000.00
Estimated Total Office Furniture Needs	\$ -	\$13,970.00	\$10,785.71	\$25,500.00	\$12,500.00
Purchase or Lease Office Furniture?	Purchase	Purchase	Purchase	Purchase	Purchase
Multiple Year Furniture	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Purchase or Lease Media Center Furniture?	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 5100-641

Budget Line: 7300-641

Budget Line: 6200-641

Other General Expenses

The following items are general expenses that you will want to consider in your budget which usually are based on the size and number of students at your school. This calculator will give you an option to set each of the following items based on the number of students at your school. If you have operating history, we recommend you look at the amount you have spent on these areas in the past, otherwise recommendations for each item are in the comments of the title fields. For the planning year, enter the total budget amount you anticipate for the planning year (if any) for the budget line.

Academic Supplies	Year 1	Year 2	Year 3	Year 4	Year 5
Academic Supplies	\$15.51	\$16.10	\$16.92	\$17.14	\$17.25
Restroom Paper and Fees	\$0.00	\$14,535.00	\$18,207.00	\$18,836.00	\$19,754.00
Restroom Paper and Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 5100-510

Budget Line: 5100-730

South Palm Beach Charter School

Library Books, Supplies and Equipment	\$ 7.56	\$ 5.54	\$ 4.65	\$ 4.55	\$ 4.37
	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
ESL Supplies and Materials	\$ -	\$ -	\$ -	\$ -	\$ -
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Professional Administrative Services	\$ 1.51	\$ 1.13	\$ 0.97	\$ 0.97	\$ 0.94
	\$1,000.00	\$1,020.00	\$1,040.00	\$1,061.00	\$1,082.00
Non-Professional Admin. Services	\$ -	\$ -	\$ -	\$ -	\$ -
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Office Supplies and Micro-equipment	\$ 8.76	\$ 6.87	\$ 6.08	\$ 6.10	\$ 6.03
	\$5,793.00	\$6,205.00	\$6,545.00	\$6,706.00	\$6,899.00
Administrative Dues and Fees	\$ 3.03	\$ 2.26	\$ 1.93	\$ 1.93	\$ 1.89
	\$2,000.00	\$2,040.00	\$2,081.00	\$2,122.00	\$2,165.00
Communications (Fris, Phones, Internet)	\$ 75.64	\$ 56.48	\$ 48.35	\$ 48.28	\$ 47.27
	\$50,000.00	\$51,000.00	\$52,020.00	\$53,060.00	\$54,122.00
Communications (Postage)	\$ 7.56	\$ 5.65	\$ 4.83	\$ 4.83	\$ 4.73
	\$5,000.00	\$5,100.00	\$5,202.00	\$5,306.04	\$5,412.16
Administrative Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Line: 6200-510

Budget Line: 5200-510

Budget Line: 7300-310

Budget Line: 7300-390

Budget Line: 7300-510

Budget Line: 7300-730

Budget Line: 7900-370

Budget Line: 7300-370

Budget Line: 7300-644

Reserve Fund / Undesignated Expenditures

Some districts like to see a "Reserve Fund" line on the charter school budget ranging from 3-10% of the state FEPP 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 forget 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 FEPP	\$ 0%	\$ 0%	\$ 0%	\$ 0%	\$ 0%
Reserve Fund - Total Dollars	\$ -	\$ -	\$ -	\$ -	\$ -
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Custom Expenses Page

Ongoing Budget Totals	Planning Yr	Year1	Year2	Year3	Year4	Year5
Estimated Income	\$ -	\$ 5,919,713	\$ 6,848,797	\$ 8,255,056	\$ 8,597,060	\$ 9,098,240
Estimated Expense	\$ -	\$ 5,594,773	\$ 6,647,103	\$ 7,792,274	\$ 8,068,193	\$ 8,398,023
Net Revenue	\$ -	\$ 324,940	\$ 201,694	\$ 462,782	\$ 528,867	\$ 700,217
Cash Balance	\$ -	\$ 324,940	\$ 526,684	\$ 989,417	\$ 1,518,284	\$ 2,218,501

Custom Expenses

Most typical charter school expenses have been covered through the surveys within this calculator. However, some charter schools have specific unique situations that they wish to account for within their budget. This spreadsheet will allow you to enter specific expenses that you do not feel were adequately covered within the survey. Please include a description of the expense for the benefit of those reviewing your budget. When you are complete, please remember to click on the "Include Funds Below In Budget" button above to refresh your totals.

Function	Object	Planning Year	Year1	Year2	Year3	Year4	Year5	Description
7300-Admin	310-PrfSvs	\$ 82,625.00	\$ 30,855.00	\$ 22,058.00	\$ 2,933.00	\$ 5,865.00		Advertising/Marketing
6400-ProfDev	790-Misc	\$ 3,000.00	\$ 3,060.00	\$ 3,121.00	\$ 3,184.00	\$ 3,247.00		Staff Recruitment
5100-Inst	643-CmptCap	\$ 186,650.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00		Infrastructure
5100-Inst	643-CmptCap	\$ 11,450.00	\$ 10,800.00	\$ 10,350.00	\$ 10,860.00	\$ 10,100.00		Classroom Miscellaneous Infrastructure
6400-ProfDev	790-Misc	\$ 5,000.00	\$ 5,100.00	\$ 5,202.00	\$ 5,306.00	\$ 5,412.00		Temporary Agency Fees
9100-ComSrv	790-Misc	\$ 5,000.00	\$ 5,100.00	\$ 5,202.00	\$ 5,306.00	\$ 5,412.00		Extra-Curricular Activity Events & Transportation
9100-ComSrv	790-Misc	\$ 500.00	\$ 510.00	\$ 520.00	\$ 531.00	\$ 541.00		Background/Finger Printing
9100-ComSrv	790-Misc	\$ 500.00	\$ 510.00	\$ 520.00	\$ 531.00	\$ 541.00		Drug Testing Fees
9100-ComSrv	790-Misc	\$ 1,000.00	\$ 1,020.00	\$ 1,040.00	\$ 1,061.00	\$ 1,082.00		Licenses & Permits
9100-ComSrv	790-Misc	\$ 3,500.00	\$ 3,570.00	\$ 3,641.00	\$ 3,714.00	\$ 3,789.00		Bank Service Fees
9100-ComSrv	790-Misc	\$ 3,000.00	\$ 3,060.00	\$ 3,121.00	\$ 3,184.00	\$ 3,247.00		Contracted Special ED non-instruction
9100-ComSrv	790-Misc	\$ 1,200.00	\$ 1,224.00	\$ 1,248.00	\$ 1,273.00	\$ 1,299.00		Contracted Security
7300-Admin	330-Travel	\$ 5,000.00	\$ 5,100.00	\$ 5,202.00	\$ 5,306.00	\$ 5,412.00		Travel/Auto
7300-Admin	330-Travel	\$ 500.00	\$ 510.00	\$ 520.00	\$ 531.00	\$ 541.00		Airfare
7300-Admin	330-Travel	\$ 3,000.00	\$ 3,060.00	\$ 3,121.00	\$ 3,184.00	\$ 3,247.00		Meals
7300-Admin	790-Misc	\$ 2,000.00	\$ 2,040.00	\$ 2,081.00	\$ 2,122.00	\$ 2,165.00		Lodging
7300-Admin	790-Misc	\$ 5,000.00	\$ 5,100.00	\$ 5,202.00	\$ 5,306.00	\$ 5,412.00		Business Expense - Other
7300-Admin	790-Misc	\$ 5,000.00	\$ 5,100.00	\$ 5,202.00	\$ 5,306.00	\$ 5,412.00		Printing
7300-Admin	510-Supplies	\$ 1,200.00	\$ 1,224.00	\$ 1,248.00	\$ 1,273.00	\$ 1,299.00		Medical Supplies
7300-Admin	570-Food	\$ 2,786.00	\$ 3,435.00	\$ 3,935.00	\$ 4,072.00	\$ 4,273.00		In-house Food Service--Cost of Food
7300-Admin	570-Food	\$ 1,200.00	\$ 1,224.00	\$ 1,248.00	\$ 1,273.00	\$ 1,299.00		Food Service--Paper and Smallwares
7300-Admin	790-Misc	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00		Miscellaneous Expenses
5100-Inst	643-CmptCap	\$ 8,000.00						Media Per Room
5100-Inst	643-CmptCap	\$ 14,500.00	\$ 5,000.00	\$ 3,500.00	\$ 500.00	\$ 1,000.00		Individual Printers
5100-Inst	130-ObjTchr	\$ 28,440.00	\$ 35,618.00	\$ 44,798.00	\$ 44,798.00	\$ 44,798.00		Tutoring
5100-Inst	130-ObjTchr	\$ -	\$ 122,931.99	\$ 147,137.37	\$ 151,781.64	\$ 160,499.36		Bonus Pool for Schoolwide Incentives
5100-Inst	520-TxtBks							

Palm Beach 15 - C1145 K-8's Five Year Budget Projections

Complete Budget - Palm Beach County

	Year 1	Year 2	Year 3	Year 4	Year 5
Maximum Students	661	903	1076	1099	1145
Budgetted Students	661	903	1076	1099	1145

Income Estimates							
Func	Obj	Description	Year 1	Year 2	Year 3	Year 4	Year 5
FEFP Calculations							
	3310	FEFP - Base Funding	\$ 2,952,250	\$ 4,068,238	\$ 4,915,992	\$ 5,128,516	\$ 5,440,298
	3310	FEFP - ESE Guarantee	\$ 97,971	\$ 140,907	\$ 171,401	\$ 178,162	\$ 189,343
	3310	FEFP - Supplemental Academic Instruction	\$ 126,251	\$ 175,922	\$ 213,819	\$ 222,757	\$ 236,723
	3310	FEFP - Class Size Reductions	\$ 844,070	\$ 1,041,832	\$ 1,240,432	\$ 1,298,519	\$ 1,370,797
	3310	FEFP - Other FEFP (WFTE Share)	\$ 15,202	\$ 20,949	\$ 25,314	\$ 26,408	\$ 28,014
	3310	FEFP - Discretionary Local Effort	\$ 372,598	\$ 513,444	\$ 620,438	\$ 647,260	\$ 686,609
	3310	FEFP - Discretionary Lottery	\$ 6,704	\$ 9,238	\$ 11,163	\$ 11,646	\$ 12,354
	3310	FEFP - Instructional Materials Allocation	\$ 50,889	\$ 70,910	\$ 86,185	\$ 89,788	\$ 95,417
	3310	FEFP - Digital Classroom Allocation	\$ 6,257	\$ 8,501	\$ 10,273	\$ 10,717	\$ 11,369
	3492	Transportation (All Riders)	\$ 9,747	\$ 13,557	\$ 16,364	\$ 16,610	\$ 17,625
Other Income							
	3261	School Lunch Reimbursements	\$ -	\$ 52,331	\$ 61,846	\$ 63,432	\$ 66,051
	3397	Capital Outlay Funds	\$ -	\$ 281,406	\$ 390,192	\$ 470,551	\$ 498,978
	3451	School Lunch Collections	\$ -	\$ 153,576	\$ 210,141	\$ 255,276	\$ 266,193
	3495	Other Miscellaneous Local Sources	\$ -	\$ 95,184	\$ 132,633	\$ 161,204	\$ 178,471
	3720	Financing / Loan Proceeds	\$ -	\$ 869,550	\$ -	\$ -	\$ -
		Total Income	\$ 5,919,713	\$ 6,848,797	\$ 8,255,056	\$ 8,597,060	\$ 9,098,240

Expense Estimates							
Function 5100 - Basic Instruction							
5100	120	Classroom Teacher Salaries	\$ -	\$ 1,131,000	\$ 1,551,420	\$ 1,866,478	\$ 1,945,194
5100	130	Other Certified Staff Member	\$ -	\$ 484,440	\$ 920,564	\$ 1,174,790	\$ 1,243,149
5100	140	Substitute Teachers	\$ -	\$ 57,990	\$ 86,998	\$ 104,934	\$ 107,852
5100	160	Other Support Personnel	\$ -	\$ 31,720	\$ 32,354	\$ 33,001	\$ 33,661
5100	220	FICA	\$ -	\$ 123,832	\$ 179,291	\$ 220,125	\$ 230,941
5100	240	Worker's Compensation	\$ -	\$ 17,320	\$ 25,077	\$ 30,789	\$ 32,302

South Palm Beach Charter School

5100	250	Unemployment Compensation	\$ -	\$ 9,072	\$ 12,744	\$ 15,336	\$ 15,768	\$ 16,200
5100	290	Other Employee Benefits	\$ -	\$ 114,800	\$ 162,400	\$ 196,000	\$ 201,600	\$ 207,200
5100	510	Supplies	\$ -	\$ 10,250	\$ 14,535	\$ 18,207	\$ 18,836	\$ 19,754
5100	520	Textbooks	\$ -	\$ 257,797	\$ 177,543	\$ 183,481	\$ 147,155	\$ 162,766
5100	641	Furniture, Fixtures-Capitalized	\$ -	\$ 343,800	\$ 139,700	\$ 75,500	\$ 25,500	\$ 25,000
5100	643	Computer Hardware-Capitalized	\$ -	\$ 452,650	\$ 66,000	\$ 103,870	\$ 117,470	\$ 117,110
5100	690	Computer Software	\$ -	\$ 47,745	\$ 59,448	\$ 68,357	\$ 70,422	\$ 73,647
5100 Sub Total			\$ -	\$ 3,082,416	\$ 3,428,075	\$ 4,090,869	\$ 4,189,851	\$ 4,385,125

Function 5200 - Exceptional Education

5200	130	Other Certified Staff Member	\$ -	\$ 78,000	\$ 79,560	\$ 121,727	\$ 124,161	\$ 126,645
5200	140	Substitute Teachers	\$ -	\$ 2,800	\$ 2,800	\$ 4,200	\$ 4,200	\$ 4,200
5200	220	FICA	\$ -	\$ 5,967	\$ 6,086	\$ 9,312	\$ 9,498	\$ 9,688
5200	240	Worker's Compensation	\$ -	\$ 835	\$ 851	\$ 1,302	\$ 1,329	\$ 1,355
5200	250	Unemployment Compensation	\$ -	\$ 432	\$ 432	\$ 648	\$ 648	\$ 648
5200	290	Other Employee Benefits	\$ -	\$ 5,600	\$ 5,600	\$ 8,400	\$ 8,400	\$ 8,400
5200	310	Professional and Technical Services	\$ -	\$ 36,400	\$ 50,184	\$ 61,592	\$ 64,097	\$ 67,975
5200 Sub Total			\$ -	\$ 180,033	\$ 145,513	\$ 207,181	\$ 212,333	\$ 218,911

Function 6100 - Pupil Services

6100	160	Other Support Personnel	\$ -	\$ 38,760	\$ 46,512	\$ 47,442	\$ 48,391	\$ 49,359
6100	220	FICA	\$ -	\$ 2,965	\$ 3,558	\$ 3,629	\$ 3,702	\$ 3,776
6100	240	Worker's Compensation	\$ -	\$ 415	\$ 498	\$ 508	\$ 518	\$ 528
6100	250	Unemployment Compensation	\$ -	\$ 770	\$ 969	\$ 985	\$ 1,000	\$ 1,016
6100 Sub Total			\$ -	\$ 42,910	\$ 51,537	\$ 52,564	\$ 53,611	\$ 54,679

Function 6200 - Instructional Media Services

6200	510	Supplies	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
6200 Sub Total			\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000

Function 6300 - Instructional/Curriculum Development

Function 6400 - Instructional Staff Training

6400	310	Professional and Technical Services	\$ -	\$ 7,800	\$ 7,956	\$ 8,115	\$ 8,277	\$ 8,443
6400	790	Miscellaneous Expenses	\$ -	\$ 8,000	\$ 8,160	\$ 8,323	\$ 8,490	\$ 8,659
6400 Sub Total			\$ -	\$ 15,800	\$ 16,116	\$ 16,438	\$ 16,767	\$ 17,102

Function 6500 - Instructional-Related Technology

Function 7100 - Board

7100	310	Professional and Technical Services	\$ -	\$ 5,000	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306
7100	320	Insurance and Bond Premiums	\$ -	\$ 23,135	\$ 32,237	\$ 39,181	\$ 40,819	\$ 43,378
7100 Sub Total			\$ -	\$ 28,135	\$ 37,237	\$ 44,281	\$ 46,021	\$ 48,684

Function 7200 - General / District Administration

South Palm Beach Charter School

7200	730	Dues and Fees	\$ -	\$ 84,757	\$ 83,935	\$ 84,937	\$ 86,788	\$ 88,303
7200 Sub Total			\$ -	\$ 84,757	\$ 83,935	\$ 84,937	\$ 86,788	\$ 88,303

Function 7300 - School Administration

7300	110	Administrator Salaries	\$ -	\$ 180,000	\$ 183,600	\$ 187,272	\$ 191,017	\$ 194,838
7300	160	Other Support Personnel	\$ -	\$ 49,200	\$ 66,912	\$ 68,250	\$ 69,615	\$ 71,008
7300	220	FICA	\$ -	\$ 17,534	\$ 19,164	\$ 19,547	\$ 19,938	\$ 20,337
7300	240	Worker's Compensation	\$ -	\$ 2,452	\$ 2,680	\$ 2,734	\$ 2,789	\$ 2,845
7300	250	Unemployment Compensation	\$ -	\$ 1,080	\$ 1,296	\$ 1,296	\$ 1,296	\$ 1,296
7300	290	Other Employee Benefits	\$ -	\$ 11,200	\$ 14,000	\$ 14,000	\$ 14,000	\$ 14,000
7300	310	Professional and Technical Services	\$ -	\$ 135,047	\$ 386,555	\$ 447,347	\$ 524,657	\$ 550,184
7300	330	Travel	\$ -	\$ 10,500	\$ 10,710	\$ 10,924	\$ 11,143	\$ 11,365
7300	360	Rentals	\$ -	\$ 20,000	\$ 20,400	\$ 20,808	\$ 21,224	\$ 21,649
7300	370	Communications	\$ -	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	\$ 5,412
7300	510	Supplies	\$ -	\$ 6,993	\$ 7,429	\$ 7,793	\$ 7,979	\$ 8,198
7300	570	Food	\$ -	\$ 3,986	\$ 4,659	\$ 5,183	\$ 5,345	\$ 5,572
7300	643	Computer Hardware-Capitalized	\$ -	\$ 37,400	\$ 8,500	\$ 24,650	\$ 19,550	\$ 24,650
7300	690	Computer Software	\$ -	\$ 35,700	\$ 16,400	\$ 23,000	\$ 29,000	\$ -
7300	730	Dues and Fees	\$ -	\$ 2,000	\$ 2,040	\$ 2,081	\$ 2,122	\$ 2,165
7300	790	Miscellaneous Expenses	\$ -	\$ 14,000	\$ 14,200	\$ 14,404	\$ 14,612	\$ 14,824
7300 Sub Total			\$ -	\$ 532,092	\$ 763,646	\$ 854,492	\$ 939,594	\$ 948,342

Function 7500 - Fiscal Services

7500	310	Professional and Technical Services	\$ -	\$ -	\$ 15,000	\$ 15,300	\$ 15,606	\$ 15,918
7500	720	Interest Payment / Debt Service	\$ -	\$ 206,618	\$ 206,618	\$ 206,618	\$ 206,618	\$ 206,618
7500 Sub Total			\$ -	\$ 206,618	\$ 221,618	\$ 221,918	\$ 222,224	\$ 222,536

Function 7600 - Food Services

7600	160	Other Support Personnel	\$ -	\$ 33,440	\$ 34,109	\$ 34,791	\$ 43,552	\$ 44,423
7600	220	FICA	\$ -	\$ 2,558	\$ 2,609	\$ 2,662	\$ 3,332	\$ 3,398
7600	240	Worker's Compensation	\$ -	\$ 358	\$ 365	\$ 372	\$ 466	\$ 475
7600	250	Unemployment Compensation	\$ -	\$ 626	\$ 635	\$ 643	\$ 864	\$ 864
7600	570	Food	\$ -	\$ 164,275	\$ 224,986	\$ 267,394	\$ 273,197	\$ 284,803
7600 Sub Total			\$ -	\$ 201,258	\$ 262,703	\$ 305,861	\$ 321,411	\$ 333,964

Function 7800 - Pupil Transportation

7800	390	Other Purchased Services	\$ -	\$ 52,357	\$ 53,402	\$ 54,472	\$ 55,561	\$ 56,671
7800 Sub Total			\$ -	\$ 52,357	\$ 53,402	\$ 54,472	\$ 55,561	\$ 56,671

Function 7900 - Operation of Plant

7900	320	Insurance and Bond Premiums	\$ -	\$ 51,525	\$ 52,556	\$ 53,607	\$ 54,679	\$ 55,772
7900	360	Rentals	\$ -	\$ 739,661	\$ 1,034,670	\$ 1,259,787	\$ 1,311,665	\$ 1,393,257
7900	370	Communications	\$ -	\$ 50,000	\$ 51,000	\$ 52,020	\$ 53,060	\$ 54,122

South Palm Beach Charter School

7900	380	Public Utilities	\$ -	\$ 40,533	\$ 41,339	\$ 42,168	\$ 43,015	\$ 43,876
7900	390	Other Purchased Services	\$ -	\$ 99,310	\$ 133,860	\$ 158,109	\$ 161,747	\$ 168,147
7900	430	Electricity	\$ -	\$ 120,912	\$ 123,330	\$ 125,797	\$ 128,313	\$ 130,879
7900	510	Supplies	\$ -	\$ 20,610	\$ 21,022	\$ 21,445	\$ 21,870	\$ 22,305
7900	680	Remodeling/Renovations	\$ -	\$ 76,147	\$ 105,549	\$ 126,036	\$ 129,084	\$ 134,436
		7900 Sub Total	\$ -	\$ 1,198,698	\$ 1,563,325	\$ 1,838,968	\$ 1,903,433	\$ 2,002,795

Function 9100 - Community Service

9100	790	Miscellaneous Expenses	\$ -	\$ 14,700	\$ 14,994	\$ 15,292	\$ 15,600	\$ 15,911
		9100 Sub Total	\$ -	\$ 14,700	\$ 14,994	\$ 15,292	\$ 15,600	\$ 15,911

		Reserve Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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		Total Expenses	\$ -	\$ 5,594,773	\$ 6,647,103	\$ 7,792,274	\$ 8,068,193	\$ 8,398,023
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		Total Income	\$ -	\$ 8,919,713	\$ 6,848,797	\$ 8,255,056	\$ 8,597,060	\$ 9,098,240
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		Net Revenue	\$ -	\$ 324,940	\$ 201,694	\$ 462,782	\$ 528,867	\$ 700,217
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		Cash On Hand	\$ -	\$ 324,940	\$ 526,634	\$ 989,407	\$ 1,518,284	\$ 2,218,501
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Enrollment Estimates **UnLock Sheets** **Lock Sheets** **View**

Enr_Type		1	Seats	Year 1
<i>Rows</i>	<i>Columns</i>	C	D	
82	Kindergarten	20	6	
83	1st Grade	23	4	
84	2nd Grade	23	4	
85	3rd Grade	23	3	
86	4th Grade	23	3	
87	5th Grade	23	3	
88	6th Grade	25	6	
89	7th Grade	25	0	
90	8th Grade	25	0	
91	9th Grade	25	0	
92	10th Grade	25	0	
93	11th Grade	25	0	
94	12th Grade	25	0	
			29	

Special Populations

		ESE	Gifted
<i>Rows</i>	<i>Columns</i>	C	D
98	Kindergarten	14%	0%
99	1st Grade	14%	0%
100	2nd Grade	14%	0%
101	3rd Grade	14%	0%
102	4th Grade	14%	0%
103	5th Grade	14%	0%
104	6th Grade	14%	0%
105	7th Grade	14%	0%
106	8th Grade	14%	0%
107	9th Grade	0%	0%
108	10th Grade	0%	0%
109	11th Grade	0%	0%
110	12th Grade	0%	0%

Staffing Assumptions - Calculating Needed Teachers

Art

			Minutes
<i>Row For Minutes</i>	<i>Rows (This page)</i>		C
114	5	Kind	30.00
115	6	1st	30.00
116	7	2nd	30.00
117	8	3rd	30.00
118	9	4th	30.00
119	10	5th	30.00

Calculating Number of Teachers based on MS/HS Sections

Rows	Columns	C	D
124	Number of sections per day in the master schedule	7	7
125	w many sections per day does a full time teacher te	6	6
126	Number of non class size sections per day	0	0
127	Class Size in NON CORE courses	25	25
128	0	7	0

Calculating Salary Costs

Teacher Positions		Year 1	Year 2
Rows	Columns	D	E
137	Classroom Teachers	23	27
138	Art Teacher(s)	1	2
139	Music Teacher(s)	1	2
140	Wrld Lang Teacher(s)	1	2
141	Phys Ed Teacher(s)	1	2
142	Full Time Middle/High Teachers (w/ Benefits)	6	12
143	Part Time Middle/High Teachers (NO Benefits)	0	0
144	Reading Specialst(s)	0	0
145	ESE Teacher(s)	2	2

South Palm Beach Charter School

146	Gifted Teacher(s)	0	0
147	Title 1 Teachers	0	0
148	Technology Teacher	1	2
149	Co-Teacher	3	4
150	Cirric Resource Teach	1	1

Other Salaried Positions		Yr1FT Salary	Yr1FT FTE
Rows	Columns	D	E
154	Executive Director	\$ -	0
155	Principal	\$ 100,000	0
156	Assistant Principal	\$ 80,000	0
157	Guidance Counselor	\$ -	0
158	Curriculum Specialist	\$ -	0
159	Media Center Specialist	\$ -	0
160	IT Specialist	\$ -	0
161	Dean of Students	\$ 55,000	0
162	BOM	\$ 35,000	0
163	Student Services Coordinator	\$ 40,000	0
164	Enrollment Manager	\$ 30,000	0
165	Other Salaried 5	\$ -	0

Hourly Positions		Hrly Rate	PlnYr Hours
Rows	Columns	D	E
169	Business Manager	\$ -	0.0
170	Secretary	\$ 10,000	0.0
171	Office Assistant	\$ -	0.0
172	Data Prep Clerk	\$ -	0.0
173	Educational Assistant	\$ -	0.0
174	Library Assistant	\$ -	0.0
175	Phys Ed Assistant	\$ -	0.0
176	Other Assistant	\$ -	0.0
177	School Nurse	\$ -	0.0
178	Maintenance 1	\$ -	0.0
179	Maintenance 2	\$ -	0.0
180	Security 1	\$ -	0.0
181	Security 2	\$ -	0.0
182	Instructional Aide	\$ 11,000	0.0
183	Before & Aftercare Director	\$ 12,000	0.0
184	Before & Aftercare	\$ 9,000	0.0
185	Receptionist	\$ 10,000	0.0
186	Food Service Director	\$ 12,000	0.0
187	Food Service	\$ 10,000	0.0
188	Other Hourly 7 (Maint)	\$ -	0.0

South Palm Beach Charter School

Before and After Care Staff		Heading	Heading
Rows	Columns		
	BAC 1		
	BAC 2		
	BAC 3		

Bus Drivers		Hrly Rate	
Rows	Columns	D	
	BUS 1	\$ -	
	BUS 2		
	BUS 3		

Additional Lunch Staff		Heading	Heading
Rows	Columns		
	Lunch 1	\$	
	Lunch 2	\$	
	Lunch 3		

Substitute Teachers

Substitutes Allowed	10
Daily Rate	\$ 140,000
PTO Buy Back?	Yes
If PTO Buy Back, reduce subs by	0

Additional Stipends Amounts

Rows	Columns	Pln Yr Totals	Year 1 Totals
		D	E
234	Stipend 1 (Extra Curricular)	\$ -	\$ 15,000.00
235	Stipend 2 (Special Needs)	\$ -	\$ -
236	Stipend 3 (Pupil Services)	\$ -	\$ -
237	Stipend 4 (Curriculum)	\$ -	\$ -
238	Stipend 5 (Professional Dev.)	\$ -	\$ -

239	Stipend 6 (Technology)	\$ -	\$ -
240	Stipend 7 (Administrative)	\$ -	\$ -
241	Stipend 8 (Lunch Services)	\$ -	\$ -
242	Stipend 9 (Facility)	\$ -	\$ -
243	Stipend 10 (Community Srvcs)	\$ -	\$ -

FEFP Calculations Income Amounts

	Students -->	661.00	State
	Base FTE -->	\$ 4,032	ES
	Program Codes -->		1.126
	Weighted?		
	FEFP - Base Funding	\$ 4,540	
	FEFP - (ESOL Students)		
	FEFP - ESE Gurantee	\$ 1,047	
	FEFP (LEVEL 4) ESE	\$ 3,380	
	FEFP (LEVEL 5) ESE	\$ 6,896	
	FEFP - Supplemental Academic Instruction		
Ind	FEFP - Class Size Reductions	\$ 1,325	
WFTE	FEFP - Other FEFP (WFTE Share)		
WFTE	FEFP - Discretionary Local Effort		
UFTE	FEFP - Discretionary Millage Compression		
WFTE	FEFP - Proration to Funds Available		
WFTE	FEFP - Discretionary Lottery		
UFTE	FEFP - Instructional Materials Allocation		
UFTE	FEFP - Digital Classroom Allocation		
	FEFP - Dual Enrollment Instr. Materials		
	Transportation (All Riders)		
	Transportation (ESE Student Riders)		

Capital Outlay Calculations

Rows	Columns	F	Elementary J
60	Previous Year		\$ 411.98
265	Year 1 Change	0%	\$ 411.98
266	Year 2 Change	0%	\$ 411.98
267	Year 3 Change	0%	\$ 411.98
268	Year 4 Change	0%	\$ 411.98
269	Year 5 Change	0%	\$ 411.98

Title 1 Funding Calculations

Rows	Columns	C	D
Threshold Requirement:		70%	
287	Threshold Levels	70%	125%
288	Amount Per Student	\$	\$

Year 1 Average FRL / Eligibility	FRL Students	Total Students
	219	661
Amount	% To Use:	0%

Virtual School

Rows	Columns	Planning Year C	Year 1 D
253	Is your school a virtual school?	No	
254	What is your anticipated pass rate? (Percent)	100%	
259	What per-student rate would you like to assume for virtual students?		\$ 5,200.00

Students	661
FEFP Rate	\$ 3,437,200.00

Final Income Numbers

_203: _204	FEFP - Base Funding	Base If Not Virtual 0
		Year 1
		\$ 2,952,250.24

_205:_207	FEFP - ESE Gurantee	\$ 97,971.00
_208	FEFP - Supplemental Academic Instruction	\$ 126,251.00
_209	FEFP - Class Size Reductions	\$ 844,069.78
_210	FEFP - Other FEFP (WFTE Share)	\$ 15,202.02
_211	FEFP - Discretionary Local Effort	\$ 372,597.59
_212	FEFP - Discretionary Millage Compression	\$ -
_213	FEFP - Proration to Funds Available	\$ -
_214	FEFP - Discretionary Lottery	\$ 6,703.85
_215	FEFP - Instructional Materials Allocation	\$ 50,888.55
_216	FEFP - Digital Classroom Allocation	\$ 6,257.20
_217	FEFP - Dual Enrollment Instr. Materials	\$ -
_218	Transportation (All Riders)	\$ 9,747.00
_219	Transportation (ESE Student Riders)	\$ -
_220	Title 1 Funding	\$ -

Calculating Debt Service Amounts

Rows	Columns	Planning Year	Year 1
		C	D
292	CSP Planning Grant	\$ -	\$ 869,550
293	Financial Backer / Donation	0.000%	7.000%
294	Other Grant 1	0	5
295	Other Grant 2	0	0

		1	2
C	Loan 1	\$0.00	\$0.00
D	Loan 2	0	\$212,075.15
E	Loan 3	0	0
F	Loan 4	0	0
G	Loan 5	0	0
H	Loan 6	0	0
	Debt Service Payments	\$0.00	\$212,075.15

Distributing Other Income Amounts To Functions

Rows	Columns	Planning Year	Year 1
		D	E
303	CSP Planning Grant	\$ -	\$ -
304	Financial Backer / Donation	\$ -	\$ -
305	Other Grant 1	\$ -	\$ -
306	Other Grant 2	\$ -	\$ -
307	Other Grant 3	\$ -	\$ -
308	Fundraising Efforts	\$ -	\$ -
309	Before and Aftercare Revenue	\$ -	\$ 95,184
310	0	\$ -	\$ -
311	0	\$ -	\$ -
		\$ -	\$ 95,184
		K	M
		324	324

Function Code	Planning Year	Year 1
3230	\$ -	\$ -
3240	\$ -	\$ -
3261	\$ -	\$ -
3262	\$ -	\$ -
3263	\$ -	\$ -
3269	\$ -	\$ -
3299	\$ -	\$ -
3310	\$ -	\$ -
3355	\$ -	\$ -
3361	\$ -	\$ -
3397	\$ -	\$ -
3430	\$ -	\$ -
3440	\$ -	\$ -
3451	\$ -	\$ -
3452	\$ -	\$ -
3453	\$ -	\$ -
3455	\$ -	\$ -
3473	\$ -	\$ -
3492	\$ -	\$ -
3493	\$ -	\$ -
3495	\$ -	\$ 95,184.00
3498	\$ -	\$ -
	\$ -	\$ 95,184.00

Facilities Costs

Rental Costs		Planning Year	Year 1
Rows	Columns	C	D

324	Amount	\$ -	\$ 1,119.00
325	Multiplier Amount (Per Student)	enter total	661
	Total Lease Amount	\$ -	\$ 739,661.00

Debit Services Costs		Planning Year	Year 1
Rows	Columns	C	D
350	Debit Service Payments Cal2	\$ -	\$ -
351	Debit Service Payments Cal1	\$ -	\$ -
	Total Debit Service	\$ -	\$ -

Other Facility Costs		Planning Year	Year 1
Rows	Columns	C	D
355	Square Footage	\$ -	\$ 68,700.00
356	Electricity (per sq. ft)	\$ 0.30	\$ 1.76
357	Utilities (per student)	\$ -	\$ 61.32
358	Other Services (per class)	\$ -	\$ 172.41
359	HVAC Maintenance (Ann)	\$ -	\$ 5,000.00
360	Annual Inspections (Ann)	\$ -	\$ -
361	General Repairs (Ann)	\$ -	\$ -
362	Remodeling/Renovations (Ann)	\$ -	\$ 76,147.20
363	Building Supplies (Per Student)	\$ -	\$ 31.18
364	Cleaning Services (Per Square Foot)	\$ -	\$ 1.30

Services

Professional Services		Planning Year	Year 1
Rows	Columns	C	D
371	Maximum Number Of Students For Fees	0	250
372	Percentage To Use	0.0%	5.0%
373	Per Student Fee	\$ -	\$ -
374	Percent of FEFP Income	0%	0%
375	Percent of Total Revenue	0%	0%
376	Flat Annual Fee	\$ -	\$ 51,422.00
377	Flat Rate Accounting Fees (Annual Amount)	\$ -	\$ -
378	Per Student Accounting Fees	\$ -	\$ -
379	Flat Rate Auditor Fees (Annual Amount)	\$ -	\$ -
380	Legal Fees	\$ -	\$ 5,000.00
381	Workshop / Conference Registration	\$ -	\$ -
382	Onsite Professional Development	\$ -	\$ 7,800.00
383	PD Supplies (i.e. book, materials)	\$ -	\$ -
384	Substitute Teachers for Professional Dev.	\$ -	\$ -
385	Travel Expenses related to Professional Dev.	\$ -	\$ -
386	Assumed Hourly Rate	\$ -	\$ 101.11
387	Assumed Hours PER WEEK.	\$ -	\$ 10.00

388	Estimate Liability / Professional Insurance(ENTER PER	\$ -	\$ 35.00
389	Estimate Property / Renters Insurance(ENTER PER S	\$ -	\$ 0.75
390	Enter Annual Liability/Prof Insurance Cost	\$ -	\$ 23,135.00
391	Enter Annual Property/Renters Insurance	\$ -	\$ 51,525.00
392	Travel reimbursement (Annual Amount)	\$ -	\$ -
393	Professional Development (Annual Amount)	\$ -	\$ -
394	Board Meeting Supplies (Annual Amount)	\$ -	\$ -

Transportation		Planning Year	Year 1
Rows	Columns	C	D
403	Enter the annual loan payments	\$ -	\$ -
404	Enter the annual lease payments	\$ -	\$ -
405	Estimated miles per day	0	0
406	Estimated MPG efficiency of bus	0	9
407	Estimated cost of fuel	\$ -	\$ -
408	Annual Maintenance Assumption	\$ -	\$ -
409	Annual Insurance Fees	\$ -	\$ -
410	Percentage of students to transport	0.04	0
411	Number of students on one bus	55	0
412	Cost PER BUS PER DAY	0	290.87
413	Number of Busses	0	1
414	Cost PER STUDENT PER DAY	0	0
415	Public Transportation Pass	0	0
416	Number of students utilizing	0	0
417	Number of Students Reimbursed	0	27
418	Reimbursement Rate	0	361

School Lunch Services		Planning Year	Year 1
Rows	Columns	C	D
425	Percent FRL Students Ordering Lunch	0%	33%
426	How much is charged for Reduced Lunch	\$ -	\$ 0.40
427	Percent Other Students Order Lunch	0%	67%
428	Other Students Full Price Lunch Rate	\$ -	\$ 2.85
429	How much does each lunch cost?	\$ -	\$ 2.48
430	Federal NSLP Reimbursement Rate	\$ -	\$ 3.07
431	Lunch Program Supplies	\$ -	\$ -

Other Expenses and Materials

Curriculum		Planning Year	Year 1
Rows	Columns	C	D
454	Average Cost Per Textbook	\$ -	\$ 91.67

455	Total Students To Buy Books For	0	661
456	Books To Buy Per Student	0	3
457	Replacement Books To Purchase	0	0
458	Textbook Adoptions (New Series)	0	0
459	Number of Consumable Books To Purchase	0	661
460	Average Consumable Cost	\$ -	\$ 100.00
461	Curricular Provider Subscriptions PER STUDENT	\$ -	\$ -
462	Software Subscriptions PER STUDENT	\$ -	\$ -
463	Software Subscriptions PER SCHOOL	\$ -	\$ 47,745.00
464	PER STUDENT Assessment Costs	\$ -	\$ 15.00

Technology / Equipment

Technology		Planning Year	Year 1
Rows	Columns	C	D
473	Copy Machine Lease - PER STUDENT	\$ -	\$ 30.26
474	Type 1 - Number of Machines	\$ -	\$ 203.00
475	Type 1 - Estimated Cost Per Machine/Station	\$ -	\$ 650.00
476	Type 2 - Number of Machines	\$ -	\$ 110.00
477	Type 2 - Estimated Cost Per Machine/Station	\$ -	\$ 910.00
478	Type 3 - Number of Machines	\$ -	\$ -
479	Type 3 - Estimated Cost Per Machine/Station	\$ -	\$ -
480	Type 4 - Number of Machines	\$ -	\$ -
481	Type 4 - Estimated Cost Per Machine/Station	\$ -	\$ -
482	Admin Purchase - Number of Machines	\$ -	\$ 44.00
483	Admin Pur - Estimated Cost Per Machine/Station	\$ -	\$ 850.00
484	Admin Lease - Number of Machines	\$ -	\$ -
485	Admin Lea- Estimated Cost Per Machine/Station	\$ -	\$ -
486	Cost PER CLASSROOM	\$ -	\$ -
487	Number of Classrooms	\$ -	\$ 29.00
488	Additional ANNUAL Instructional Tech Money	\$ -	\$ -
489	ANNUAL IT Service Provider Contract Amount	\$ -	\$ -
490	ANNUAL amount for software each year	\$ -	\$ 35,700.00

Furniture / Equipment

Furniture		Planning Year	Year 1
Rows	Columns	C	D
498	Estimated PER CLASSROOM furniture cost	\$ -	\$ 11,855.17
500	Number of classrooms to outfit each year	\$ -	\$ 29.00
501	Purchase or Lease Classroom Furniture?	\$ -	Purchase
502	Estimate Total Office Furniture Needs	\$ -	\$ -

503	Purchase or Lease Office Furniture?	\$ -	Purchase
504	Media Center Furniture	\$ -	\$ -
505	Purchase or Lease Media Center Furniture?	\$ -	\$ -

Other General Expenses

General Expenses		Planning Year	Year 1
Rows	Columns	C	D
513	Academic Supplies	\$ -	\$ 15.51
514	Academic Dues and Fees	\$ -	\$ -
515	Library Books, Supplies and Equipment	\$ -	\$ 7.56
516	ESE Supplies and Materials	\$ -	\$ -
517	Professional Administrative Services	\$ -	\$ 1.51
518	Non Professional Admin. Services	\$ -	\$ -
519	Office Supplies and Minor Equipment	\$ -	\$ 8.76
520	Administrative Dues and Fees	\$ -	\$ 3.03
521	Communications Utils (i.e. Phones, Internet)	\$ -	\$ 75.64
522	Communications (i.e. postage)	\$ -	\$ 7.56
523	Administrative Equipment	\$ -	\$ -

Reserve Fund

		Planning Year	Year 1
Rows	Columns	C	D
530	Reserve Fund - PERCENT OF FEFP	0%	0%
531	Reserve Fund - Total Dollars	\$ -	\$ -

<i>n</i> Sheets		Hide Sheets		Sections at each grade level				
Year 2	Year 3	Year 4	Year 5				Year 1	
E	F	G	H				D	
6	6	6	6				120	
5	5	5	5				92	
4	5	5	5				92	
4	4	5	5				69	
4	4	4	5				69	
4	4	4	5				69	
6	6	6	6				150	
6	6	6	6				0	
0	6	6	6				0	
0	0	0	0				0	
0	0	0	0				0	
0	0	0	0				0	
0	0	0	0				0	
39	46	47	49	Totals			661	

94.42857143

ESOL	FRL	ESE Student Numbers		
E	F	Year 1	Year 2	Year 3
7%	33%	16	16	16
7%	33%	13	16	16
7%	33%	13	13	16
7%	33%	9	13	13
7%	33%	9	13	13
7%	33%	9	13	13
7%	33%	20	20	20
7%	33%	0	20	20
7%	33%	0	0	20
0%	0%	0	0	0
0%	0%	0	0	0
0%	0%	0	0	0
0%	0%	0	0	0

K-3	51	58	61
4-5	18	26	26
6-8	20	40	60
9-12	0	0	0

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South Palm Beach Charter School

Classes		Total Minutes			
Year 1		Year 2		Year 3	
D		E		F	
6	180	6	180	6	180
4	120	5	150	5	150
4	120	4	120	5	150
3	90	4	120	4	120
3	90	4	120	4	120
3	90	4	120	4	120

Total Mins	690
Per Teacher	1875
Teachers Needed	0.40

810
1875
0.50

840
1875
0.50

1 Year 1

		6th Grade	7th Grade	8th Grade
		P	P	P
Students Column	Students Row	11	12	13
Core Sections Required	Class Sizes	25	25	25
	Number Students	150	0	0
	Core Courses	6 Per Week		42
	Non-Core	6 Per Week		0
	Total Courses	42 Total Teachers		7

Totals	Year 1	Year 2	Year 3
MS	7	14	21
HS	0	0	0
Totals	7	14	21



Year 3	Year 4	Year 5	Budget Function	Budget Object
F	G	H	I	J
28	29	31	5100	120
2	2	2	5100	130
2	2	2	5100	130
2	2	2	5100	130
2	2	2	5100	130
18	18	18	5100	120
0	0	0	5100	130
0	0	0	5100	130
3	3	3	5200	130

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0	0	0	5200	130
0	0	0	5100	130
2	2	2	5100	130
8	8	8	5100	130
2	2	2	5100	130

FTE Year 1	FTE Year 2	FTE Year 3	FTE Year 4	FTE Year 5	Budget Function
F	G	H	I	J	K
0	0	0	0	0	7300
1	1	1	1	1	7300
1	1	1	1	1	7300
0	0	0	0	0	6100
0	0	0	0	0	6300
0	0	0	0	0	6200
0	0	0	0	0	6500
0	1	1	1	1	5100
1	1	1	1	1	5100
1	1	1	2	2	5100
1	1	1	1	1	5100
0	0	0	0	0	5100

# Each Year 1	# Each Year 2	# Each Year 3	# Each Year 4	# Each Year 5	Hrs Per Week
F	G	H	I	J	K
0.0	0.0	0.0	0.0	0.0	0.0
2.0	3.0	3.0	3.0	3.0	40.0
0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0
1.0	1.0	1.0	1.0	1.0	40.0
1.0	1.0	1.0	1.0	1.0	40.0
3.0	4.0	4.0	4.0	4.0	20.0
1.0	1.0	1.0	1.0	1.0	40.0
1.0	1.0	1.0	1.0	1.0	40.0
2.0	2.0	2.0	3.0	3.0	20.0
0.0	0.0	0.0	0.0	0.0	0.0

South Palm Beach Charter School

# Each Year 1	# Each Year 2	# Each Year 3	# Each Year 4	# Each Year 5	Hrs Per Week
D	E	F	G	H	C
0	0	0	0	0	0

0	2	2	3	3	20
0	1	1	1	1	40

Teacher Salary Amounts

	Year 1	Year 2	Year 3	Year 4	Year 5
5100	\$ 1,615,440	\$ 2,471,984	\$ 3,041,268	\$ 3,188,343	\$ 3,342,397
5200	\$ 78,000	\$ 79,560	\$ 121,727	\$ 124,161	\$ 126,645
Average Salary	\$ 39,000	\$ 39,780	\$ 40,576	\$ 41,387	\$ 42,215

5100	95%	97%	96%	96%	96%
5200	5%	3%	4%	4%	4%

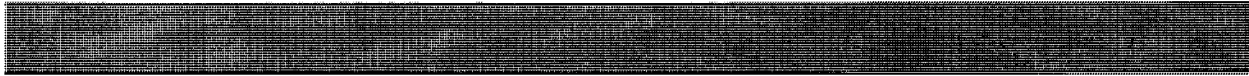
5100	41.42153846	62.14137758	74.95311468	77.03710044	79.17585965
5200	2	2	3	3	3

5100	\$ 57,990	\$ 86,998	\$ 104,934	\$ 107,852	\$ 110,846
5200	\$ 2,800	\$ 2,800	\$ 4,200	\$ 4,200	\$ 4,200

Year 2 Totals	Year 3 Totals	Year 4 Totals	Year 5 Totals	Budget Function
F	G	H	I	J
\$ 15,300.00	\$ 15,606.00	\$ 15,918.00	\$ 16,236.00	5100
\$ -	\$ -	\$ -	\$ -	5200
\$ -	\$ -	\$ -	\$ -	6100
\$ -	\$ -	\$ -	\$ -	6300
\$ -	\$ -	\$ -	\$ -	6400

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\$ -	\$ -	\$ -	\$ -	6500
\$ -	\$ -	\$ -	\$ -	7300
\$ -	\$ -	\$ -	\$ -	7600
\$ -	\$ -	\$ -	\$ -	7900
\$ -	\$ -	\$ -	\$ -	9100



dist diff --> 1.029

All Stud
ESE
Lev
Lev
W

Calculator Numbers	
MS	HS
1	1.004
\$ 4,032	\$ 4,048
\$ 1,173	\$ 835
\$ 3,506	\$ 3,168
\$ 7,023	\$ 6,685
\$ 191	
\$ 904	\$ 906
\$ 23	
\$ 564	
\$ -	
\$ -	
\$ 10	
\$ 77	
\$ 9	
\$ -	
\$ 15	
\$ -	

Row -->	265	Planning Year Increase	ES Per Student	MS Per Student
Base -->		\$ 4,031.77	1.126	1
		ESOL Codes -->	1.147	1.147
C		0.000%	\$ 4,671.43	\$ 4,148.69
C		0.000%	\$ 4,758.55	\$ 4,758.55
E		0.000%	\$ 1,047.00	\$ 1,173.00
E		0.000%	\$ 3,380.00	\$ 3,506.00
E		0.000%	\$ 6,896.00	\$ 7,023.00
D		0.000%	\$ 191.00	\$ 191.00
D		0.000%	\$ 1,363.44	\$ 930.01
D		0.000%		\$ 4,230,917.00
D		0.000%		\$ 103,698,709.00
D		0.000%		\$ -
D		0.000%		\$ -
D		0.000%		\$ 1,865,769.00
D		0.000%		\$ 13,963,927.00
D		0.000%		\$ 1,716,988.00
D		0.000%	\$ -	\$ -
			\$ 14.75	\$ 14.75
		0.000%	\$ -	\$ -
		Totals	\$ 22,322	\$ 125,498,055
		Other Per Student		

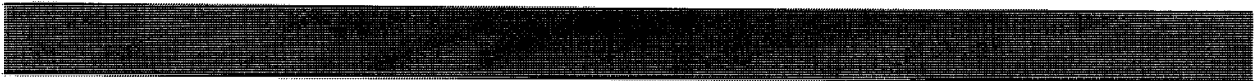
South Palm Beach Charter School

Totals Per Grade Group



Middle School	High School
N	R
\$ 472.56	\$ 625.68
\$ 472.56	\$ 625.68
\$ 472.56	\$ 625.68
\$ 472.56	\$ 625.68
\$ 472.56	\$ 625.68
\$ 472.56	\$ 625.68

Elementary	Middle School	High School
511	150	0
603	300	0
626	450	0
649	450	0
695	450	0



E
125%
\$

FRL Rate	Qualify?
33%	FALSE
Amount To Use:	\$
	\$

Year 2 Average FRL / Eligibility

FRL Students	Total Students
298	903
% To Use:	0%

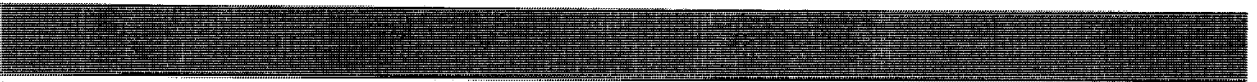
Amount



Year 2	Year 3	Year 4	Year 5
E	F	G	H

\$ 5,226.00	\$ 5,252.13	\$ 5,278.39	\$ 5,304.78
-------------	-------------	-------------	-------------

903	1076	1099	1145
\$ 4,719,078.00	\$ 5,651,291.88	\$ 5,800,950.61	\$ 6,073,973.10



I					Use these numbers
X	AG	AP	AY		
Year 2	Year 3	Year 4	Year 5	Year 1	
\$ 4,068,238.25	\$ 4,915,992.02	\$ 5,128,515.94	\$ 5,440,297.91	\$ 2,952,250.24	

South Palm Beach Charter School

\$ 140,906.88	\$ 171,400.70	\$ 178,161.97	\$ 189,343.36	\$ 97,971.00
\$ 175,922.46	\$ 213,818.85	\$ 222,757.11	\$ 236,722.50	\$ 126,251.00
\$ 1,041,832.41	\$ 1,240,432.37	\$ 1,298,519.45	\$ 1,370,796.79	\$ 844,069.78
\$ 20,948.57	\$ 25,313.91	\$ 26,408.26	\$ 28,013.72	\$ 15,202.02
\$ 513,444.20	\$ 620,437.51	\$ 647,259.72	\$ 686,609.10	\$ 372,597.59
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ 9,238.00	\$ 11,163.04	\$ 11,645.63	\$ 12,353.62	\$ 6,703.85
\$ 70,909.85	\$ 86,184.92	\$ 89,787.70	\$ 95,416.80	\$ 50,888.55
\$ 8,501.34	\$ 10,272.87	\$ 10,716.98	\$ 11,368.51	\$ 6,257.20
\$ -	\$ -	\$ -	\$ -	\$ -
\$ 13,557.36	\$ 16,364.09	\$ 16,609.56	\$ 17,625.00	\$ 9,747.00
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
				\$ 4,481,938.23



Year 2	Year 3	Year 4	Year 5
E	F	G	H
\$ -	\$ -	\$ -	\$ -
0.000%	0.000%	0.000%	0.000%
0	0	0	0
0	0	0	0

3	4	5	6
\$0.00	\$0.00	\$0.00	\$0.00
2	3	4	5
\$212,075.15	\$212,075.15	\$212,075.15	\$212,075.15
1	2	3	4
\$0.00	\$0.00	\$0.00	\$0.00
0	1	2	3
	\$0.00	\$0.00	\$0.00
0	0	1	2
		\$0.00	\$0.00
0	0	0	1
			\$0.00
\$212,075.15	\$212,075.15	\$212,075.15	\$212,075.15

7	8
6	7
\$0.00	
5	6
\$0.00	\$0.00
4	5
\$0.00	\$0.00
3	4
\$0.00	\$0.00
2	3
\$0.00	\$0.00

Year 2	Year 3	Year 4	Year 5	Function
F	G	H	J	J
\$ -	\$ -	\$ -	\$ -	3299
\$ -	\$ -	\$ -	\$ -	3440
\$ -	\$ -	\$ -	\$ -	3440
\$ -	\$ -	\$ -	\$ -	3440
\$ -	\$ -	\$ -	\$ -	3440
\$ -	\$ -	\$ -	\$ -	3495
\$ 132,633	\$ 161,204	\$ 167,943	\$ 178,471	3495
\$ -	\$ -	\$ -	\$ -	3495
\$ -	\$ -	\$ -	\$ -	3495

\$ 132,633 \$ 161,204 \$ 167,943 \$ 178,471
 O K M O
 324 341 341 341

Year 2	Year 3	Year 4	Year 5
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 132,633.00	\$ 161,204.00	\$ 167,943.00	\$ 178,471.00
\$ -	\$ -	\$ -	\$ -
\$ 132,633.00	\$ 161,204.00	\$ 167,943.00	\$ 178,471.00

0 & 3 Look up

- 17
- 18
- 19
- 20
- 21
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- 24
- 25
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- 32
- 33
- 34
- 35
- 36
- 37
- 38

Year 2	Year 3	Year 4	Year 5
E	F	G	H

South Palm Beach Charter School

\$ 1,145.81	\$ 1,170.81	\$ 1,193.51	\$ 1,216.82	
903	1076	1099	1145	
\$ 1,034,670.00	\$ 1,259,787.00	\$ 1,311,665.00	\$ 1,393,257.00	7900-360

Year 2	Year 3	Year 4	Year 5
E	F	G	H
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -

Sq. Footage:
Classrooms:
Students:
Totals

Year 2	Year 3	Year 4	Year 5
E	F	G	H
\$ 68,700.00	\$ 68,700.00	\$ 68,700.00	\$ 68,700.00
\$ 1.80	\$ 1.83	\$ 1.87	\$ 1.91
\$ 45.78	\$ 39.19	\$ 39.14	\$ 38.32
\$ 130.77	\$ 113.09	\$ 112.79	\$ 110.45
\$ 5,100.00	\$ 5,202.00	\$ 5,306.04	\$ 5,412.16
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 105,548.54	\$ 126,035.71	\$ 129,083.90	\$ 134,436.10
\$ 23.28	\$ 19.93	\$ 19.90	\$ 19.48
\$ 1.80	\$ 2.15	\$ 2.20	\$ 2.29



ESE School: No

FEFP
Total Income
Totals
Per Student
Total To Use
Total Fees

Year 2	Year 3	Year 4	Year 5
E	F	G	H
250	250	250	250
5.0%	5.0%	5.0%	5.0%
\$ -	\$ -	\$ -	\$ -
0%	0%	0%	0%
0%	0%	0%	0%
\$ 354,680.00	\$ 424,249.00	\$ 520,663.00	\$ 543,237.00
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 15,000.00	\$ 15,300.00	\$ 15,606.00	\$ 15,918.00
\$ 5,000.00	\$ 5,100.00	\$ 5,202.00	\$ 5,306.00
\$ -	\$ -	\$ -	\$ -
\$ 7,956.00	\$ 8,115.12	\$ 8,277.42	\$ 8,442.97
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 107.23	\$ 106.93	\$ 111.28	\$ 111.07
\$ 13.00	\$ 16.00	\$ 16.00	\$ 17.00

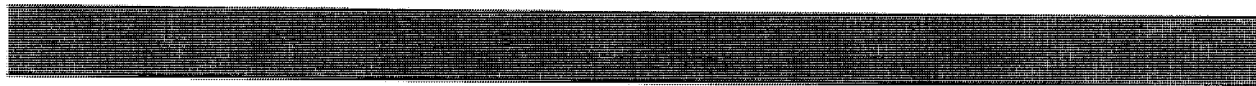
South Palm Beach Charter School

\$ 35.70	\$ 36.41	\$ 37.14	\$ 37.89	
\$ 0.77	\$ 0.78	\$ 0.80	\$ 0.81	
\$ 32,237.10	\$ 39,181.46	\$ 40,819.37	\$ 43,378.47	
\$ 52,555.50	\$ 53,606.61	\$ 54,678.74	\$ 55,772.32	
\$ -	\$ -	\$ -	\$ -	7100-330
\$ -	\$ -	\$ -	\$ -	7100-310
\$ -	\$ -	\$ -	\$ -	7100-510

Year 2	Year 3	Year 4	Year 5	
E	F	G	H	
\$ -	\$ -	\$ -	\$ -	7800-720
\$ -	\$ -	\$ -	\$ -	7800-360
0	0	0	0	7800-460
9	9	9	9	
\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	7800-390
\$ -	\$ -	\$ -	\$ -	7800-320
0	0	0	0	
0	0	0	0	
296.68	302.62	308.67	314.84	
1	1	1	1	7800-390
0	0	0	0	7800-390
0	0	0	0	
0	0	0	0	7800-390
37	44	44	46	
366.415	371.911225	377.4898934	383.1522418	7800-390

Year 2	Year 3	Year 4	Year 5
E	F	G	H
33%	33%	33%	33%
\$ 0.40	\$ 0.40	\$ 0.40	\$ 0.40
67%	67%	67%	67%
\$ 2.85	\$ 2.85	\$ 2.85	\$ 2.85
\$ 2.48	\$ 2.48	\$ 2.48	\$ 2.48
\$ 3.07	\$ 3.07	\$ 3.07	\$ 3.07
\$ -	\$ -	\$ -	\$ -

Free S
Reduced S



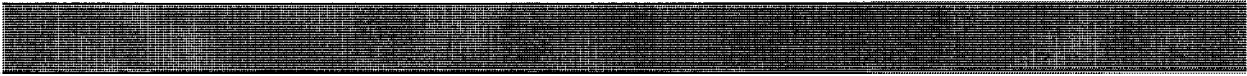
Year 2	Year 3	Year 4	Year 5	
E	F	G	H	
\$ 93.50	\$ 95.37	\$ 97.28	\$ 99.22	Total Textbooks

South Palm Beach Charter School

242	173	23	46		
3	3	3	3	5100-520	New Books
40	55	65	66	5100-520	Repl. Books
0	0	0	0	5100-520	Adoptions
903	1076	1099	1145		
\$ 102.00	\$ 104.04	\$ 106.12	\$ 108.24	5100-520	Consumables
\$ -	\$ -	\$ -	\$ -	6300-390	Curriculum
\$ -	\$ -	\$ -	\$ -	5100-690	Software
\$ 59,448.00	\$ 68,357.00	\$ 70,422.00	\$ 73,647.00	5100-690	Software
\$ 15.30	\$ 15.61	\$ 15.92	\$ 16.24	5100-520	



Year 2	Year 3	Year 4	Year 5	
E	F	G	H	
\$ 22.59	\$ 19.34	\$ 19.31	\$ 18.91	7300-360
\$ 70.00	\$ 79.00	\$ 105.00	\$ 105.00	
\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	5100-643
\$ -	\$ 37.00	\$ 37.00	\$ 36.00	
\$ 910.00	\$ 910.00	\$ 910.00	\$ 910.00	5100-643
\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	5100-360
\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	5100-360
\$ 10.00	\$ 29.00	\$ 23.00	\$ 29.00	
\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	7300-643
\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	7300-360
\$ -	\$ -	\$ -	\$ -	
\$ 10.00	\$ 7.00	\$ 1.00	\$ 2.00	5100-621
\$ -	\$ -	\$ -	\$ -	5100-643
\$ -	\$ -	\$ -	\$ -	6500-310
\$ 16,400.00	\$ 23,000.00	\$ 29,000.00	\$ -	7300-690



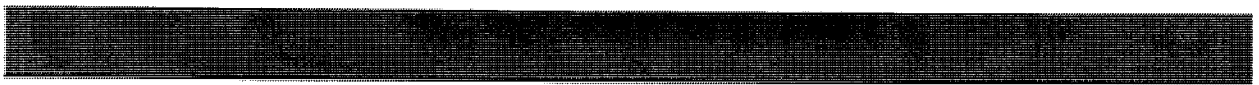
Year 2	Year 3	Year 4	Year 5	
E	F	G	H	
\$ 13,970.00	\$ 10,785.71	\$ 25,500.00	\$ 12,500.00	Total Cost
\$ 10.00	\$ 7.00	\$ 1.00	\$ 2.00	
\$ -	\$ -	\$ -	\$ -	5100-641 Use Budget
\$ -	\$ -	\$ -	\$ -	

South Palm Beach Charter School

Purchase	Purchase	Purchase	Purchase	7300-641	Use Budget
\$ -	\$ -	\$ -	\$ -		
\$ -	\$ -	\$ -	\$ -	6200-641	Use Budget



Year 2	Year 3	Year 4	Year 5	Students
E	F	G	H	
\$ 16.10	\$ 16.92	\$ 17.14	\$ 17.25	5100-510
\$ -	\$ -	\$ -	\$ -	5100-730
\$ 5.54	\$ 4.65	\$ 4.55	\$ 4.37	6200-510
\$ -	\$ -	\$ -	\$ -	5200-510
\$ 1.13	\$ 0.97	\$ 0.97	\$ 0.94	7300-310
\$ -	\$ -	\$ -	\$ -	7300-390
\$ 6.87	\$ 6.08	\$ 6.10	\$ 6.03	7300-510
\$ 2.26	\$ 1.93	\$ 1.93	\$ 1.89	7300-730
\$ 56.48	\$ 48.35	\$ 48.28	\$ 47.27	7900-370
\$ 5.65	\$ 4.83	\$ 4.83	\$ 4.73	7300-370
\$ -	\$ -	\$ -	\$ -	7300-644



Year 2	Year 3	Year 4	Year 5	FEFP
E	F	G	H	
0%	0%	0%	0%	
\$ -	\$ -	\$ -	\$ -	

Maximum Number of Students			
Year 2	Year 3	Year 4	Year 5
E	F	G	H
120	120	120	120
115	115	115	115
92	115	115	115
92	92	115	115
92	92	92	115
92	92	92	115
150	150	150	150
150	150	150	150
0	150	150	150
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
903	1076	1099	1145

112.875 119.555556 122.111111 127.222222 Average

Year 1
100%
120
92
92
69
69
69
150
0
0
0
0
0
0
661

94.42857143

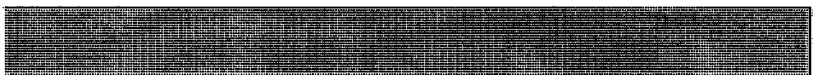


Year 4	Year 5
16	16
16	16
16	16
16	16
13	16
13	16
20	20
20	20
20	20
0	0
0	0
0	0
0	0

64	64
26	32
60	60
0	0

Gifted Students		
Year 1	Year 2	Year 3
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

0	0	0
0	0	0
0	0	0
0	0	0



Music

Year 4		Year 5	
G		H	
6	180	6	180
5	150	5	150
5	150	5	150
5	150	5	150
4	120	5	150
4	120	5	150

870
1875
0.50

930
1875
0.50

Minutes

D
30.00
30.00
30.00
30.00
30.00
30.00

9th Grade	10th Grade	11th Grade	12th Grade
P	P	P	P
14	15	16	17
25	25	25	25
0	0	0	0
0 Per Week		0	
0 Per Week		0	
0 Total Teachers		0	

2

6th Grade
Q
11
25
150
48 12
12
84

Year 4	Year 5
21	21
0	0
21	21



	Use Salary	Ann Incr	Est. Tchr Salary	Pay Unused PTO	Yes
Year 1	\$ 39,000	2.000%	\$ 39,000.00	\$ 201.00	0
Year 2	\$ 39,780	2.000%	\$ 39,780.00	\$ 205.02	0
Year 3	\$ 40,576	2.000%	\$ 40,575.60	\$ 209.12	0
Year 4	\$ 41,387	2.000%	\$ 41,387.11	\$ 213.30	0
Year 5	\$ 42,215	2.000%	\$ 42,214.85	\$ 217.57	0

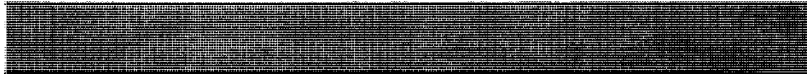
Budget Object	Yr2 Raised Salary
L	2.000%
110	\$ -
110	\$ 102,000
110	\$ 81,600
130	\$ -
130	\$ -
130	\$ -
160	\$ -
130	\$ 56,100
130	\$ 35,700
130	\$ 40,800
130	\$ 30,600
130	\$ -

Weeks Per Year	Benefits	Budget Function	Budget Object	Yr2 Raised Salary
L	M	N	O	2.000%
0.0	\$ -	7300	160	\$ -
41.0	Yes	7300	160	\$ 10.200
0.0	\$ -	7300	160	\$ -
0.0	\$ -	7300	160	\$ -
0.0	\$ -	5100	160	\$ -
0.0	\$ -	6200	160	\$ -
0.0	\$ -	5100	160	\$ -
0.0	\$ -	5100	160	\$ -
0.0	\$ -	6100	160	\$ -
0.0	\$ -	7900	160	\$ -
0.0	\$ -	7900	160	\$ -
0.0	\$ -	7900	160	\$ -
0.0	\$ -	7900	160	\$ -
38.0	No	5100	160	\$ 11.220
38.0	No	6100	160	\$ 12.240
38.0	No	6100	160	\$ 9.180
41.0	No	7300	160	\$ 10.200
38.0	No	7600	160	\$ 12.240
38.0	No	7600	160	\$ 10.200
0.0	\$ -	7900	160	\$ -

Weeks Per Year	Benefits	Budget Function	Budget Object	Yr2 Raised Salary
C				2.000%
36.00	0	7800	160	\$ -

				Yr2 Raised Salary
				2.000%
38	No	7600	160	\$ -
38	No	7600	160	\$ -

5100	5200	6100	6200	6300	6400
------	------	------	------	------	------



Students except ESOL	348	267	0	661
ESOL Students	25	21	0	
(Non Level 4 or 5)	51	38	0	
Level 4 ESE Students	0	0	0	
Level 5 ESE Students	0	0	0	
Total Students	373	288	0	
Weighted Students	420.523	291.087	0.000	
District's WFTE		198,050.23		
School's WFTE %		0.35931%		
District's UFTE		181,379.80		
School's UFTE %		0.364%		

dist diff -->

Year One Budgetting

Row -->

HS Per Student	EM Totals	MS Totals	HS Totals	Total Income
1.004				
1.147				
\$ 4,165.29	\$ 1,625,656.40	\$ 1,107,700.59	\$ -	\$ 2,733,356.99
\$ 4,758.55	\$ 118,963.72	\$ 99,929.53	\$ -	\$ 218,893.25
\$ 835.00	\$ 53,397.00	\$ 44,574.00	\$ -	\$ 97,971.00
\$ 3,168.00	\$ -	\$ -	\$ -	\$ -
\$ 6,685.00	\$ -	\$ -	\$ -	\$ -
\$ 191.00	\$ 71,243.00	\$ 55,008.00	\$ -	\$ 126,251.00
\$ 932.25	\$ 573,355.90	\$ 270,713.88	\$ -	\$ 844,069.78
		\$ 15,202.02		\$ 15,202.02
		\$ 372,597.59		\$ 372,597.59
		\$ -		\$ -
		\$ -		\$ -
		\$ 6,703.85		\$ 6,703.85
		\$ 50,888.55		\$ 50,888.55
		\$ 6,257.20		\$ 6,257.20
\$ -	\$ -	\$ -	\$ -	\$ -
\$ 14.75				\$ -
\$ -				\$ -
\$ 20,750	\$ 2,442,616	\$ 2,029,575	\$ -	\$ 4,472,191
	\$ 2,266.21	\$ 1,767.08	\$ -	

Base ->

C
C
E
E
E
D
D
D
D
D
D
D

South Palm Beach Charter School

\$ 2,697,480.10 \$ 1,774,711.12 \$ -

\$ 3,176,472.24



	CO Total
G	

Yes	\$ 281,405.78
Yes	\$ 390,191.94
Yes	\$ 470,551.48
Yes	\$ 480,027.02
Yes	\$ 498,978.10



FRL Rate	Qualify?
33%	FALSE
Amount To Use:	\$
	\$

Year 3 Average FRL / Eligibility

FRL Students	Total Students
356	1076
% To Use:	0%

Amount



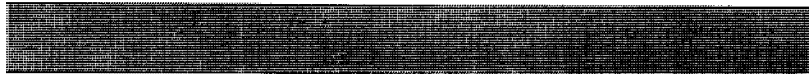
Year 2	Year 3	Year 4	Year 5
\$ 4,068,238.25	\$ 4,915,992.02	\$ 5,128,515.94	\$ 5,440,297.91

South Palm Beach Charter School

\$ 140,906.88	\$ 171,400.70	\$ 178,161.97	\$ 189,343.36
\$ 175,922.46	\$ 213,818.85	\$ 222,757.11	\$ 236,722.50
\$ 1,041,832.41	\$ 1,240,432.37	\$ 1,298,519.45	\$ 1,370,796.79
\$ 20,948.57	\$ 25,313.91	\$ 26,408.26	\$ 28,013.72
\$ 513,444.20	\$ 620,437.51	\$ 647,259.72	\$ 686,609.10
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 9,238.00	\$ 11,163.04	\$ 11,645.63	\$ 12,353.62
\$ 70,909.85	\$ 86,184.92	\$ 89,787.70	\$ 95,416.80
\$ 8,501.34	\$ 10,272.87	\$ 10,716.98	\$ 11,368.51
\$ -	\$ -	\$ -	\$ -
\$ 13,557.36	\$ 16,364.09	\$ 16,609.56	\$ 17,625.00
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 6,063,499.31	\$ 7,311,380.27	\$ 7,630,382.31	\$ 8,088,547.31



9	10	11
8	9	10
7	8	9
6	7	8
\$0.00		
5	6	7
\$0.00	\$0.00	
4	5	6
\$0.00	\$0.00	\$0.00



313
314
315
316
317
318
319
320
321
322
323
324

1 & 4 Look up

2 & 6 Look up

Q	40 AN	63 BK	
R	41 AO	64 BL	
S	42 AP	65 BM	313
T	43 AQ	66 BN	314
U	44 AR	67 BO	315
V	45 AS	68 BP	316
W	46 AT	69 BQ	317
X	47 AU	70 BR	318
Y	48 AV	71 BS	319
Z	49 AW	72 BT	320
AA	50 AX	73 BU	321
AB	51 AY	74 BV	322
AC	52 AZ	75 BW	323
AD	53 BA	76 BX	324
AE	54 BB	77 BY	
AF	55 BC	78 BZ	
AG	56 BD	79 CA	
AH	57 BE	80 CB	
AI	58 BF	81 CC	
AJ	59 BG	82 CD	
AK	60 BH	83 CE	
AL	61 BI	84 CF	



South Palm Beach Charter School

0	68700	68700	68700	68700	68700
	29	39	46	47	49
	661	903	1076	1099	1145

Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
---------------	--------	--------	--------	--------	--------

\$ -	\$ 120,912.00	\$ 123,330.24	\$ 125,796.84	\$ 128,312.78	\$ 130,879.04
\$ -	\$ 40,532.52	\$ 41,339.34	\$ 42,168.44	\$ 43,014.86	\$ 43,876.40
\$ -	\$ 4,999.89	\$ 5,100.03	\$ 5,202.14	\$ 5,301.13	\$ 5,412.05
\$ -	\$ 5,000.00	\$ 5,100.00	\$ 5,202.00	\$ 5,306.04	\$ 5,412.16
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ 76,147.20	\$ 105,548.54	\$ 126,035.71	\$ 129,083.90	\$ 134,436.10
\$ -	\$ 20,609.98	\$ 21,021.84	\$ 21,444.68	\$ 21,870.10	\$ 22,304.60
\$ -	\$ 89,310.00	\$ 123,660.00	\$ 147,705.00	\$ 151,140.00	\$ 157,323.00

	\$ 4,481,938	\$ 6,063,499	\$ 7,311,380	\$ 7,630,382	\$ 8,088,547
\$ -	\$ 5,919,713	\$ 6,848,797	\$ 8,255,056	\$ 8,597,060	\$ 9,098,240

Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
	\$ 6,780.54	\$ 6,714.84	\$ 6,794.96	\$ 6,943.02	\$ 7,064.23
	\$ 1,695,135	\$ 1,678,710	\$ 1,698,741	\$ 1,735,756	\$ 1,766,058
	\$ 84,757	\$ 83,935	\$ 84,937	\$ 86,788	\$ 88,303
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ 51,422.00	\$ 354,680.00	\$ 424,249.00	\$ 520,663.00	\$ 543,237.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ 15,000.00	\$ 15,300.00	\$ 15,606.00	\$ 15,918.00

\$ -	\$ 36,399.60	\$ 50,183.64	\$ 61,591.68	\$ 64,097.28	\$ 67,974.84
------	--------------	--------------	--------------	--------------	--------------

South Palm Beach Charter School

\$ - \$ 23,135.00 \$ 32,237.10 \$ 39,181.46 \$ 40,819.37 \$ 43,378.47
 \$ - \$ 51,525.00 \$ 52,555.50 \$ 53,606.61 \$ 54,678.74 \$ 55,772.32

\$ - \$ - \$ - \$ - \$ - \$ -

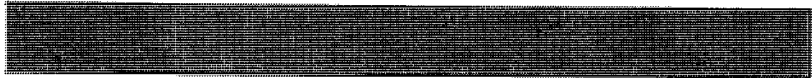
\$ - \$ - \$ - \$ - \$ - \$ -
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\$ - \$ - \$ - \$ - \$ - \$ -
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27 37 44 44 46
 0.490909091 0.672727273 0.8 0.8 0.836363636

\$ 52,357 \$ 53,402 \$ 54,472 \$ 55,561 \$ 56,671
 \$ - \$ - \$ - \$ - \$ -
 \$ - \$ - \$ - \$ - \$ -
 \$ 9,747.00 \$ 13,557.36 \$ 16,364.09 \$ 16,609.56 \$ 17,625.00

Von FRL Students	442	605	720	735	765
FRL Students	219	298	356	364	380
Students (2/3 FRL)	146	199	237	243	253
Students (1/3 FRL)	73	99	119	121	127
Free Lunches	48	66	78	80	83
Reduced Lunches	24	33	39	40	42
Paid Lunches	296	405	482	492	513
Total Lunches	368	504	599	612	638

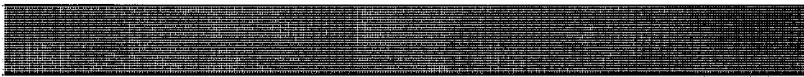


Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
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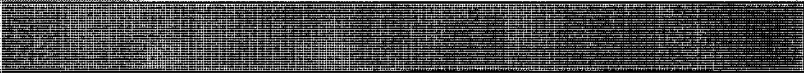
\$ - \$ 247,881.61 \$ 163,727.00 \$ 166,689.42 \$ 129,661.40 \$ 144,175.68

South Palm Beach Charter School

\$ -	\$ 181,781.61	\$ 67,881.00	\$ 49,497.03	\$ 6,712.32	\$ 13,692.36
\$ -	\$ -	\$ 3,740.00	\$ 5,245.35	\$ 6,323.20	\$ 6,548.52
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ 66,100.00	\$ 92,106.00	\$ 111,947.04	\$ 116,625.88	\$ 123,934.80
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ 47,745.00	\$ 59,448.00	\$ 68,357.00	\$ 70,422.00	\$ 73,647.00
\$ -	\$ 9,915.00	\$ 13,815.90	\$ 16,792.06	\$ 17,494.01	\$ 18,590.77



Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
\$ -	\$ 20,000.00	\$ 20,400.00	\$ 20,808.00	\$ 21,224.00	\$ 21,649.00
\$ -	\$ 131,950.00	\$ 45,500.00	\$ 51,350.00	\$ 68,250.00	\$ 68,250.00
\$ -	\$ 100,100.00	\$ -	\$ 33,670.00	\$ 33,670.00	\$ 32,760.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ 37,400.00	\$ 8,500.00	\$ 24,650.00	\$ 19,550.00	\$ 24,650.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -



Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
\$ -	\$ 343,800.00	\$ 139,700.00	\$ 75,500.00	\$ 25,500.00	\$ 25,000.00
\$ -	\$ 343,800.00	\$ 139,700.00	\$ 75,500.00	\$ 25,500.00	\$ 25,000.00

South Palm Beach Charter School

\$ - \$ - \$ - \$ - \$ - \$ - \$ - \$ -

\$ - \$ - \$ - \$ - \$ - \$ - \$ - \$ -

Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
	661	903	1076	1099	1145

\$ - \$ 10,250.00 \$ 14,535.00 \$ 18,207.00 \$ 18,836.00 \$ 19,754.00

\$ - \$ - \$ - \$ - \$ - \$ -

\$ - \$ 5,000.00 \$ 5,000.00 \$ 5,000.00 \$ 5,000.00 \$ 5,000.00

\$ - \$ - \$ - \$ - \$ - \$ -

\$ - \$ 1,000.00 \$ 1,020.00 \$ 1,040.00 \$ 1,061.00 \$ 1,082.00

\$ - \$ - \$ - \$ - \$ - \$ -

\$ - \$ 5,793.00 \$ 6,205.00 \$ 6,545.00 \$ 6,706.00 \$ 6,899.00

\$ - \$ 2,000.00 \$ 2,040.00 \$ 2,081.00 \$ 2,122.00 \$ 2,165.00

\$ - \$ 50,000.00 \$ 51,000.00 \$ 52,020.00 \$ 53,060.00 \$ 54,122.00

\$ - \$ 5,000.00 \$ 5,100.00 \$ 5,202.00 \$ 5,306.04 \$ 5,412.16

\$ - \$ - \$ - \$ - \$ - \$ -

Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
	\$ 4,481,938	\$ 6,063,499	\$ 7,311,380	\$ 7,630,382	\$ 8,088,547
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

South Palm Beach Charter School

Estimated Number of Students (With open seats)			
Year 2	Year 3	Year 4	Year 5
120	120	120	120
115	115	115	115
92	115	115	115
92	92	115	115
92	92	92	115
92	92	92	115
150	150	150	150
150	150	150	150
0	150	150	150
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
903	1076	1099	1145
112.875	119.555556	122.111111	127.222222

K-3
4-8
9-12

K-3
4-8
9-12

Year 4	Year 5
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

0	0
0	0
0	0
0	0

ESOL Students		
Year 1	Year 2	Year 3
8	8	8
6	8	8
6	6	8
5	6	6
5	6	6
5	6	6
11	11	11
0	11	11
0	0	11
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

25	28	30
10	12	12
11	22	33
0	0	0

South Palm Beach Charter School

Classes	Total Minutes				
Year 1		Year 2		Year 3	
D		E		F	
6	180	6	180	6	180
4	120	5	150	5	150
4	120	4	120	5	150
3	90	4	120	4	120
3	90	4	120	4	120
3	90	4	120	4	120

Total Mins	690
Per Teacher	1875
Teachers Needed	0.40

810
1875
0.50

840
1875
0.50

Year 2

7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Q	Q	Q	Q	Q	Q
12	13	14	15	16	17
25	25	25	25	25	25
150	0	0	0	0	0
Per Week	84	0 Per Week	0	0	0
Per Week	0	0 Per Week	0	0	0
Total Teachers	14	0 Total Teachers	0	0	0

Function	Object
----------	--------

5100	120
5100	130
5100	130
5100	130
5100	130
5100	120
5100	130
5100	130
5200	130

5200	130
5100	130
5100	130
5100	130
5100	130

Yr3 Raised Salary	Yr4 Raised Salary	Yr5 Raised Salary	Function	Object
2.000%	2.000%	2.000%		
\$ -	\$ -	\$ -	7300	110
\$ 104,040	\$ 106,121	\$ 108,243	7300	110
\$ 83,232	\$ 84,897	\$ 86,595	7300	110
\$ -	\$ -	\$ -	6100	130
\$ -	\$ -	\$ -	6300	130
\$ -	\$ -	\$ -	6200	130
\$ -	\$ -	\$ -	6500	160
\$ 57,222	\$ 58,366	\$ 59,534	5100	130
\$ 36,414	\$ 37,142	\$ 37,885	5100	130
\$ 41,616	\$ 42,448	\$ 43,297	5100	130
\$ 31,212	\$ 31,836	\$ 32,473	5100	130
\$ -	\$ -	\$ -	5100	130

Yr3 Raised Salary	Yr4 Raised Salary	Yr5 Raised Salary	Function	Object
2.000%	2.000%	2.000%		
\$ -	\$ -	\$ -	7300	160
\$ 10.404	\$ 10.612	\$ 10.824	7300	160
\$ -	\$ -	\$ -	7300	160
\$ -	\$ -	\$ -	7300	160
\$ -	\$ -	\$ -	5100	160
\$ -	\$ -	\$ -	6200	160
\$ -	\$ -	\$ -	5100	160
\$ -	\$ -	\$ -	5100	160
\$ -	\$ -	\$ -	6100	160
\$ -	\$ -	\$ -	7900	160
\$ -	\$ -	\$ -	7900	160
\$ -	\$ -	\$ -	7900	160
\$ -	\$ -	\$ -	7900	160
\$ 11.444	\$ 11.673	\$ 11.907	5100	160
\$ 12.485	\$ 12.734	\$ 12.989	6100	160
\$ 9.364	\$ 9.551	\$ 9.742	6100	160
\$ 10.404	\$ 10.612	\$ 10.824	7300	160
\$ 12.485	\$ 12.734	\$ 12.989	7600	160
\$ 10.404	\$ 10.612	\$ 10.824	7600	160
\$ -	\$ -	\$ -	7900	160

Function	Object

Yr3 Raised Salary	Yr4 Raised Salary	Yr5 Raised Salary
2.000%	2.000%	2.000%
\$ -	\$ -	\$ -

Function	Object
7800	160

Yr3 Raised Salary	Yr4 Raised Salary	Yr5 Raised Salary
2.000%	2.000%	2.000%
\$ -	\$ -	\$ -
\$ -	\$ -	\$ -

Function	Object
7600	160
7600	160

6500	7100	7300	7500	7600	7800
------	------	------	------	------	------

1.029

All Students except ESOL	391	450
ESOL Students	28	34
ESE (Non Level 4 or 5)	58	66
Level 4 ESE Students	0	0
Level 5 ESE Students	0	0
Total Students	419	484
Weighted Students	472.382	488.998
District's WFTE		198,050.23
School's WFTE %		0.485%
District's UFTE		181,379.80
School's UFTE %		0.498%

266

Year Two Budgeting

Planning Year Increase	ES Per Student	MS Per Student	HS Per Student	EM Totals	MS Totals
\$ 4,112.41	1.126	1.000	1.004		
ESOL Codes -->	1.147	1.147	1.147		
2.000%	\$ 4,764.85	\$ 4,231.67	\$ 4,248.59	\$ 1,863,058.29	\$ 1,904,249.32
2.000%	\$ 4,853.72	\$ 4,853.72	\$ 4,853.72	\$ 135,904.16	\$ 165,026.48
2.000%	\$ 1,067.94	\$ 1,196.46	\$ 851.70	\$ 61,940.52	\$ 78,966.36
2.000%	\$ 3,447.60	\$ 3,576.12	\$ 3,231.36	\$ -	\$ -
2.000%	\$ 7,033.92	\$ 7,163.46	\$ 6,818.70	\$ -	\$ -
2.000%	\$ 194.82	\$ 194.82	\$ 194.82	\$ 81,629.58	\$ 94,292.88
2.000%	\$ 1,390.70	\$ 948.61	\$ 950.90	\$ 582,704.97	\$ 459,127.44
2.000%		\$ 4,315,535.34			\$ 20,948.57
2.000%		\$ 105,772,683.18			\$ 513,444.20
2.000%		\$ -			\$ -
2.000%		\$ -			\$ -
2.000%		\$ 1,903,084.38			\$ 9,238.00
2.000%		\$ 14,243,205.54			\$ 70,909.85
2.000%		\$ 1,751,327.76			\$ 8,501.34
2.000%	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ 14.75	\$ 14.75	\$ 14.75		
0.000%	\$ -	\$ -	\$ -		
Totals	\$ 22,768	\$ 128,008,016	\$ 21,165	\$ 2,725,238	\$ 3,324,704
				\$ 2,311.53	\$ 1,802.20

\$ 3,014,334.51 \$ 3,035,607.44

<i>FRL Rate</i>	<i>Qualify?</i>
33%	FALSE
Amount To Use:	\$
	\$

	<i>FRL Students</i>	<i>Total Students</i>
Year 4 Average FRL / Eligibility	364	1099
Amount	% To Use:	0%

Legal base Percent: 5%

		Totals					
		Planning Year	Year 1	Year 2	Year 3		
If All Students		\$	224,096.91	\$	303,174.97	\$	365,569.01
Fees		\$	84,756.77	\$	83,935.48	\$	84,937.04
Must be capital outlay		\$	139,340.14	\$	219,239.48	\$	280,631.98
		\$	-	\$	51,422.00	\$	354,680.00
				\$	424,249.00		

South Palm Beach Charter School

Cut off for new bus: 0.175

	Year 1	Year 2	Year 3	Year 4
Total Busses:	1	1	1	1

Total Kids	661	903	1076	1099
ESE Kids	89	124	147	150
ESE %	13%	14%	14%	14%
ESE Trans Students	\$ -	\$ -	\$ -	\$ -
ESE Reimb Rate	\$ 1,357.00	\$ -	\$ -	\$ -
ESE Reimb	\$ -	\$ -	\$ -	\$ -

PER DAY	Year 1	Year 2	Year 3	Year 4
Free Lunch Reimb	\$ 147.36	\$ 202.62	\$ 239.46	\$ 245.60
Reduced Reimb	\$ 64.08	\$ 88.11	\$ 104.13	\$ 106.80
Reduced Collections	\$ 9.60	\$ 13.20	\$ 15.60	\$ 16.00
Full Collections	\$ 843.60	\$ 1,154.25	\$ 1,373.70	\$ 1,402.20
Reimbursement	\$ 211.44	\$ 290.73	\$ 343.59	\$ 352.40
Collections	\$ 853.20	\$ 1,167.45	\$ 1,389.30	\$ 1,418.20
Total Collections	\$ 1,064.64	\$ 1,458.18	\$ 1,732.89	\$ 1,770.60
Total Cost	\$ 912.64	\$ 1,249.92	\$ 1,485.52	\$ 1,517.76

South Palm Beach Charter School

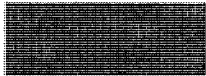

Totals	Planning	Year 1	Year 2	Year 3
	\$ -	\$ 47,745.00	\$ 59,448.00	\$ 68,357.00

	Planning Year	Year 1	Year 2	Year 3
	\$ -	\$ 232,050.00	\$ 45,500.00	\$ 85,020.00
	\$ -	\$ -	\$ -	\$ -

Classroom f

					Planning Year
Planning	FALSE	\$ -	\$ -	\$ -	
Year 1	FALSE	\$ 343,800.00	\$ -	\$ -	
Year 2	FALSE	\$ 139,700.00	\$ -	\$ -	
Year 3	FALSE	\$ 75,500.00	\$ -	\$ -	

South Palm Beach Charter School

Year 4	FALSE	\$	25,500.00	\$	-	
Year 5	FALSE	\$	25,000.00	\$	-	
						\$ -

Income Calculator Numbers

Total Kids	Total ESE	Basic ESE	Level 4	Level 5	ESOL
373	51	51	0	0	25
288	38	38	0	0	21
0	0	0	0	0	0

Year 1	Year 2	Year 3	Year 4	Year 5
373	419	442	465	465
288	484	634	634	680
0	0	0	0	0

Year 4	Year 5
8	8
8	8
8	8
8	8
6	8
6	8
11	11
11	11
11	11
0	0
0	0
0	0
0	0

32	32
12	16
33	33
0	0

FRL Students		
Year 1	Year 2	Year 3
40	40	40
30	38	38
30	30	38
23	30	30
23	30	30
23	30	30
50	50	50
0	50	50
0	0	50
0	0	0
0	0	0
0	0	0
0	0	0

123	138	146
46	60	60
50	100	150
0	0	0

W

South Palm Beach Charter School

Minutes

Year 4		Year 5	
G		H	
6	180	6	180
5	150	5	150
5	150	5	150
5	150	5	150
4	120	5	150
4	120	5	150

E
30.00
30.00
30.00
30.00
30.00
30.00

870
1875
0.50

930
1875
0.50

3 Year 3

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade
R	R	R	R	R
	11	12	13	14
	25	25	25	25
	150	150	150	0
	18 Per Week		126	0 Per Week
	18 Per Week		0	0 Per Week
	126 Total Teachers		21	0 Total Teachers

	Ping Year Salaries	Year 1 Salaries	Year 2 Salaries	Year 3 Salaries	Year 4 Salaries
Slyr Yr Row	80	80	81	82	83
		\$ 897,000	\$ 1,074,060	\$ 1,136,117	\$ 1,200,226
		\$ 39,000	\$ 79,560	\$ 81,151	\$ 82,774
		\$ 39,000	\$ 79,560	\$ 81,151	\$ 82,774
		\$ 39,000	\$ 79,560	\$ 81,151	\$ 82,774
		\$ 39,000	\$ 79,560	\$ 81,151	\$ 82,774
		\$ 234,000	\$ 477,360	\$ 730,361	\$ 744,968
		\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -
		\$ 78,000	\$ 79,560	\$ 121,727	\$ 124,161

South Palm Beach Charter School

	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -
	\$ 39,000	\$ 79,560	\$ 81,151	\$ 82,774
	\$ 117,000	\$ 159,120	\$ 324,605	\$ 331,097
	\$ 39,000	\$ 39,780	\$ 81,151	\$ 82,774

Plng Year Salaries	Year 1 Salaries	Year 2 Salaries	Year 3 Salaries	Year 4 Salaries
--------------------	-----------------	-----------------	-----------------	-----------------

\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ 100,000	\$ 102,000	\$ 104,040	\$ 106,121
\$ -	\$ 80,000	\$ 81,600	\$ 83,232	\$ 84,897
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ 56,100	\$ 57,222	\$ 58,366
\$ -	\$ 35,000	\$ 35,700	\$ 36,414	\$ 37,142
\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 84,897
\$ -	\$ 30,000	\$ 30,600	\$ 31,212	\$ 31,836
\$ -	\$ -	\$ -	\$ -	\$ -

Plng Year Salaries	Year 1 Salaries	Year 2 Salaries	Year 3 Salaries	Year 4 Salaries
--------------------	-----------------	-----------------	-----------------	-----------------

\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ 32,800	\$ 50,184	\$ 51,188	\$ 52,211
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ 16,720	\$ 17,054	\$ 17,395	\$ 17,743
\$ -	\$ 18,240	\$ 18,605	\$ 18,977	\$ 19,356
\$ -	\$ 20,520	\$ 27,907	\$ 28,465	\$ 29,035
\$ -	\$ 16,400	\$ 16,728	\$ 17,063	\$ 17,404
\$ -	\$ 18,240	\$ 18,605	\$ 18,977	\$ 19,356
\$ -	\$ 15,200	\$ 15,504	\$ 15,814	\$ 24,196
\$ -	\$ -	\$ -	\$ -	\$ -

South Palm Beach Charter School

Ping Year Salaries	Year 1 Salaries	Year 2 Salaries	Year 3 Salaries	Year 4 Salaries

Ping Year Salaries	Year 1 Salaries	Year 2 Salaries	Year 3 Salaries	Year 4 Salaries
	\$ -	\$ -	\$ -	\$ -

Ping Year Salaries	Year 1 Salaries	Year 2 Salaries	Year 3 Salaries	Year 4 Salaries
	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -

7900	9100
------	------

0
0
0
0
0
0
0
0.000

All Stud
ESE
Lev
Lev
W

dist diff --> 1.029

HS Totals	Total Income
\$ -	\$ 3,767,307.61
\$ -	\$ 300,930.64
\$ -	\$ 140,906.88
\$ -	\$ -
\$ -	\$ -
\$ -	\$ 175,922.46
\$ -	\$ 1,041,832.41
	\$ 20,948.57
	\$ 513,444.20
	\$ -
	\$ -
	\$ 9,238.00
	\$ 70,909.85
	\$ 8,501.34
\$ -	\$ -
	\$ -
	\$ -
\$ -	\$ 6,049,942

Row -->	267	Planning Year Increase	ES Per Student	MS Per Student
Base -->		\$ 4,194.65	1.126	1.000
		ESOL Codes -->	1.147	1.147
C		2.000%	\$ 4,860.15	\$ 4,316.30
C		2.000%	\$ 4,950.79	\$ 4,950.79
E		2.000%	\$ 1,089.30	\$ 1,220.39
E		2.000%	\$ 3,516.55	\$ 3,647.64
E		2.000%	\$ 7,174.60	\$ 7,306.73
D		2.000%	\$ 198.72	\$ 198.72
D		2.000%	\$ 1,418.52	\$ 967.58
D		2.000%		\$ 4,401,846.05
D		2.000%		\$ 107,888,136.84
D		2.000%		\$ -
D		2.000%		\$ -
D		2.000%		\$ 1,941,146.07
D		2.000%		\$ 14,528,069.65
D		2.000%		\$ 1,786,354.32
D		2.000%	\$ -	\$ -
			\$ 14.75	\$ 14.75
		0.000%	\$ -	\$ -
Totals			\$ 23,223	\$ 130,568,176

\$

\$ -

<i>FRL Rate</i>	<i>Qualify?</i>
33%	FALSE
Amount To Use:	\$ -
	\$ -

Year 5 Average FRL / Eligibility

Amount

<i>FRL Students</i>	<i>Total Students</i>
380	1145
% To Use:	0%

South Palm Beach Charter School

C	C	C	C	C	C
3299	3310	3355	3361	3397	3430
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0

F	F	F	F	F	F
3299	3310	3355	3361	3397	3430
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0

Year 4	Year 5
\$ 381,519.12	\$ 404,427.37
\$ 86,787.79	\$ 88,302.92
\$ 294,731.33	\$ 316,124.45
\$ 520,663.00	\$ 543,237.00

Year 5

1

1145
 156
 14%
 \$ -
 \$ -
 \$ -

Year 5

\$ 254.81
 \$ 112.14
 \$ 16.80
 \$ 1,462.05

 \$ 366.95
 \$ 1,478.85
 \$ 1,845.80
 \$ 1,582.24

PER YEAR

Year 1	Year 2	Year 3
--------	--------	--------

\$ 26,524.80	\$ 36,471.60	\$ 43,102.80
\$ 11,534.40	\$ 15,859.80	\$ 18,743.40
\$ 1,728.00	\$ 2,376.00	\$ 2,808.00
\$ 151,848.00	\$ 207,765.00	\$ 247,266.00

3261	\$ 38,059.20	\$ 52,331.40	\$ 61,846.20
3262	\$ 153,576.00	\$ 210,141.00	\$ 250,074.00
	\$ 191,635.20	\$ 262,472.40	\$ 311,920.20
7600-570	\$ 164,275.20	\$ 224,985.60	\$ 267,393.60

Year 4	Year 5
--------	--------

\$ 70,422.00 \$ 73,647.00

Year 4	Year 5
--------	--------

\$ 101,920.00 \$ 101,010.00

\$ - \$ -

Furniture

Year 1	Year 2	Year 3	Year 4	Year 5
\$ -	\$ -	\$ -	\$ -	
\$ 343,800.00	\$ -	\$ -	\$ -	\$ -
	\$ 139,700.00	\$ -	\$ -	\$ -
		\$ 75,500.00	\$ -	\$ -

South Palm Beach Charter School

				\$	25,500.00	\$	-
				\$		\$	25,000.00
\$	343,800.00	\$	139,700.00	\$	75,500.00	\$	25,500.00
				\$	25,500.00	\$	25,000.00

Basic Kids
297
229
0
661

New Students Per Grade Level			
Year 1	Year 2	Year 3	Year 4
120	0	0	0
92	23	0	0
92	0	23	0
69	23	0	23
69	23	0	0
69	23	0	0
150	0	0	0
0	150	0	0
0	0	150	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
661	242	173	23

Year 4	Year 5
40	40
38	38
38	38
38	38
30	38
30	38
50	50
50	50
50	50
0	0
0	0
0	0
0	0

154	154
60	76
150	150
0	0

World Language

South Palm Beach Charter School

Classes	Total Minutes	Year 1		Year 2		Year 3	
D		E		F			
6	180	6	180	6	180		
4	120	5	150	5	150		
4	120	4	120	5	150		
3	90	4	120	4	120		
3	90	4	120	4	120		
3	90	4	120	4	120		

Total Mins	690
Per Teacher	1875
Teachers Needed	0.40

810
1875
0.50

840
1875
0.50

11th Grade	12th Grade
R	R
16	17
25	25
0	0
0	
0	
0	

4 Year 4

6th Grade	7th Grade	8th Grade
S	S	S
11	12	13
25	25	25
150	150	150
18 Per Week		126
18 Per Week		0
126 Total Teachers		21

Combine Employees To Lower Costs:

Year 5 Salaries
84
\$ 1,308,660
\$ 84,430
\$ 84,430
\$ 84,430
\$ 84,430
\$ 759,867
\$ -
\$ -
\$ 126,645

Plng Yr No. Empl.	No		
	Year 1 No. Empl.	Year 2 No. Empl.	Year 3 No. Empl.
	23.00	27.00	28.00
	1.00	2.00	2.00
	1.00	2.00	2.00
	1.00	2.00	2.00
	1.00	2.00	2.00
	6.00	12.00	18.00
	0.00	0.00	0.00
	0.00	0.00	0.00
	2.00	2.00	3.00

South Palm Beach Charter School

\$ -		0.00	0.00	0.00
\$ -		0.00	0.00	0.00
\$ 84,430		1.00	2.00	2.00
\$ 337,719		3.00	4.00	8.00
\$ 84,430		1.00	1.00	2.00

Year 5 Salaries	Planning Year	Year 1 No. Empl.	Year 2 No. Empl.	Year 3 No. Empl.
------------------------	----------------------	-------------------------	-------------------------	-------------------------

\$ -	0.00	0.00	0.00	0.00
\$ 108,243	0.00	1.00	1.00	1.00
\$ 86,595	0.00	1.00	1.00	1.00
\$ -	0.00	0.00	0.00	0.00
\$ -	0.00	0.00	0.00	0.00
\$ -	0.00	0.00	0.00	0.00
\$ -	0.00	0.00	0.00	0.00
\$ 59,534	0.00	0.00	1.00	1.00
\$ 37,885	0.00	1.00	1.00	1.00
\$ 86,595	0.00	1.00	1.00	1.00
\$ 32,473	0.00	1.00	1.00	1.00
\$ -	0.00	0.00	0.00	0.00

Year 5 Salaries	Planning Year	Year 1 No. Empl.	Year 2 No. Empl.	Year 3 No. Empl.
------------------------	----------------------	-------------------------	-------------------------	-------------------------

\$ -	0.00	0.00	0.00	0.00
\$ 53,256	0.00	2.00	3.00	3.00
\$ -	0.00	0.00	0.00	0.00
\$ -	0.00	0.00	0.00	0.00
\$ -	0.00	0.00	0.00	0.00
\$ -	0.00	0.00	0.00	0.00
\$ -	0.00	0.00	0.00	0.00
\$ -	0.00	0.00	0.00	0.00
\$ -	0.00	0.00	0.00	0.00
\$ -	0.00	0.00	0.00	0.00
\$ -	0.00	0.00	0.00	0.00
\$ -	0.00	0.00	0.00	0.00
\$ 18,098	0.00	1.00	1.00	1.00
\$ 19,744	0.00	1.00	1.00	1.00
\$ 29,615	0.00	3.00	4.00	4.00
\$ 17,752	0.00	1.00	1.00	1.00
\$ 19,744	0.00	1.00	1.00	1.00
\$ 24,679	0.00	2.00	2.00	2.00
\$ -	0.00	0.00	0.00	0.00

South Palm Beach Charter School

Year 5 Salaries				

Year 5 Salaries				
\$ -		0	0	0

Year 5 Salaries				
\$ -		0	2	2
\$ -		0	1	1

South Palm Beach Charter School

Students except ESOL	412	589	0
ESOL Students	30	45	0
(Non Level 4 or 5)	61	86	0
Level 4 ESE Students	0	0	0
Level 5 ESE Students	0	0	0
Total Students	442	634	0
Weighted Students	498.322	640.615	0.000
District's WFTE		198,050.23	
School's WFTE %		0.575%	
District's UFTE		181,379.80	
School's UFTE %		0.593%	

dist diff -->

Year Three Budgetting

Row -->

HS Per Student	EM Totals	MS Totals	HS Totals	Total Income
1.004				
1.147				
\$ 4,333.56	\$ 2,002,382.65	\$ 2,542,299.79	\$ -	\$ 4,544,682.44
\$ 4,950.79	\$ 148,523.83	\$ 222,785.74	\$ -	\$ 371,309.57
\$ 868.73	\$ 66,447.23	\$ 104,953.47	\$ -	\$ 171,400.70
\$ 3,295.99	\$ -	\$ -	\$ -	\$ -
\$ 6,955.07	\$ -	\$ -	\$ -	\$ -
\$ 198.72	\$ 87,832.65	\$ 125,986.20	\$ -	\$ 213,818.85
\$ 969.92	\$ 626,984.99	\$ 613,447.38	\$ -	\$ 1,240,432.37
		\$ 25,313.91		\$ 25,313.91
		\$ 620,437.51		\$ 620,437.51
		\$ -		\$ -
		\$ -		\$ -
		\$ 11,163.04		\$ 11,163.04
		\$ 86,184.92		\$ 86,184.92
		\$ 10,272.87		\$ 10,272.87
\$ -	\$ -	\$ -	\$ -	\$ -
\$ 14.75				\$ -
\$ -				\$ -
\$ 21,588	\$ 2,932,171	\$ 4,362,845	\$ -	\$ 7,295,016
	\$ 2,357.78	\$ 1,838.31	\$ -	

Base -->

C
C
E
E
E
D
D
D
D
D
D
D
D

South Palm Beach Charter School

\$ 3,241,642.10 \$ 4,053,374.07 \$ -

<i>FRL Rate</i>	<i>Qualify?</i>
33%	FALSE
Amount To Use:	\$
	\$

South Palm Beach Charter School

C	C	C	C	C	C
3440	3451	3452	3453	3455	3473
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0

F	F	F	F	F	F
3440	3451	3452	3453	3455	3473
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0

Year 4	Year 5
\$ 44,208.00	\$ 45,865.80
\$ 19,224.00	\$ 20,185.20
\$ 2,880.00	\$ 3,024.00
\$ 252,396.00	\$ 263,169.00
\$ 63,432.00	\$ 66,051.00
\$ 255,276.00	\$ 266,193.00
\$ 318,708.00	\$ 332,244.00
\$ 273,196.80	\$ 284,803.20

	Year 1	Year 2
Income	\$ 191,635.20	\$ 262,472.40
Expenses	\$ 164,275.20	\$ 224,985.60
Staff	36982.368	37717.69536
Revenue/Loss	\$ (9,622.37)	\$ (230.90)

Office Furniture

						Planning Year	Year 1
Planning	FALSE	\$	-	\$	-	\$ -	\$ -
Year 1	FALSE	\$	-	\$	-		\$ -
Year 2	FALSE	\$	-	\$	-		
Year 3	FALSE	\$	-	\$	-		

South Palm Beach Charter School

Year 4	FALSE	\$	-	\$	-	
Year 5	FALSE	\$	-	\$	-	
			\$	-	\$	-

Year 5

0
0
0
0
23
23
0
0
0
0
0
0
0
0
46

	Y1	Y2	Y3
Kind	Kind	Kind	Kind
1st	1st	1st	1st
2nd	2nd	2nd	2nd
3rd	3rd	3rd	3rd
4th	4th	4th	4th
5th	5th	5th	5th
6th	6th	6th	6th
7th		7th	7th
8th			8th
9th			
10th			
11th			
12th			

South Palm Beach Charter School

Year 4		Year 5	
G		H	
6	180	6	180
5	150	5	150
5	150	5	150
5	150	5	150
4	120	5	150
4	120	5	150

870
1875
0.50

930
1875
0.50

Minutes

F
150.00
150.00
150.00
150.00
150.00
150.00

9th Grade	10th Grade	11th Grade	12th Grade
S	S	S	S
14	15	16	17
25	25	25	25
0	0	0	0
0 Per Week		0	
0 Per Week		0	
0 Total Teachers		0	

5

6th Grade
T
11
25
150
18
18
126

Year 4 No. Empl.	Year 5 No. Empl.
------------------	------------------

29.00	31.00
2.00	2.00
2.00	2.00
2.00	2.00
2.00	2.00
2.00	2.00
18.00	18.00
0.00	0.00
0.00	0.00
3.00	3.00

Plng Yr Inc Bens	Year 1 Inc Bens	Year 2 Inc Bens
------------------	-----------------	-----------------

0.00	23.00	27.00
0.00	1.00	2.00
0.00	1.00	2.00
0.00	1.00	2.00
0.00	1.00	2.00
0.00	1.00	2.00
0.00	6.00	12.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	2.00	2.00

South Palm Beach Charter School

0.00	0.00
0.00	0.00
2.00	2.00
8.00	8.00
2.00	2.00

0.00	0.00	0.00
0.00	0.00	0.00
0.00	1.00	2.00
0.00	3.00	4.00
0.00	1.00	1.00

Year 4 No. Empl.	Year 5 No. Empl.
------------------	------------------

Plng Yr Inc Bens	Year 1 Inc Bens	Year 2 Inc Bens
---------------------	--------------------	--------------------

0.00	0.00
1.00	1.00
1.00	1.00
0.00	0.00
0.00	0.00
0.00	0.00
0.00	0.00
0.00	0.00
1.00	1.00
1.00	1.00
2.00	2.00
1.00	1.00
0.00	0.00

0.00	0.00	0.00
0.00	1.00	1.00
0.00	1.00	1.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	1.00
0.00	1.00	1.00
0.00	1.00	1.00
0.00	1.00	1.00
0.00	0.00	0.00

Year 4 No. Empl.	Year 5 No. Empl.
------------------	------------------

Plng Yr Inc Bens	Year 1 Inc Bens	Year 2 Inc Bens
---------------------	--------------------	--------------------

0.00	0.00
3.00	3.00
0.00	0.00
0.00	0.00
0.00	0.00
0.00	0.00
0.00	0.00
0.00	0.00
0.00	0.00
0.00	0.00
0.00	0.00
0.00	0.00
0.00	0.00
0.00	0.00
0.00	0.00
1.00	1.00
1.00	1.00
4.00	4.00
1.00	1.00
1.00	1.00
3.00	3.00
0.00	0.00

0.00	0.00	0.00
0.00	2.00	3.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00

Ping Yr Inc Bens	Year 1 Inc Bens	Year 2 Inc Bens
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00

0	0

Ping Yr Inc Bens	Year 1 Inc Bens	Year 2 Inc Bens
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00

3	3
1	1

Ping Yr Inc Bens	Year 1 Inc Bens	Year 2 Inc Bens
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00



1.029

All Students except ESOL	433	589
ESOL Students	32	45
ESE (Non Level 4 or 5)	64	86
Level 4 ESE Students	0	0
Level 5 ESE Students	0	0
Total Students	465	634
Weighted Students	524.262	640.615
District's WFTE		198,050.23
School's WFTE %		0.588%
District's UFTE		181,379.80
School's UFTE %		0.606%

268

Year Four Budgetting

Planning Year Increase	ES Per Student	MS Per Student	HS Per Student	EM Totals	MS Totals
\$ 4,278.55	1.126	1.000	1.004		
ESOL Codes -->	1.147	1.147	1.147		
2.000%	\$ 4,957.36	\$ 4,402.62	\$ 4,420.23	\$ 2,146,534.76	\$ 2,593,145.79
2.000%	\$ 5,049.81	\$ 5,049.81	\$ 5,049.81	\$ 161,593.93	\$ 227,241.46
2.000%	\$ 1,111.08	\$ 1,244.80	\$ 886.11	\$ 71,109.43	\$ 107,052.54
2.000%	\$ 3,586.88	\$ 3,720.60	\$ 3,361.91	\$ -	\$ -
2.000%	\$ 7,318.09	\$ 7,452.86	\$ 7,094.18	\$ -	\$ -
2.000%	\$ 202.69	\$ 202.69	\$ 202.69	\$ 94,251.19	\$ 128,505.92
2.000%	\$ 1,446.89	\$ 986.93	\$ 989.31	\$ 672,803.12	\$ 625,716.32
2.000%		\$ 4,489,882.97			\$ 26,408.26
2.000%		\$ 110,045,899.58			\$ 647,259.72
2.000%		\$ -			\$ -
2.000%		\$ -			\$ -
2.000%		\$ 1,979,968.99			\$ 11,645.63
2.000%		\$ 14,818,631.04			\$ 89,787.70
2.000%		\$ 1,822,081.40			\$ 10,716.98
2.000%	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ 14.75	\$ 14.75	\$ 14.75		
0.000%	\$ -	\$ -	\$ -		
Totals	\$ 23,688	\$ 133,179,589	\$ 22,019	\$ 3,146,292	\$ 4,467,480
				\$ 2,404.94	\$ 1,875.07

South Palm Beach Charter School

\$ 3,478,781.52 \$ 4,134,991.24

South Palm Beach Charter School

Year 1

C	C	C	C
3492	3493	3495	3498
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0

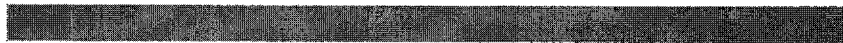
D
3230
0
0
0
0
0
0
0
0
0
0
0

Year 2

F	F	F	F
3492	3493	3495	3498
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	161204	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	161204	0

G
3230
0
0
0
0
0
0
0
0
0
0
0

Year 3	Year 4	Year 5
\$ 311,920.20	\$ 318,708.00	\$ 332,244.00
\$ 267,393.60	\$ 273,196.80	\$ 284,803.20
38467.72927	48213.70866	49160.70283
\$ 6,058.87	\$ (2,702.51)	\$ (1,719.90)



	Year 2	Year 3	Year 4	Year 5
\$	-	\$ -	\$ -	
\$	-	\$ -	\$ -	\$ -
\$	-	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -

Planning
 Year 1
 Year 2
 Year 3

South Palm Beach Charter School

					\$	-	\$	-
					\$	-	\$	-
\$	-	\$	-	\$	-	\$	-	

Year 4
Year 5

Y4 Kind 1st 2nd 3rd 4th 5th 6th 7th 8th

Y5 Kind 1st 2nd 3rd 4th 5th 6th 7th 8th

Year 1 Grade Levels		Year 2 Gra
	6th	
Kind	6th	Kind
Kind	6th	Kind
Kind	6th	Kind
Kind	6th	Kind
Kind	6th	Kind
Kind	6th	Kind
Kind	6th	Kind
Kind		Kind
Kind		Kind
Kind		Kind
Kind		Kind
Kind		Kind
Kind		Kind
Kind		Kind
Kind		Kind
Kind-6th	7	Kind-7th

South Palm Beach Charter School

Classes	Total Minutes				
Year 1		Year 2		Year 3	
D		E		F	
6	900	6	900	6	900
4	600	5	750	5	750
4	600	4	600	5	750
3	450	4	600	4	600
3	450	4	600	4	600
3	450	4	600	4	600

Total Mins	3450
Per Teacher	1875
Teachers Needed	1.90

	4050
	1875
	2.20

	4200
	1875
	2.30

Year 5

7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
T	T	T	T	T	T
12	13	14	15	16	17
25	25	25	25	25	25
150	150	0	0	0	0
Per Week	126	0	0	0	0
Per Week	0	0	0	0	0
Total Teachers	21	0	0	0	0

Year 3 Inc Bens	Year 4 Inc Bens	Year 5 Inc Bens
--------------------	--------------------	--------------------

28.00	29.00	31.00
2.00	2.00	2.00
2.00	2.00	2.00
2.00	2.00	2.00
2.00	2.00	2.00
18.00	18.00	18.00
0.00	0.00	0.00
0.00	0.00	0.00
3.00	3.00	3.00

0.00	0.00	0.00
0.00	0.00	0.00
2.00	2.00	2.00
8.00	8.00	8.00
2.00	2.00	2.00

Year 3 Inc Bens	Year 4 Inc Bens	Year 5 Inc Bens
----------------------------	----------------------------	----------------------------

0.00	0.00	0.00
1.00	1.00	1.00
1.00	1.00	1.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
1.00	1.00	1.00
1.00	1.00	1.00
1.00	2.00	2.00
1.00	1.00	1.00
0.00	0.00	0.00

Year 3 Inc Bens	Year 4 Inc Bens	Year 5 Inc Bens
----------------------------	----------------------------	----------------------------

0.00	0.00	0.00
3.00	3.00	3.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00

Year 3 Inc Bens	Year 4 Inc Bens	Year 5 Inc Bens
--------------------	--------------------	--------------------

0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00

Year 3 Inc Bens	Year 4 Inc Bens	Year 5 Inc Bens
--------------------	--------------------	--------------------

0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00

Year 3 Inc Bens	Year 4 Inc Bens	Year 5 Inc Bens
--------------------	--------------------	--------------------

0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00

0
0
0
0
0
0
0
0.000

dist diff --> 1.029

All Stud
ESE
Lev
Lev
W

HS Totals	Total Income
\$ -	\$ 4,739,680.55
\$ -	\$ 388,835.39
\$ -	\$ 178,161.97
\$ -	\$ -
\$ -	\$ -
\$ -	\$ 222,757.11
\$ -	\$ 1,298,519.45
	\$ 26,408.26
	\$ 647,259.72
	\$ -
	\$ -
	\$ 11,645.63
	\$ 89,787.70
	\$ 10,716.98
\$ -	\$ -
	\$ -
	\$ -
\$ -	\$ 7,613,773

Row -->	269	Planning Year Increase	ES Per Student	MS Per Student
Base -->		\$ 4,364.12	1.126	1.000
		ESOL Codes -->	1.147	1.147
C	2.000%	\$ 5,056.50	\$ 4,490.68	
C	2.000%	\$ 5,150.81	\$ 5,150.81	
E	2.000%	\$ 1,133.31	\$ 1,269.69	
E	2.000%	\$ 3,658.62	\$ 3,795.01	
E	2.000%	\$ 7,464.45	\$ 7,601.92	
D	2.000%	\$ 206.74	\$ 206.74	
D	2.000%	\$ 1,475.83	\$ 1,006.67	
D	2.000%		\$ 4,579,680.63	
D	2.000%		\$ 112,246,817.57	
D	2.000%		\$ -	
D	2.000%		\$ -	
D	2.000%		\$ 2,019,568.37	
D	2.000%		\$ 15,115,003.66	
D	2.000%		\$ 1,858,523.03	
D	2.000%	\$ -	\$ -	
		\$ 14.75	\$ 14.75	
		0.000%	\$ -	
Totals		\$ 24,161	\$ 135,843,130	

\$

South Palm Beach Charter School

D	D	D	D	D	D
3240	3261	3262	3263	3269	3299
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0

G	G	G	G	G	G
3240	3261	3262	3263	3269	3299
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0

Media Center Furniture

					Planning Year	Year 1	Year 2
FALSE	\$	-	\$	-	\$ -	\$ -	\$ -
FALSE	\$	-	\$	-		\$ -	\$ -
FALSE	\$	-	\$	-			\$ -
FALSE	\$	-	\$	-			

South Palm Beach Charter School

FALSE	\$	-	\$	-						
FALSE	\$	-	\$	-	\$	-	\$	-	\$	-

South Palm Beach Charter School

Grade Levels	Year 3 Grade Levels		Year 4 Grade Levels		Year 5 Gr
7th		8th		8th	
7th	Kind	8th	Kind	8th	Kind
7th	Kind	8th	Kind	8th	Kind
7th	Kind	8th	Kind	8th	Kind
7th	Kind	8th	Kind	8th	Kind
7th	Kind	8th	Kind	8th	Kind
7th	Kind	8th	Kind	8th	Kind
7th	Kind	8th	Kind	8th	Kind
7th	Kind	8th	Kind	8th	Kind
7th	Kind	8th	Kind	8th	Kind
	Kind	8th	Kind	8th	Kind
	Kind		Kind		Kind
	Kind		Kind		Kind
	Kind		Kind		Kind
	Kind		Kind		Kind
	Kind		Kind		Kind
	Kind		Kind		Kind
	Kind		Kind		Kind
8	Kind-8th	9	Kind-8th	9	Kind-8th

Year 4		Year 5	
G		H	
6	900	6	900
5	750	5	750
5	750	5	750
5	750	5	750
4	600	5	750
4	600	5	750

4350
1875
2.40

4650
1875
2.50

Minutes

G
90.00
90.00
60.00
45.00
45.00
45.00

Students except ESOL	433	631	0
ESOL Students	32	49	0
(Non Level 4 or 5)	64	92	0
Level 4 ESE Students	0	0	0
Level 5 ESE Students	0	0	0
Total Students	465	680	0
Weighted Students	524.262	687.203	0.000
District's WFTE		198,050.23	
School's WFTE %		0.612%	
District's UFTE		181,379.80	
School's UFTE %		0.631%	

Year Five Budgetting

HS Per Student	EM Totals	MS Totals	HS Totals	Total Income
1.004				
1.147				
\$ 4,508.64	\$ 2,189,465.46	\$ 2,833,617.13	\$ -	\$ 5,023,082.59
\$ 5,150.81	\$ 164,825.81	\$ 252,389.51	\$ -	\$ 417,215.32
\$ 903.83	\$ 72,531.61	\$ 116,811.75	\$ -	\$ 189,343.36
\$ 3,429.15	\$ -	\$ -	\$ -	\$ -
\$ 7,236.06	\$ -	\$ -	\$ -	\$ -
\$ 206.74	\$ 96,136.21	\$ 140,586.29	\$ -	\$ 236,722.50
\$ 1,009.10	\$ 686,259.19	\$ 684,537.61	\$ -	\$ 1,370,796.79
		\$ 28,013.72		\$ 28,013.72
		\$ 686,609.10		\$ 686,609.10
		\$ -		\$ -
		\$ -		\$ -
		\$ 12,353.62		\$ 12,353.62
		\$ 95,416.80		\$ 95,416.80
		\$ 11,368.51		\$ 11,368.51
\$ -	\$ -	\$ -	\$ -	\$ -
\$ 14.75				\$ -
\$ -				\$ -
\$ 22,459	\$ 3,209,218	\$ 4,861,704	\$ -	\$ 8,070,922
	\$ 2,453.04	\$ 1,912.67	\$ -	

South Palm Beach Charter School

\$ 3,547,820.20 \$ 4,523,102.10 \$ -

South Palm Beach Charter School

D	D	D	D	D	D
3310	3355	3361	3397	3430	3440
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0

G	G	G	G	G	G
3310	3355	3361	3397	3430	3440
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0



	Year 3	Year 4	Year 5
\$	-	\$ -	
\$	-	\$ -	\$ -
\$	-	\$ -	\$ -
\$	-	\$ -	\$ -

South Palm Beach Charter School

\$	-	\$	=	\$	-
\$		\$		\$	-
\$		\$		\$	-

Grade Levels
8th
8th
8th
8th
8th
8th
8th
8th
8th
8th
9

Rdg Spec

South Palm Beach Charter School

Classes		Total Minutes				
Year 1		Year 2		Year 3		
D		E		F		
6	540	6	540	6		
4	360	5	450	5		
4	240	4	240	5		
3	135	4	180	4		
3	135	4	180	4		
3	135	4	180	4		

Total Mins	1545
Per Teacher	1875
Teachers Needed	0.90

1770
1875
1.00

Total Students
Weighted Students
District's WFTE
School's WFTE %
District's UFTE
School's UFTE %

75% ESE Students				
Year 1 Rates	Year 2 Rates	Year 3 Rates	Year 4 Rates	Year 5 Rates
J	S	AB	AK	AT

\$ 4,148.69	\$ 4,231.67	\$ 4,316.30	\$ 4,402.62	\$ 4,490.68
\$ 4,758.55	\$ 4,853.72	\$ 4,950.79	\$ 5,049.81	\$ 5,150.81
\$ 1,173.00	\$ 1,196.46	\$ 1,220.39	\$ 1,244.80	\$ 1,269.69
\$ 3,506.00	\$ 3,576.12	\$ 3,647.64	\$ 3,720.60	\$ 3,795.01
\$ 7,023.00	\$ 7,163.46	\$ 7,306.73	\$ 7,452.86	\$ 7,601.92
\$ 191.00	\$ 194.82	\$ 198.72	\$ 202.69	\$ 206.74
Different rates for different grade levels				
\$ 4,230,917.00	\$ 4,315,535.34	\$ 4,401,846.05	\$ 4,489,882.97	\$ 4,579,680.63
\$ 103,698,709.00	\$ 105,772,683.18	\$ 107,888,136.84	\$ 110,045,899.58	\$ 112,246,817.57
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ 1,865,769.00	\$ 1,903,084.38	\$ 1,941,146.07	\$ 1,979,968.99	\$ 2,019,568.37
\$ 13,963,927.00	\$ 14,243,205.54	\$ 14,528,069.65	\$ 14,818,631.04	\$ 15,115,003.66
\$ 1,716,988.00	\$ 1,751,327.76	\$ 1,786,354.32	\$ 1,822,081.40	\$ 1,858,523.03
\$ -	\$ -	\$ -	\$ -	\$ -
\$ 14.75	\$ 14.75	\$ 14.75	\$ 14.75	\$ 14.75
\$ -	\$ -	\$ -	\$ -	\$ -

Total F

D	D	D	D	D
3451	3452	3453	3455	3473
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0

G	G	G	G	G
3451	3452	3453	3455	3473
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0

South Palm Beach Charter School

	Year 4		Year 5	
	G		H	
540	6	540	6	540
450	5	450	5	450
300	5	300	5	300
180	5	225	5	225
180	4	180	5	225
180	4	180	5	225

1830
1875
1.00

1875
1875
1.00

1965
1875
1.10

South Palm Beach Charter School

ES	373	419	442	465	465
MS	288	484	634	634	680
HS	0	0	0	0	0
	89%	306986			

661	903	1076	1099	1145
661.000	903.000	1076.000	1099.000	1145.000
198,050.23	198,050.23	198,050.23	198,050.23	198,050.23
0.334%	0.456%	0.543%	0.555%	0.578%
181,379.80	181,379.80	181,379.80	181,379.80	181,379.80
0.364%	0.498%	0.593%	0.606%	0.631%

Year 1 Total	Year 2 Total	Year 3 Total	Year 4 Total	Year 5 Total
661	903	1076	1099	1145

\$ 2,742,284.97	\$ 3,821,193.64	\$ 4,644,337.14	\$ 4,838,484.25	\$ 5,141,825.07
\$ 126,251.00	\$ 175,922.46	\$ 213,818.85	\$ 222,757.11	\$ 236,722.50
\$ 776,404.30	\$ 1,041,832.41	\$ 1,240,432.37	\$ 1,298,519.45	\$ 1,370,796.79
\$ 14,120.84	\$ 19,676.46	\$ 23,915.08	\$ 24,914.80	\$ 26,476.79
\$ 346,098.29	\$ 482,265.20	\$ 586,152.49	\$ 610,655.41	\$ 648,939.44
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ 6,227.07	\$ 8,677.02	\$ 10,546.18	\$ 10,987.04	\$ 11,675.86
\$ 50,888.55	\$ 70,909.85	\$ 86,184.92	\$ 89,787.70	\$ 95,416.80
\$ 5,730.51	\$ 7,985.09	\$ 9,705.20	\$ 10,110.91	\$ 10,744.79
\$ -	\$ -	\$ -	\$ -	\$ -
\$ 9,747.00	\$ 13,315.49	\$ 15,866.52	\$ 16,205.68	\$ 16,883.99
\$ -	\$ -	\$ -	\$ -	\$ -

EFP for 75% ESE:	\$ 4,077,752.54	\$ 5,641,777.62	\$ 6,830,958.74	\$ 7,122,422.34	\$ 7,559,482.03
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South Palm Beach Charter School

Year 2

	D	D	D
	3493	3495	3498
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	95184	0
	0	0	0
	0	0	0
	0	0	0
	0	95184	0

E
3230
0
0
0
0
0
0
0
0
0
0
0
0
0
0

Year 3

	G	G	G
	3493	3495	3498
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	167943	0
	0	0	0
	0	0	0
	0	0	0
	0	167943	0

H
3230
0
0
0
0
0
0
0
0
0
0
0
0
0
0

Other 1

South Palm Beach Charter School

Minutes	Classes	Total Minutes			
	Year 1		Year 2		Year
H	D		E		F
0.00	6	0	6	0	6
0.00	4	0	5	0	5
0.00	4	0	4	0	5
0.00	3	0	4	0	4
0.00	3	0	4	0	4
0.00	3	0	4	0	4

Total Mins	0
Per Teacher	1875
Teachers Needed	0.00

0
1875
0.00

South Palm Beach Charter School

E	E	E	E	E	E
3240	3261	3262	3263	3269	3299
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0

H	H	H	H	H	H
3240	3261	3262	3263	3269	3299
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0

South Palm Beach Charter School

Year 3	Year 4		Year 5	
	G		H	
0	6	0	6	0
0	5	0	5	0
0	5	0	5	0
0	5	0	5	0
0	4	0	5	0
0	4	0	5	0

0
1875
0.00

0
1875
0.00

0
1875
0.00

South Palm Beach Charter School

E	E	E	E	E	E
3310	3355	3361	3397	3430	3440
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0

H	H	H	H	H	H
3310	3355	3361	3397	3430	3440
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0

South Palm Beach Charter School

Minutes	Classes	Total Minutes			
	Year 1		Year 2		Year
I	D		E		F
0.00	6	0	6	0	6
0.00	4	0	5	0	5
0.00	4	0	4	0	5
0.00	3	0	4	0	4
0.00	3	0	4	0	4
0.00	3	0	4	0	4

Total Mins	0
Per Teacher	1875
Teachers Needed	0.00

0
1875
0.00

South Palm Beach Charter School

E	E	E	E	E	E
3451	3452	3453	3455	3473	3492
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0

H	H	H	H	H	H
3451	3452	3453	3455	3473	3492
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0

South Palm Beach Charter School

Year 3	Year 4		Year 5	
	G		H	
0	6	0	6	0
0	5	0	5	0
0	5	0	5	0
0	5	0	5	0
0	4	0	5	0
0	4	0	5	0

0
1875
0.00

0
1875
0.00

0
1875
0.00

South Palm Beach Charter School

E	E	E
3493	3495	3498
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	132633	0
0	0	0
0	0	0
0	132633	0

H	H	H
3493	3495	3498
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	178471	0
0	0	0
0	0	0
0	178471	0

**Palm Beach 15 - C1145 K-8's Five Year Budget Projections
Planning Year Cash Flow Estimates**

Func	Obj	Description	Planning Year Total	Jan	Feb	Mar	Apr	May	Jun	Total
FEPP Calculations										
		3310 FEPP - Base Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3310 FEPP - ESE Guarantee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3310 FEPP - Supplemental Academic Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3310 FEPP - Class Size Reductions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3310 FEPP - Other FEPP (WTFE Share)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3310 FEPP - Discretionary Local Effort	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3310 FEPP - Discretionary Millage Compression	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3310 FEPP - Proration to Funds Available	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3310 FEPP - Discretionary Lottery	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3310 FEPP - Instructional Materials Allocation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3310 FEPP - Digital Classroom Allocation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3492 Transportation (All Riders)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3492 Transportation (ESE Student Riders)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3240 Title I Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		Other Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3230 IDEA Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3240 Title I Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3261 School Lunch Reimbursements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3262 School Breakfast Reimbursements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3263 After School Snack Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3269 Other Food Service Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3289 Misc. Federal through State	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3310 Florida Ed. Finance Program (FEPP)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3355 Class Size Reduction Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3361 School Recognition Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3397 Capital Outlay Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3430 Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3440 Gifts, Grants and Bequests	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3451 School Lunch Collections	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3452 Student Breakfast Collections	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3453 Adult Breakfast/Lunch Collections	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3455 Student Snack Collections	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3473 School-Aged Child Care Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3492 Transportation Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3493 Sale of Junk	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3498 Other Miscellaneous Local Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3498 Collection for lost materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3720 Financing / Loan Proceeds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		Total Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Expense Estimates										
Function 5100 - Basic Instruction										
5100		Description	Planning Year Total	Jan	Feb	Mar	Apr	May	Jun	Total
		110 Administrator Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		120 Classroom Teacher Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		130 Other Certified Staff Member	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		140 Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		150 Paraprofessionals	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		160 Other Support Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		210 Retirement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		220 FICA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		230 Group Insurance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		240 Worker's Compensation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		250 Unemployment Compensation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		290 Other Employee Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		310 Professional and Technical Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		320 Insurance and Bond Premiums	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		330 Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		350 Repairs and Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

South Palm Beach Charter School

Function	5200 - Exceptional Education	5200 Sub Total	6100 - Pupil Services	6100 Sub Total
5100	360 Rentals	\$ -	\$ -	\$ -
5100	370 Communications	\$ -	\$ -	\$ -
5100	380 Public Utilities	\$ -	\$ -	\$ -
5100	390 Other Purchased Services	\$ -	\$ -	\$ -
5100	430 Electricity	\$ -	\$ -	\$ -
5100	510 Supplies	\$ -	\$ -	\$ -
5100	520 Textbooks	\$ -	\$ -	\$ -
5100	530 Periodicals	\$ -	\$ -	\$ -
5100	570 Food	\$ -	\$ -	\$ -
5100	590 Other Materials and Supplies	\$ -	\$ -	\$ -
5100	610 Library Books	\$ -	\$ -	\$ -
5100	621 AV Materials-Capitalized	\$ -	\$ -	\$ -
5100	622 AV Materials (Non Capitalized)	\$ -	\$ -	\$ -
5100	630 Building/Fixed Equipment	\$ -	\$ -	\$ -
5100	641 Furniture, Fixtures-Capitalized	\$ -	\$ -	\$ -
5100	642 Furniture, Fixtures (Non Capitalized)	\$ -	\$ -	\$ -
5100	643 Computer Hardware-Capitalized	\$ -	\$ -	\$ -
5100	644 Computer Hardware (Non Capitalized)	\$ -	\$ -	\$ -
5100	680 Remodeling/Renovations	\$ -	\$ -	\$ -
5100	690 Computer Software	\$ -	\$ -	\$ -
5100	720 Interest Payment / Debt Service	\$ -	\$ -	\$ -
5100	730 Dues and Fees	\$ -	\$ -	\$ -
5100	750 Other Personnel Services	\$ -	\$ -	\$ -
5100	790 Miscellaneous Expenses	\$ -	\$ -	\$ -
5100 Sub Total		\$ -	\$ -	\$ -
Function 5200 - Exceptional Education		\$ -	\$ -	\$ -
5200	110 Administrator Salaries	\$ -	\$ -	\$ -
5200	120 Classroom Teacher Salaries	\$ -	\$ -	\$ -
5200	130 Other Certified Staff Member	\$ -	\$ -	\$ -
5200	140 Substitute Teachers	\$ -	\$ -	\$ -
5200	150 Paraprofessionals	\$ -	\$ -	\$ -
5200	160 Other Support Personnel	\$ -	\$ -	\$ -
5200	210 Retirement	\$ -	\$ -	\$ -
5200	220 FICA	\$ -	\$ -	\$ -
5200	230 Group Insurance	\$ -	\$ -	\$ -
5200	240 Worker's Compensation	\$ -	\$ -	\$ -
5200	250 Unemployment Compensation	\$ -	\$ -	\$ -
5200	290 Other Employee Benefits	\$ -	\$ -	\$ -
5200	310 Professional and Technical Services	\$ -	\$ -	\$ -
5200	320 Insurance and Bond Premiums	\$ -	\$ -	\$ -
5200	330 Travel	\$ -	\$ -	\$ -
5200	350 Repairs and Maintenance	\$ -	\$ -	\$ -
5200	360 Rentals	\$ -	\$ -	\$ -
5200	370 Communications	\$ -	\$ -	\$ -
5200	380 Public Utilities	\$ -	\$ -	\$ -
5200	390 Other Purchased Services	\$ -	\$ -	\$ -
5200	430 Electricity	\$ -	\$ -	\$ -
5200	510 Supplies	\$ -	\$ -	\$ -
5200	520 Textbooks	\$ -	\$ -	\$ -
5200	530 Periodicals	\$ -	\$ -	\$ -
5200	570 Food	\$ -	\$ -	\$ -
5200	590 Other Materials and Supplies	\$ -	\$ -	\$ -
5200	610 Library Books	\$ -	\$ -	\$ -
5200	621 AV Materials-Capitalized	\$ -	\$ -	\$ -
5200	622 AV Materials (Non Capitalized)	\$ -	\$ -	\$ -
5200	630 Building/Fixed Equipment	\$ -	\$ -	\$ -
5200	641 Furniture, Fixtures-Capitalized	\$ -	\$ -	\$ -
5200	642 Furniture, Fixtures (Non Capitalized)	\$ -	\$ -	\$ -
5200	643 Computer Hardware-Capitalized	\$ -	\$ -	\$ -
5200	644 Computer Hardware (Non Capitalized)	\$ -	\$ -	\$ -
5200	680 Remodeling/Renovations	\$ -	\$ -	\$ -
5200	690 Computer Software	\$ -	\$ -	\$ -
5200	720 Interest Payment / Debt Service	\$ -	\$ -	\$ -
5200	730 Dues and Fees	\$ -	\$ -	\$ -
5200	750 Other Personnel Services	\$ -	\$ -	\$ -
5200	790 Miscellaneous Expenses	\$ -	\$ -	\$ -
5200 Sub Total		\$ -	\$ -	\$ -
Function 6100 - Pupil Services		\$ -	\$ -	\$ -

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Account Number	Description	Quantity	Unit Cost	Total Cost	Account Number	Description	Quantity	Unit Cost	Total Cost
6200	621 AV Materials-Capitalized	7	\$ -	\$ -	6200	621 AV Materials-Capitalized	7	\$ -	\$ -
6200	622 AV Materials (Non Capitalized)	7	\$ -	\$ -	6200	622 AV Materials (Non Capitalized)	7	\$ -	\$ -
6200	630 Building/Fixed Equipment	7	\$ -	\$ -	6200	630 Building/Fixed Equipment	7	\$ -	\$ -
6200	641 Furniture, Fixtures-Capitalized	7	\$ -	\$ -	6200	641 Furniture, Fixtures-Capitalized	7	\$ -	\$ -
6200	642 Furniture, Fixtures (Non Capitalized)	7	\$ -	\$ -	6200	642 Furniture, Fixtures (Non Capitalized)	7	\$ -	\$ -
6200	643 Computer Hardware-Capitalized	7	\$ -	\$ -	6200	643 Computer Hardware-Capitalized	7	\$ -	\$ -
6200	644 Computer Hardware (Non Capitalized)	7	\$ -	\$ -	6200	644 Computer Hardware (Non Capitalized)	7	\$ -	\$ -
6200	680 Remodeling/Renovations	3	\$ -	\$ -	6200	680 Remodeling/Renovations	3	\$ -	\$ -
6200	690 Computer Software	3	\$ -	\$ -	6200	690 Computer Software	3	\$ -	\$ -
6200	720 Interest Payment / Debt Service	1	\$ -	\$ -	6200	720 Interest Payment / Debt Service	1	\$ -	\$ -
6200	730 Dues and Fees	3	\$ -	\$ -	6200	730 Dues and Fees	3	\$ -	\$ -
6200	750 Other Personnel Services	3	\$ -	\$ -	6200	750 Other Personnel Services	3	\$ -	\$ -
6200	790 Miscellaneous Expenses	3	\$ -	\$ -	6200	790 Miscellaneous Expenses	3	\$ -	\$ -
6200 Sub Total				\$ -	6200 Sub Total				\$ -
Function 6300 - Instructional/Curriculum Development									
6300	110 Administrator Salaries	3	\$ -	\$ -	6300	110 Administrator Salaries	3	\$ -	\$ -
6300	120 Classroom Teacher Salaries	3	\$ -	\$ -	6300	120 Classroom Teacher Salaries	3	\$ -	\$ -
6300	130 Other Certified Staff Member	3	\$ -	\$ -	6300	130 Other Certified Staff Member	3	\$ -	\$ -
6300	140 Substitute Teachers	3	\$ -	\$ -	6300	140 Substitute Teachers	3	\$ -	\$ -
6300	150 Paraprofessionals	3	\$ -	\$ -	6300	150 Paraprofessionals	3	\$ -	\$ -
6300	160 Other Support Personnel	3	\$ -	\$ -	6300	160 Other Support Personnel	3	\$ -	\$ -
6300	210 Retirement	3	\$ -	\$ -	6300	210 Retirement	3	\$ -	\$ -
6300	220 FICA	3	\$ -	\$ -	6300	220 FICA	3	\$ -	\$ -
6300	230 Group Insurance	3	\$ -	\$ -	6300	230 Group Insurance	3	\$ -	\$ -
6300	240 Worker's Compensation	3	\$ -	\$ -	6300	240 Worker's Compensation	3	\$ -	\$ -
6300	250 Unemployment Compensation	3	\$ -	\$ -	6300	250 Unemployment Compensation	3	\$ -	\$ -
6300	290 Other Employee Benefits	3	\$ -	\$ -	6300	290 Other Employee Benefits	3	\$ -	\$ -
6300	310 Professional and Technical Services	1	\$ -	\$ -	6300	310 Professional and Technical Services	1	\$ -	\$ -
6300	320 Insurance and Bond Premiums	7	\$ -	\$ -	6300	320 Insurance and Bond Premiums	7	\$ -	\$ -
6300	330 Travel	3	\$ -	\$ -	6300	330 Travel	3	\$ -	\$ -
6300	350 Repairs and Maintenance	1	\$ -	\$ -	6300	350 Repairs and Maintenance	1	\$ -	\$ -
6300	360 Rentals	3	\$ -	\$ -	6300	360 Rentals	3	\$ -	\$ -
6300	370 Communications	1	\$ -	\$ -	6300	370 Communications	1	\$ -	\$ -
6300	380 Public Utilities	1	\$ -	\$ -	6300	380 Public Utilities	1	\$ -	\$ -
6300	390 Other Purchased Services	1	\$ -	\$ -	6300	390 Other Purchased Services	1	\$ -	\$ -
6300	430 Electricity	1	\$ -	\$ -	6300	430 Electricity	1	\$ -	\$ -
6300	510 Supplies	5	\$ -	\$ -	6300	510 Supplies	5	\$ -	\$ -
6300	520 Textbooks	7	\$ -	\$ -	6300	520 Textbooks	7	\$ -	\$ -
6300	530 Periodicals	5	\$ -	\$ -	6300	530 Periodicals	5	\$ -	\$ -
6300	570 Food	3	\$ -	\$ -	6300	570 Food	3	\$ -	\$ -
6300	590 Other Materials and Supplies	5	\$ -	\$ -	6300	590 Other Materials and Supplies	5	\$ -	\$ -
6300	610 Library Books	5	\$ -	\$ -	6300	610 Library Books	5	\$ -	\$ -
6300	621 AV Materials-Capitalized	7	\$ -	\$ -	6300	621 AV Materials-Capitalized	7	\$ -	\$ -
6300	622 AV Materials (Non Capitalized)	7	\$ -	\$ -	6300	622 AV Materials (Non Capitalized)	7	\$ -	\$ -
6300	630 Building/Fixed Equipment	7	\$ -	\$ -	6300	630 Building/Fixed Equipment	7	\$ -	\$ -
6300	641 Furniture, Fixtures-Capitalized	7	\$ -	\$ -	6300	641 Furniture, Fixtures-Capitalized	7	\$ -	\$ -
6300	642 Furniture, Fixtures (Non Capitalized)	7	\$ -	\$ -	6300	642 Furniture, Fixtures (Non Capitalized)	7	\$ -	\$ -
6300	643 Computer Hardware-Capitalized	7	\$ -	\$ -	6300	643 Computer Hardware-Capitalized	7	\$ -	\$ -
6300	644 Computer Hardware (Non Capitalized)	7	\$ -	\$ -	6300	644 Computer Hardware (Non Capitalized)	7	\$ -	\$ -
6300	680 Remodeling/Renovations	3	\$ -	\$ -	6300	680 Remodeling/Renovations	3	\$ -	\$ -
6300	690 Computer Software	3	\$ -	\$ -	6300	690 Computer Software	3	\$ -	\$ -
6300	720 Interest Payment / Debt Service	1	\$ -	\$ -	6300	720 Interest Payment / Debt Service	1	\$ -	\$ -
6300	730 Dues and Fees	3	\$ -	\$ -	6300	730 Dues and Fees	3	\$ -	\$ -
6300	750 Other Personnel Services	3	\$ -	\$ -	6300	750 Other Personnel Services	3	\$ -	\$ -
6300	790 Miscellaneous Expenses	3	\$ -	\$ -	6300	790 Miscellaneous Expenses	3	\$ -	\$ -
6300 Sub Total				\$ -	6300 Sub Total				\$ -
Function 6400 - Instructional Staff Training									
6400	110 Administrator Salaries	3	\$ -	\$ -	6400	110 Administrator Salaries	3	\$ -	\$ -
6400	120 Classroom Teacher Salaries	3	\$ -	\$ -	6400	120 Classroom Teacher Salaries	3	\$ -	\$ -
6400	130 Other Certified Staff Member	3	\$ -	\$ -	6400	130 Other Certified Staff Member	3	\$ -	\$ -
6400	140 Substitute Teachers	3	\$ -	\$ -	6400	140 Substitute Teachers	3	\$ -	\$ -
6400	150 Paraprofessionals	3	\$ -	\$ -	6400	150 Paraprofessionals	3	\$ -	\$ -
6400	160 Other Support Personnel	3	\$ -	\$ -	6400	160 Other Support Personnel	3	\$ -	\$ -
6400	210 Retirement	3	\$ -	\$ -	6400	210 Retirement	3	\$ -	\$ -
6400	220 FICA	3	\$ -	\$ -	6400	220 FICA	3	\$ -	\$ -
6400	230 Group Insurance	3	\$ -	\$ -	6400	230 Group Insurance	3	\$ -	\$ -
6400	240 Worker's Compensation	3	\$ -	\$ -	6400	240 Worker's Compensation	3	\$ -	\$ -
6400	250 Unemployment Compensation	3	\$ -	\$ -	6400	250 Unemployment Compensation	3	\$ -	\$ -

South Palm Beach Charter School

Code	Description	Quantity	Unit Price	Total	Code	Description	Quantity	Unit Price	Total
6500	750 Other Personnel Services	3	\$	\$	7100	110 Administrator Salaries	3	\$	\$
6500	790 Miscellaneous Expenses	3	\$	\$	7100	120 Classroom Teacher Salaries	3	\$	\$
	6500 Sub Total	1	\$	\$	7100	130 Other Certified Staff Member	3	\$	\$
					7100	140 Substitute Teachers	3	\$	\$
					7100	150 Paraprofessionals	3	\$	\$
					7100	160 Other Support Personnel	3	\$	\$
					7100	210 Retirement	3	\$	\$
					7100	220 FICA	3	\$	\$
					7100	230 Group Insurance	3	\$	\$
					7100	240 Worker's Compensation	3	\$	\$
					7100	250 Unemployment Compensation	3	\$	\$
					7100	290 Other Employee Benefits	3	\$	\$
					7100	310 Professional and Technical Services	1	\$	\$
					7100	320 Insurance and Bond Premiums	7	\$	\$
					7100	330 Travel	3	\$	\$
					7100	350 Repairs and Maintenance	1	\$	\$
					7100	360 Rentals	3	\$	\$
					7100	370 Communications	1	\$	\$
					7100	380 Public Utilities	1	\$	\$
					7100	390 Other Purchased Services	1	\$	\$
					7100	430 Electricity	1	\$	\$
					7100	510 Supplies	5	\$	\$
					7100	520 Textbooks	7	\$	\$
					7100	530 Periodicals	5	\$	\$
					7100	570 Food	3	\$	\$
					7100	590 Other Materials and Supplies	5	\$	\$
					7100	610 Library Books	5	\$	\$
					7100	621 AV Materials-Capitalized	5	\$	\$
					7100	622 AV Materials (Non Capitalized)	7	\$	\$
					7100	630 Building/Fixed Equipment	7	\$	\$
					7100	643 Furniture, Fixtures-Capitalized	7	\$	\$
					7100	644 Furniture, Fixtures (Non Capitalized)	7	\$	\$
					7100	645 Computer Hardware-Capitalized	7	\$	\$
					7100	646 Computer Hardware (Non Capitalized)	7	\$	\$
					7100	680 Remodeling/Renovations	3	\$	\$
					7100	690 Computer Software	5	\$	\$
					7100	720 Interest Payment / Debt Service	1	\$	\$
					7100	730 Dues and Fees	3	\$	\$
					7100	750 Other Personnel Services	3	\$	\$
					7100	790 Miscellaneous Expenses	3	\$	\$
						7100 Sub Total	1	\$	\$
						Function 7200 - General / District Administration			
					7200	730 Dues and Fees	1	\$	\$
						7200 Sub Total	1	\$	\$
						Function 7300 - School Administration			
					7300	110 Administrator Salaries	1	\$	\$
					7300	120 Classroom Teacher Salaries	3	\$	\$
					7300	130 Other Certified Staff Member	3	\$	\$
					7300	140 Substitute Teachers	3	\$	\$
					7300	150 Paraprofessionals	3	\$	\$
					7300	160 Other Support Personnel	1	\$	\$
					7300	210 Retirement	1	\$	\$
					7300	220 FICA	1	\$	\$
					7300	230 Group Insurance	1	\$	\$
					7300	240 Worker's Compensation	1	\$	\$
					7300	250 Unemployment Compensation	1	\$	\$
					7300	290 Other Employee Benefits	1	\$	\$
					7300	310 Professional and Technical Services	1	\$	\$
					7300	320 Insurance and Bond Premiums	7	\$	\$
					7300	330 Travel	3	\$	\$
					7300	350 Repairs and Maintenance	1	\$	\$
					7300	360 Rentals	3	\$	\$
					7300	370 Communications	1	\$	\$
					7300	380 Public Utilities	1	\$	\$

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7300	390 Other Purchased Services	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$
7300	430 Electricity	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$
7300	510 Supplies	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$
7300	520 Textbooks	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$
7300	530 Periodicals	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$
7300	570 Food	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$
7300	590 Other Materials and Supplies	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$
7300	610 Library Books	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$
7300	621 AV Materials-Capitalized	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$
7300	622 AV Materials (Non Capitalized)	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$
7300	630 Building/Fixed Equipment	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$
7300	641 Furniture, Fixtures-Capitalized	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$
7300	642 Furniture, Fixtures (Non Capitalized)	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$
7300	643 Computer Hardware-Capitalized	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$
7300	644 Computer Hardware (Non Capitalized)	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$
7300	680 Remodeling/Renovations	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$
7300	690 Computer Software	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$
7300	720 Interest Payment / Debt Service	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$
7300	730 Dues and Fees	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$
7300	750 Other Personnel Services	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$
7300	790 Miscellaneous Expenses	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$
	7300 Sub Total	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$

Function 7500 - Fiscal Services																											
7500	110 Administrator Salaries	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	120 Classroom Teacher Salaries	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	130 Other Certified Staff Member	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	140 Substitute Teachers	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	150 Paraprofessionals	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	160 Other Support Personnel	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	210 Retirement	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	220 FICA	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	230 Group Insurance	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	240 Worker's Compensation	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	250 Unemployment Compensation	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	290 Other Employee Benefits	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	310 Professional and Technical Services	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	320 Insurance and Bond Premiums	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	330 Travel	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	350 Repairs and Maintenance	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	360 Rentals	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	370 Communications	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	380 Public Utilities	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	390 Other Purchased Services	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	430 Electricity	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	510 Supplies	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	520 Textbooks	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	530 Periodicals	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	570 Food	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	590 Other Materials and Supplies	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	610 Library Books	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	621 AV Materials-Capitalized	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	622 AV Materials (Non Capitalized)	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	630 Building/Fixed Equipment	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	641 Furniture, Fixtures-Capitalized	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	642 Furniture, Fixtures (Non Capitalized)	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	643 Computer Hardware-Capitalized	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	644 Computer Hardware (Non Capitalized)	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	680 Remodeling/Renovations	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	690 Computer Software	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	720 Interest Payment / Debt Service	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	730 Dues and Fees	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	750 Other Personnel Services	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7500	790 Miscellaneous Expenses	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
	7500 Sub Total	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	

Function 7600 - Food Services																											
7600	110 Administrator Salaries	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7600	120 Classroom Teacher Salaries	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	
7600	130 Other Certified Staff Member	\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$	

South Palm Beach Charter School

7800	630 Building/Fixed Equipment	\$ -	-	-	7	\$ -
7800	641 Furniture, Fixtures-Capitalized	\$ -	-	-	7	\$ -
7800	642 Furniture, Fixtures (Non Capitalized)	\$ -	-	-	7	\$ -
7800	643 Computer Hardware-Capitalized	\$ -	-	-	7	\$ -
7800	644 Computer Hardware (Non Capitalized)	\$ -	-	-	7	\$ -
7800	650 Remodeling/Renovations	\$ -	-	-	3	\$ -
7800	690 Computer Software	\$ -	-	-	1	\$ -
7800	720 Interest Payment / Debt Service	\$ -	-	-	3	\$ -
7800	730 Dues and Fees	\$ -	-	-	3	\$ -
7800	750 Other Personnel Services	\$ -	-	-	3	\$ -
7800	790 Miscellaneous Expenses	\$ -	-	-	7	\$ -
	7800 Sub Total	\$ -	-	-	77	\$ -

Function 7900 - Operation of Plant

7900	110 Administrator Salaries	\$ -	-	-	1	\$ -
7900	120 Classroom Teacher Salaries	\$ -	-	-	1	\$ -
7900	130 Other Certified Staff Member	\$ -	-	-	1	\$ -
7900	140 Substitute Teachers	\$ -	-	-	1	\$ -
7900	150 Paraprofessionals	\$ -	-	-	1	\$ -
7900	160 Other Support Personnel	\$ -	-	-	1	\$ -
7900	210 Retirement	\$ -	-	-	1	\$ -
7900	220 FICA	\$ -	-	-	1	\$ -
7900	230 Group Insurance	\$ -	-	-	1	\$ -
7900	240 Worker's Compensation	\$ -	-	-	1	\$ -
7900	250 Unemployment Compensation	\$ -	-	-	1	\$ -
7900	290 Other Employee Benefits	\$ -	-	-	1	\$ -
7900	310 Professional and Technical Services	\$ -	-	-	1	\$ -
7900	320 Insurance and Bond Premiums	\$ -	-	-	7	\$ -
7900	330 Travel	\$ -	-	-	3	\$ -
7900	350 Repairs and Maintenance	\$ -	-	-	1	\$ -
7900	360 Rentals	\$ -	-	-	1	\$ -
7900	370 Communications	\$ -	-	-	1	\$ -
7900	380 Public Utilities	\$ -	-	-	1	\$ -
7900	390 Other Purchased Services	\$ -	-	-	1	\$ -
7900	430 Electricity	\$ -	-	-	1	\$ -
7900	510 Supplies	\$ -	-	-	7	\$ -
7900	520 Textbooks	\$ -	-	-	7	\$ -
7900	530 Periodicals	\$ -	-	-	3	\$ -
7900	570 Food	\$ -	-	-	3	\$ -
7900	590 Other Materials and Supplies	\$ -	-	-	5	\$ -
7900	610 Library Books	\$ -	-	-	7	\$ -
7900	621 AV Materials-Capitalized	\$ -	-	-	7	\$ -
7900	622 AV Material (Non Capitalized)	\$ -	-	-	7	\$ -
7900	630 Building/Fixed Equipment	\$ -	-	-	7	\$ -
7900	641 Furniture, Fixtures-Capitalized	\$ -	-	-	7	\$ -
7900	642 Furniture, Fixtures (Non Capitalized)	\$ -	-	-	7	\$ -
7900	643 Computer Hardware-Capitalized	\$ -	-	-	7	\$ -
7900	644 Computer Hardware (Non Capitalized)	\$ -	-	-	7	\$ -
7900	650 Remodeling/Renovations	\$ -	-	-	3	\$ -
7900	690 Computer Software	\$ -	-	-	1	\$ -
7900	720 Interest Payment / Debt Service	\$ -	-	-	3	\$ -
7900	730 Dues and Fees	\$ -	-	-	3	\$ -
7900	750 Other Personnel Services	\$ -	-	-	3	\$ -
7900	790 Miscellaneous Expenses	\$ -	-	-	7	\$ -
	7900 Sub Total	\$ -	-	-	77	\$ -

Function 9100 - Community Service

9100	110 Administrator Salaries	\$ -	-	-	3	\$ -
9100	120 Classroom Teacher Salaries	\$ -	-	-	3	\$ -
9100	130 Other Certified Staff Member	\$ -	-	-	3	\$ -
9100	140 Substitute Teachers	\$ -	-	-	3	\$ -
9100	150 Paraprofessionals	\$ -	-	-	3	\$ -
9100	160 Other Support Personnel	\$ -	-	-	3	\$ -
9100	210 Retirement	\$ -	-	-	3	\$ -
9100	220 FICA	\$ -	-	-	3	\$ -
9100	230 Group Insurance	\$ -	-	-	3	\$ -
9100	240 Worker's Compensation	\$ -	-	-	3	\$ -
9100	250 Unemployment Compensation	\$ -	-	-	3	\$ -
9100	290 Other Employee Benefits	\$ -	-	-	3	\$ -
9100	310 Professional and Technical Services	\$ -	-	-	1	\$ -

**Palm Beach 15 - C1145 K-8's Five Year Budget Projections
Year 1 Cash Flow Estimates**

Func	Obj	Description	Year 1 Total	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
FEPP Calculations																
	3310	FEPP - Base Funding	\$ 2,952,250	\$ 246,021	\$ 246,021	\$ 246,021	\$ 246,021	\$ 246,021	\$ 246,021	\$ 246,021	\$ 246,021	\$ 246,021	\$ 246,021	\$ 246,021	\$ 246,021	\$ 2,952,250
	3310	FEPP - ESE Guarantee	\$ 97,971	\$ 8,164	\$ 8,164	\$ 8,164	\$ 8,164	\$ 8,164	\$ 8,164	\$ 8,164	\$ 8,164	\$ 8,164	\$ 8,164	\$ 8,164	\$ 8,164	\$ 97,971
	3310	FEPP - Supplemental Academic Instruction	\$ 126,251	\$ 10,521	\$ 10,521	\$ 10,521	\$ 10,521	\$ 10,521	\$ 10,521	\$ 10,521	\$ 10,521	\$ 10,521	\$ 10,521	\$ 10,521	\$ 10,521	\$ 126,251
	3310	FEPP - Class Size Reductions	\$ 844,070	\$ 70,339	\$ 70,339	\$ 70,339	\$ 70,339	\$ 70,339	\$ 70,339	\$ 70,339	\$ 70,339	\$ 70,339	\$ 70,339	\$ 70,339	\$ 70,339	\$ 844,070
	3310	FEPP - Other FEPP (WFE Share)	\$ 15,202	\$ 1,267	\$ 1,267	\$ 1,267	\$ 1,267	\$ 1,267	\$ 1,267	\$ 1,267	\$ 1,267	\$ 1,267	\$ 1,267	\$ 1,267	\$ 1,267	\$ 15,202
	3310	FEPP - Discretionary Local Effort	\$ 372,598	\$ 31,050	\$ 31,050	\$ 31,050	\$ 31,050	\$ 31,050	\$ 31,050	\$ 31,050	\$ 31,050	\$ 31,050	\$ 31,050	\$ 31,050	\$ 31,050	\$ 372,598
	3310	FEPP - Discretionary Millage Compression	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	3310	FEPP - Proration to Funds Available	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	3310	FEPP - Discretionary Lottery	\$ 6,704	\$ 559	\$ 559	\$ 559	\$ 559	\$ 559	\$ 559	\$ 559	\$ 559	\$ 559	\$ 559	\$ 559	\$ 559	\$ 6,704
	3310	FEPP - Instructional Materials Allocation	\$ 50,889	\$ 4,241	\$ 4,241	\$ 4,241	\$ 4,241	\$ 4,241	\$ 4,241	\$ 4,241	\$ 4,241	\$ 4,241	\$ 4,241	\$ 4,241	\$ 4,241	\$ 50,889
	3310	FEPP - Digital Classroom Allocation	\$ 6,257	\$ 521	\$ 521	\$ 521	\$ 521	\$ 521	\$ 521	\$ 521	\$ 521	\$ 521	\$ 521	\$ 521	\$ 521	\$ 6,257
	3310	FEPP - Dual Enrollment Instr. Materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	3492	Transportation (All Riders)	\$ 9,747	\$ 795	\$ 795	\$ 795	\$ 795	\$ 795	\$ 795	\$ 795	\$ 795	\$ 795	\$ 795	\$ 795	\$ 795	\$ 9,747
	3492	Transportation (ESE Student Riders)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	3240	Title I Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		Other Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		Total	\$ 5,919,713	\$ 497,089	\$ 497,089	\$ 497,089	\$ 497,089	\$ 497,089	\$ 497,089	\$ 497,089	\$ 497,089	\$ 497,089	\$ 497,089	\$ 497,089	\$ 497,089	\$ 5,919,713

Func	Obj	Description	Year 1 Total	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Other Income																
	3230	DEA Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	3240	Title I Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	3261	School Lunch Reimbursements	\$ 38,059	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 38,059
	3262	School Breakfast Reimbursements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	3263	After School Snack Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	3269	Other Food Service Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	3299	Misc. Federal Through State	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	3310	Florida Ed. Finance Program (FEPP)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	3355	Class Size Reduction Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	3361	School Recognition Funds	\$ 281,406	\$ 23,450	\$ 23,450	\$ 23,450	\$ 23,450	\$ 23,450	\$ 23,450	\$ 23,450	\$ 23,450	\$ 23,450	\$ 23,450	\$ 23,450	\$ 23,450	\$ 281,406
	3397	Capital Outlay Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	3430	Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	3440	Gifts, Grants and Bequests	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	3451	School Lunch Collections	\$ 153,576	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 153,576
	3452	Student Breakfast Collections	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	3453	Adult Breakfast/Lunch Collections	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	3455	Student Snack Collections	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	3473	School-Aged Child Care Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	3493	Transportation Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	3493	Sale of Junk	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	3495	Other Miscellaneous Local Sources	\$ 95,184	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 95,184
	3498	Collection for lost materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	3720	Financing / Loan Proceeds	\$ 869,550	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 869,550
		Total Income	\$ 5,919,713	\$ 497,089	\$ 497,089	\$ 497,089	\$ 497,089	\$ 497,089	\$ 497,089	\$ 497,089	\$ 497,089	\$ 497,089	\$ 497,089	\$ 497,089	\$ 497,089	\$ 5,919,713

Expense Estimates

Func	Obj	Description	Year 1 Total	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Function 5100 - Basic Instruction																
	5100	110 Administrator Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	5100	120 Classroom Teacher Salaries	\$ 1,131,000	\$ 113,100	\$ 113,100	\$ 113,100	\$ 113,100	\$ 113,100	\$ 113,100	\$ 113,100	\$ 113,100	\$ 113,100	\$ 113,100	\$ 113,100	\$ 113,100	\$ 1,131,000
	5100	130 Other Certified Staff Member	\$ 484,440	\$ 48,444	\$ 48,444	\$ 48,444	\$ 48,444	\$ 48,444	\$ 48,444	\$ 48,444	\$ 48,444	\$ 48,444	\$ 48,444	\$ 48,444	\$ 48,444	\$ 484,440
	5100	140 Substitute Teachers	\$ 57,990	\$ 5,799	\$ 5,799	\$ 5,799	\$ 5,799	\$ 5,799	\$ 5,799	\$ 5,799	\$ 5,799	\$ 5,799	\$ 5,799	\$ 5,799	\$ 5,799	\$ 57,990
	5100	150 Paraprofessionals	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	5100	160 Other Support Personnel	\$ 31,720	\$ 3,172	\$ 3,172	\$ 3,172	\$ 3,172	\$ 3,172	\$ 3,172	\$ 3,172	\$ 3,172	\$ 3,172	\$ 3,172	\$ 3,172	\$ 3,172	\$ 31,720
	5100	210 Retirement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	5100	220 FICA	\$ 123,832	\$ 12,383	\$ 12,383	\$ 12,383	\$ 12,383	\$ 12,383	\$ 12,383	\$ 12,383	\$ 12,383	\$ 12,383	\$ 12,383	\$ 12,383	\$ 12,383	\$ 123,832
	5100	230 Group Insurance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	5100	240 Worker's Compensation	\$ 17,320	\$ 1,732	\$ 1,732	\$ 1,732	\$ 1,732	\$ 1,732	\$ 1,732	\$ 1,732	\$ 1,732	\$ 1,732	\$ 1,732	\$ 1,732	\$ 1,732	\$ 17,320
	5100	250 Unemployment Compensation	\$ 9,072	\$ 907	\$ 907	\$ 907	\$ 907	\$ 907	\$ 907	\$ 907	\$ 907	\$ 907	\$ 907	\$ 907	\$ 907	\$ 9,072
	5100	290 Other Employee Benefits	\$ 114,800	\$ 11,480	\$ 11,480	\$ 11,480	\$ 11,480	\$ 11,480	\$ 11,480	\$ 11,480	\$ 11,480	\$ 11,480	\$ 11,480	\$ 11,480	\$ 11,480	\$ 114,800
	5100	310 Professional and Technical Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	5100	320 Insurance and Bond Premiums	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	5100	330 Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	5100	350 Repairs and Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

South Palm Beach Charter School

Code	Description	Amount	Count	Amount	Count	Amount	Count	Amount	Count
6500	750 Other Personnel Services	\$		\$		\$		\$	
6500	790 Miscellaneous Expenses	\$	3	\$	3	\$	3	\$	3
6500 Sub Total		\$		\$		\$		\$	
Function 7100 - Board									
7100	110 Administrator Salaries	\$	3	\$	3	\$	3	\$	3
7100	120 Classroom Teacher Salaries	\$	3	\$	3	\$	3	\$	3
7100	130 Other Certified Staff Member	\$	3	\$	3	\$	3	\$	3
7100	140 Substitute Teachers	\$	3	\$	3	\$	3	\$	3
7100	150 Paraprofessionals	\$	3	\$	3	\$	3	\$	3
7100	160 Other Support Personnel	\$	3	\$	3	\$	3	\$	3
7100	210 Retirement	\$	3	\$	3	\$	3	\$	3
7100	220 FICA	\$	3	\$	3	\$	3	\$	3
7100	230 Group Insurance	\$	3	\$	3	\$	3	\$	3
7100	240 Worker's Compensation	\$	3	\$	3	\$	3	\$	3
7100	250 Unemployment Compensation	\$	3	\$	3	\$	3	\$	3
7100	290 Other Employee Benefits	\$	3	\$	3	\$	3	\$	3
7100	310 Professional and Technical Services	\$ 417	1	\$ 417	1	\$ 417	1	\$ 417	1
7100	320 Insurance and Bond Premiums	\$ 23,135	7	\$ 23,135	7	\$ 23,135	7	\$ 23,135	7
7100	330 Travel	\$	3	\$	3	\$	3	\$	3
7100	350 Repairs and Maintenance	\$	1	\$	1	\$	1	\$	1
7100	360 Rentals	\$	3	\$	3	\$	3	\$	3
7100	370 Communications	\$	1	\$	1	\$	1	\$	1
7100	380 Public Utilities	\$	1	\$	1	\$	1	\$	1
7100	390 Other Purchased Services	\$	1	\$	1	\$	1	\$	1
7100	430 Electricity	\$	1	\$	1	\$	1	\$	1
7100	510 Supplies	\$	5	\$	5	\$	5	\$	5
7100	520 Textbooks	\$	7	\$	7	\$	7	\$	7
7100	530 Periodicals	\$	5	\$	5	\$	5	\$	5
7100	570 Food	\$	3	\$	3	\$	3	\$	3
7100	590 Other Materials and Supplies	\$	5	\$	5	\$	5	\$	5
7100	610 Library Books	\$	5	\$	5	\$	5	\$	5
7100	621 AV Materials-Capitalized	\$	7	\$	7	\$	7	\$	7
7100	622 AV Materials (Non Capitalized)	\$	7	\$	7	\$	7	\$	7
7100	630 Building/Fixed Equipment	\$	1	\$	1	\$	1	\$	1
7100	641 Furniture, Fixtures-Capitalized	\$	7	\$	7	\$	7	\$	7
7100	642 Furniture, Fixtures (Non Capitalized)	\$	7	\$	7	\$	7	\$	7
7100	643 Computer Hardware-Capitalized	\$	7	\$	7	\$	7	\$	7
7100	644 Computer Hardware (Non Capitalized)	\$	7	\$	7	\$	7	\$	7
7100	680 Remodeling/Renovations	\$	3	\$	3	\$	3	\$	3
7100	690 Computer Software	\$	5	\$	5	\$	5	\$	5
7100	720 Interest Payment / Debt Service	\$	1	\$	1	\$	1	\$	1
7100	730 Dues and Fees	\$	3	\$	3	\$	3	\$	3
7100	750 Other Personnel Services	\$	3	\$	3	\$	3	\$	3
7100	790 Miscellaneous Expenses	\$	3	\$	3	\$	3	\$	3
7100 Sub Total		\$ 11,964	1	\$ 11,964	1	\$ 11,964	1	\$ 11,964	1
Function 7200 - General / District Administration									
7200	730 Dues and Fees	\$ 7,063	1	\$ 7,063	1	\$ 7,063	1	\$ 7,063	1
7200 Sub Total		\$ 7,063	1	\$ 7,063	1	\$ 7,063	1	\$ 7,063	1
Function 7300 - School Administration									
7300	110 Administrator Salaries	\$ 180,000	1	\$ 180,000	1	\$ 180,000	1	\$ 180,000	1
7300	120 Classroom Teacher Salaries	\$	3	\$	3	\$	3	\$	3
7300	130 Other Certified Staff Member	\$	3	\$	3	\$	3	\$	3
7300	140 Substitute Teachers	\$	3	\$	3	\$	3	\$	3
7300	150 Paraprofessionals	\$	3	\$	3	\$	3	\$	3
7300	160 Other Support Personnel	\$ 49,200	1	\$ 49,200	1	\$ 49,200	1	\$ 49,200	1
7300	210 Retirement	\$	1	\$	1	\$	1	\$	1
7300	220 FICA	\$ 17,534	1	\$ 17,534	1	\$ 17,534	1	\$ 17,534	1
7300	230 Group Insurance	\$	1	\$	1	\$	1	\$	1
7300	240 Worker's Compensation	\$ 2,452	1	\$ 2,452	1	\$ 2,452	1	\$ 2,452	1
7300	250 Unemployment Compensation	\$ 1,080	1	\$ 1,080	1	\$ 1,080	1	\$ 1,080	1
7300	290 Other Employee Benefits	\$ 11,200	1	\$ 11,200	1	\$ 11,200	1	\$ 11,200	1
7300	310 Professional and Technical Services	\$ 135,047	7	\$ 135,047	7	\$ 135,047	7	\$ 135,047	7
7300	320 Insurance and Bond Premiums	\$	7	\$	7	\$	7	\$	7
7300	330 Travel	\$ 10,500	3	\$ 10,500	3	\$ 10,500	3	\$ 10,500	3
7300	350 Repairs and Maintenance	\$	1	\$	1	\$	1	\$	1
7300	360 Rentals	\$ 20,000	3	\$ 20,000	3	\$ 20,000	3	\$ 20,000	3
7300	370 Communications	\$ 5,000	1	\$ 5,000	1	\$ 5,000	1	\$ 5,000	1
7300	380 Public Utilities	\$	1	\$	1	\$	1	\$	1
7300 Sub Total		\$ 84,757	1	\$ 84,757	1	\$ 84,757	1	\$ 84,757	1

South Palm Beach Charter School

9100	320 Insurance and Bond Premiums	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	330 Travel	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	350 Repairs and Maintenance	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	360 Rentals	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	370 Communications	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	380 Public Utilities	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	390 Other Purchased Services	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	400 Electricity	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	510 Supplies	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	520 Textbooks	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	530 Periodicals	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	570 Food	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	590 Other Materials and Supplies	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	610 Library Books	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	621 AV Materials-Capitalized	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	622 AV Materials (Non-Capitalized)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	630 Building/Fixed Equipment	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	641 Furniture, Fixtures-Capitalized	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	642 Furniture, Fixtures (Non-Capitalized)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	643 Computer Hardware-Capitalized	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	644 Computer Hardware (Non-Capitalized)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	680 Remodeling/Renovations	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	690 Computer Software	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	720 Interest Payment / Debt Service	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	730 Dues and Fees	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	750 Other Personnel Services	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	790 Miscellaneous Expenses	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	9100 Sub Total	\$	14,700	\$	14,700	\$	14,700	\$	14,700	\$	14,700	\$	14,700	\$	14,700	\$	14,700	\$	14,700	\$	14,700	\$	14,700

0 Reserve Fund \$ -

Total Expenses	\$	5,594,773
Total Income	\$	5,919,713
Net Revenue	\$	324,940
Cash On Hand	\$	324,940

Palm Beach 15 - C1145 K-8's Five Year Budget Projections

General Budget Summary

Florida Charter Support Unit Budget Template - Summary #1

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Revenue						
Florida Educational Finance Program (FEFP)	\$ -	\$ 4,472,191	\$ 6,049,942	\$ 7,295,016	\$ 7,613,773	\$ 8,070,922
Capital Outlay	\$ -	\$ 281,406	\$ 390,192	\$ 470,551	\$ 480,027	\$ 498,978
NSLP Funds	\$ -	\$ 191,635	\$ 262,472	\$ 311,920	\$ 318,708	\$ 332,244
Transportation Funds	\$ -	\$ 9,747	\$ 13,557	\$ 16,364	\$ 16,610	\$ 17,625
Interest from Loans	\$ -	\$ 869,550	\$ -	\$ -	\$ -	\$ -
Other Income Sources	\$ -	\$ 151,296	\$ 215,380	\$ 268,868	\$ 286,359	\$ 310,756
Total Revenue	\$ -	\$ 5,975,825	\$ 6,931,544	\$ 8,362,720	\$ 8,715,476	\$ 9,230,525

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Expenses						
Academic Expenses						
Employee Salaries	\$ -	\$ 2,087,350	\$ 3,004,829	\$ 3,642,886	\$ 3,810,794	\$ 3,978,050
Employee Benefits	\$ -	\$ 131,600	\$ 182,000	\$ 218,400	\$ 224,000	\$ 229,600
Employer Costs	\$ -	\$ 186,217	\$ 256,257	\$ 309,888	\$ 324,390	\$ 338,296
Total Employee Costs	\$ -	\$ 2,405,167	\$ 3,443,086	\$ 4,171,174	\$ 4,359,184	\$ 4,545,946

Academic Supplies	\$ -	\$ 300,650	\$ 225,529	\$ 235,926	\$ 200,841	\$ 218,023
Services and Contracts	\$ -	\$ 338,556	\$ 654,655	\$ 752,785	\$ 837,953	\$ 875,507
Facilities Costs	\$ -	\$ 739,661	\$ 1,034,670	\$ 1,259,787	\$ 1,311,665	\$ 1,393,257
Insurance	\$ -	\$ 74,660	\$ 84,793	\$ 92,788	\$ 95,498	\$ 99,151
Utilities	\$ -	\$ 161,445	\$ 164,670	\$ 167,965	\$ 171,328	\$ 174,755
Maintenance	\$ -	\$ 76,147	\$ 105,549	\$ 126,036	\$ 129,084	\$ 134,436
Furniture	\$ -	\$ 343,800	\$ 139,700	\$ 75,500	\$ 25,500	\$ 25,000
AV / Computer Equipment	\$ -	\$ 490,050	\$ 74,500	\$ 128,520	\$ 137,020	\$ 141,760
Software	\$ -	\$ 83,445	\$ 75,848	\$ 91,357	\$ 99,422	\$ 73,647
Other Equipment	\$ -	\$ 20,000	\$ 20,400	\$ 20,808	\$ 21,224	\$ 21,649

South Palm Beach Charter School

Travel Costs	\$ -	\$ 10,500	\$ 10,710	\$ 10,924	\$ 11,143	\$ 11,365
Food	\$ -	\$ 168,261	\$ 229,645	\$ 272,577	\$ 278,542	\$ 290,375
Transportation	\$ -	\$ 52,357	\$ 53,402	\$ 54,472	\$ 55,561	\$ 56,671
Other Expenses	\$ -	\$ 245,318	\$ 246,012	\$ 246,718	\$ 247,442	\$ 248,177

District Administrative Fees	\$ -	\$ 84,757	\$ 83,935	\$ 84,937	\$ 86,788	\$ 88,303
Reserve Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Total Expenses	\$ -	\$ 5,594,773	\$ 6,647,103	\$ 7,792,274	\$ 8,068,193	\$ 8,398,023
Net Revenue	\$ -	\$ 381,052	\$ 284,441	\$ 570,446	\$ 647,283	\$ 832,502

Palm Beach 15 - C1145 K-8's Five Year Budget Projections

Detailed Budget Summary

Florida Charter Support Unit Budget Template - Summary #2

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Revenue						
FFFP State Revenue	\$ -	\$ 4,472,191	\$ 6,049,942	\$ 7,295,016	\$ 7,613,773	\$ 8,070,922
Capital Outlay	\$ -	\$ 281,406	\$ 390,192	\$ 470,551	\$ 480,027	\$ 498,978
NSLP Funds	\$ -	\$ 191,635	\$ 262,472	\$ 311,920	\$ 318,708	\$ 332,244
Transportation Funds	\$ -	\$ 9,747	\$ 13,557	\$ 16,364	\$ 16,610	\$ 17,625
Interest on Loans	\$ -	\$ 869,550	\$ -	\$ -	\$ -	\$ -
Other Revenue	\$ -	\$ 151,296	\$ 215,380	\$ 268,868	\$ 286,359	\$ 310,756
Total Revenue	\$ -	\$ 5,975,825	\$ 6,931,544	\$ 8,362,720	\$ 8,715,476	\$ 9,230,525

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Expenses						
Academic Expenses						
Employee Totals	\$ -	\$ 2,106,718	\$ 3,117,716	\$ 3,839,607	\$ 4,012,314	\$ 4,192,462
Services	\$ -	\$ 44,200	\$ 58,140	\$ 69,707	\$ 72,375	\$ 76,418
Supplies and Materials	\$ -	\$ 273,047	\$ 197,078	\$ 206,688	\$ 170,991	\$ 187,520
Computers	\$ -	\$ 452,650	\$ 66,000	\$ 103,870	\$ 117,470	\$ 117,110
Software	\$ -	\$ 47,745	\$ 59,448	\$ 68,357	\$ 70,422	\$ 73,647
Furniture	\$ -	\$ 343,800	\$ 139,700	\$ 75,500	\$ 25,500	\$ 25,000
Other Expenses	\$ -	\$ 8,000	\$ 8,160	\$ 8,323	\$ 8,490	\$ 8,659
Total Academic Expenses	\$ -	\$ 3,276,159	\$ 3,646,241	\$ 4,372,052	\$ 4,477,562	\$ 4,680,817

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Administrative Expenses						
Employee Totals	\$ -	\$ 261,466	\$ 287,653	\$ 293,100	\$ 298,656	\$ 304,323
Services	\$ -	\$ 140,047	\$ 406,655	\$ 467,849	\$ 545,569	\$ 571,514
Supplies and Materials	\$ -	\$ 6,993	\$ 7,429	\$ 7,793	\$ 7,979	\$ 8,198
Computers	\$ -	\$ 37,400	\$ 8,500	\$ 24,650	\$ 19,550	\$ 24,650
Software	\$ -	\$ 35,700	\$ 16,400	\$ 23,000	\$ 29,000	\$ -

Equipment	\$	-	\$	20,000	\$	20,400	\$	20,808	\$	21,224	\$	21,649
Travel	\$	-	\$	10,500	\$	10,710	\$	10,924	\$	11,143	\$	11,365
Food	\$	-	\$	3,986	\$	4,659	\$	5,183	\$	5,345	\$	5,572
Other Expenses	\$	-	\$	222,618	\$	222,858	\$	223,103	\$	223,352	\$	223,607
Total Administrative Expenses	\$	-	\$	738,710	\$	985,264	\$	1,076,410	\$	1,161,818	\$	1,170,878

Governance Expenses

Services	\$	-	\$	5,000	\$	5,000	\$	5,100	\$	5,202	\$	5,306
Insurance	\$	-	\$	23,135	\$	32,237	\$	39,181	\$	40,819	\$	43,378
Total Governance Expenses	\$	-	\$	28,135	\$	37,237	\$	44,281	\$	46,021	\$	48,684

Facilities Expenses

Facility Cost	\$	-	\$	739,661	\$	1,034,670	\$	1,259,787	\$	1,311,665	\$	1,393,257
Services	\$	-	\$	149,310	\$	184,860	\$	210,129	\$	214,807	\$	222,269
Insurance	\$	-	\$	51,525	\$	52,556	\$	53,607	\$	54,679	\$	55,772
Supplies and Materials	\$	-	\$	20,610	\$	21,022	\$	21,445	\$	21,870	\$	22,305
Maintenance	\$	-	\$	76,147	\$	105,549	\$	126,036	\$	129,084	\$	134,436
Utilities	\$	-	\$	161,445	\$	164,670	\$	167,965	\$	171,328	\$	174,755
Total Facilities Expenses	\$	-	\$	1,198,698	\$	1,563,325	\$	1,838,968	\$	1,903,433	\$	2,002,795

Food Services Expenses

Employee Totals	\$	-	\$	36,982	\$	37,718	\$	38,468	\$	48,214	\$	49,161
Food	\$	-	\$	164,275	\$	224,986	\$	267,394	\$	273,197	\$	284,803
Total Food Services Expenses	\$	-	\$	201,258	\$	262,703	\$	305,861	\$	321,411	\$	333,964

Transportation Services

Services	\$	-	\$	52,357	\$	53,402	\$	54,472	\$	55,561	\$	56,671
Total Transportation Services	\$	-	\$	52,357	\$	53,402	\$	54,472	\$	55,561	\$	56,671

Community Services

Other Expenses	\$	-	\$	14,700	\$	14,994	\$	15,292	\$	15,600	\$	15,911
Total Community Services	\$	-	\$	14,700	\$	14,994	\$	15,292	\$	15,600	\$	15,911

Other Expenses

South Palm Beach Charter School

District Administrative Fee	\$ -	\$ 84,757	\$ 83,935	\$ 84,937	\$ 86,788	\$ 88,303
Reserve Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Expenses	\$ -	\$ 84,757	\$ 83,935	\$ 84,937	\$ 86,788	\$ 88,303
Total Expenses	\$ -	\$ 5,594,773	\$ 6,647,103	\$ 7,792,274	\$ 8,068,193	\$ 8,398,023
Net Revenue	\$ -	\$ 381,052	\$ 284,441	\$ 570,446	\$ 647,283	\$ 832,502

Palm Beach 15 - C1145 K-8's Five Year Budget Projections

Accounting Codes Summary

Florida Charter Support Unit Budget Template - Summary #3

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Revenue						
3300 - State Funding	\$ -	\$ 4,753,597	\$ 6,440,134	\$ 7,765,568	\$ 8,093,800	\$ 8,569,900
3400 - Transportation	\$ -	\$ 314,619	\$ 439,078	\$ 535,306	\$ 558,245	\$ 594,574
3200 - NSLP	\$ -	\$ 38,059	\$ 52,331	\$ 61,846	\$ 63,432	\$ 66,051
3700 - Interest on Loans	\$ -	\$ 869,550	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ -	\$ 5,975,825	\$ 6,931,544	\$ 8,362,720	\$ 8,715,476	\$ 9,230,525

Expenses

5000 Functions - Academic Programs

100s - Salaries	\$ -	\$ 1,785,950	\$ 2,673,696	\$ 3,305,130	\$ 3,458,218	\$ 3,618,422
200s - Employee Costs	\$ -	\$ 277,858	\$ 392,482	\$ 481,913	\$ 500,486	\$ 519,361
300s - Services and Contracts	\$ -	\$ 36,400	\$ 50,184	\$ 61,592	\$ 64,097	\$ 67,975
500s - Supplies and Materials	\$ -	\$ 268,047	\$ 192,078	\$ 201,688	\$ 165,991	\$ 182,520
600s - Capitalized Expenses	\$ -	\$ 844,195	\$ 265,148	\$ 247,727	\$ 213,392	\$ 215,757
Total 5000's Academic Programs	\$ -	\$ 3,212,449	\$ 3,573,588	\$ 4,298,050	\$ 4,402,184	\$ 4,604,036

6000 Functions - Support and Student Services

100s - Salaries	\$ -	\$ 38,760	\$ 46,512	\$ 47,442	\$ 48,391	\$ 49,359
200s - Employee Costs	\$ -	\$ 4,150	\$ 5,025	\$ 5,122	\$ 5,220	\$ 5,320
300s - Services and Contracts	\$ -	\$ 7,800	\$ 7,956	\$ 8,115	\$ 8,277	\$ 8,443
500s - Supplies and Materials	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
700s - Other Miscellaneous Costs	\$ -	\$ 8,000	\$ 8,160	\$ 8,323	\$ 8,490	\$ 8,659
Total 6000's Support and Student Services	\$ -	\$ 63,710	\$ 72,653	\$ 74,002	\$ 75,378	\$ 76,781

7000 - Administrative Services (excluding 7900 Facilities)

100s - Salaries	\$ -	\$ 262,640	\$ 284,621	\$ 290,313	\$ 304,185	\$ 310,268
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South Palm Beach Charter School

200s - Employee Costs	\$ -	\$ 35,809	\$ 40,750	\$ 41,254	\$ 42,685	\$ 43,215
300s - Services and Contracts	\$ -	\$ 251,039	\$ 528,405	\$ 598,334	\$ 679,518	\$ 709,884
500s - Supplies and Materials	\$ -	\$ 175,254	\$ 237,074	\$ 280,370	\$ 286,521	\$ 298,573
600s - Capitalized Expenses	\$ -	\$ 73,100	\$ 24,900	\$ 47,650	\$ 48,550	\$ 24,650
700s - Other Miscellaneous Costs	\$ -	\$ 307,375	\$ 306,793	\$ 308,040	\$ 310,140	\$ 311,910
Total 7000's Administrative Services	\$ -	\$ 1,105,216	\$ 1,422,542	\$ 1,565,961	\$ 1,671,598	\$ 1,698,501

7900 - Facilities Operations

300s - Services and Contracts	\$ -	\$ 981,028	\$ 1,313,425	\$ 1,565,691	\$ 1,624,166	\$ 1,715,175
400s - Power Services	\$ -	\$ 120,912	\$ 123,330	\$ 125,797	\$ 128,313	\$ 130,879
500s - Supplies and Materials	\$ -	\$ 20,610	\$ 21,022	\$ 21,445	\$ 21,870	\$ 22,305
600s - Capitalized Expenses	\$ -	\$ 76,147	\$ 105,549	\$ 126,036	\$ 129,084	\$ 134,436
Total 7900 Facilities Operations	\$ -	\$ 1,198,698	\$ 1,563,325	\$ 1,838,968	\$ 1,903,433	\$ 2,002,795

9000 - Community Services

700s - Other Miscellaneous Costs	\$ -	\$ 14,700	\$ 14,994	\$ 15,292	\$ 15,600	\$ 15,911
Total 9000 Community Services	\$ -	\$ 14,700	\$ 14,994	\$ 15,292	\$ 15,600	\$ 15,911

Total Expenses	\$ -	\$ 5,594,773	\$ 6,647,103	\$ 7,792,274	\$ 8,068,193	\$ 8,398,023
Net Revenue	\$ -	\$ 381,052	\$ 284,441	\$ 570,446	\$ 647,283	\$ 832,502

Palm Beach 15 - C1145 K-8's Five Year Budget Projections

Modified Accrual Cash Flow Summary

Florida Charter Support Unit Budget Template - Summary #4

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Revenue						
District Funding (Oct FTE)	\$ -	\$ 2,240,969	\$ 3,031,750	\$ 3,655,690	\$ 3,815,191	\$ 4,044,274
District Funding (Feb FTE)	\$ -	\$ 2,240,969	\$ 3,031,750	\$ 3,655,690	\$ 3,815,191	\$ 4,044,274
Capital Funds	\$ -	\$ 281,406	\$ 390,192	\$ 470,551	\$ 480,027	\$ 498,978
Florida School Recognition Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Title I	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest Earned	\$ -	\$ 869,550	\$ -	\$ -	\$ -	\$ -
National School Lunch Program	\$ -	\$ 191,635	\$ 262,472	\$ 311,920	\$ 318,708	\$ 332,244
Grants and Gifts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Income Sources	\$ -	\$ 151,296	\$ 215,380	\$ 268,868	\$ 286,359	\$ 310,756
Total Revenue	\$ -	\$ 5,975,825	\$ 6,931,544	\$ 8,362,720	\$ 8,715,476	\$ 9,230,525

Expenses

Salaries and Benefits

	100's - Salaries	100's - Salaries	100's - Salaries	100's - Salaries	100's - Salaries	100's - Salaries
Administrative Staff	\$ -	\$ 180,000	\$ 183,600	\$ 187,272	\$ 191,017	\$ 194,838
Instructional Staff	\$ -	\$ 1,693,440	\$ 2,551,544	\$ 3,162,994	\$ 3,312,504	\$ 3,469,042
Substitute Teachers	\$ -	\$ 60,790	\$ 89,798	\$ 109,134	\$ 112,052	\$ 115,046
Paraprofessionals / Teacher Asst	\$ -	\$ 70,480	\$ 78,866	\$ 80,444	\$ 82,052	\$ 83,693
Office Staff	\$ -	\$ 49,200	\$ 66,912	\$ 68,250	\$ 69,615	\$ 71,008
Lunch Staff	\$ -	\$ 33,440	\$ 34,109	\$ 34,791	\$ 43,552	\$ 44,423
Transportation Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Maintenance Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Community Services Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
210, 230, 290 - Employee Benefits	\$ -	\$ 131,600	\$ 182,000	\$ 218,400	\$ 224,000	\$ 229,600
220, 240, 250, 750 - Employer Costs	\$ -	\$ 186,217	\$ 256,257	\$ 309,888	\$ 324,390	\$ 338,296
Total Salaries and Benefits	\$ -	\$ 2,405,167	\$ 3,443,086	\$ 4,171,174	\$ 4,359,184	\$ 4,545,946

Purchased / Contract Services

310 - Professional / Technical Services	\$ -	\$ 184,247	\$ 464,695	\$ 537,454	\$ 617,840	\$ 647,826
320 - Insurance and Bond Premiums	\$ -	\$ 74,660	\$ 84,793	\$ 92,788	\$ 95,498	\$ 99,151
330 - Travel	\$ -	\$ 10,500	\$ 10,710	\$ 10,924	\$ 11,143	\$ 11,365
350 - Repairs and Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
370 - Communications	\$ -	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	\$ 5,412
380 - Utilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
390 - Other Purchased Services	\$ -	\$ 52,357	\$ 53,402	\$ 54,472	\$ 55,561	\$ 56,671
Total Purchased/Contract Services	\$ -	\$ 326,763	\$ 618,700	\$ 700,839	\$ 785,347	\$ 820,425

Facilities

360 - Rent	\$ -	\$ 739,661	\$ 1,034,670	\$ 1,259,787	\$ 1,311,665	\$ 1,393,257
360 - Rentals	\$ -	\$ 20,000	\$ 20,400	\$ 20,808	\$ 21,224	\$ 21,649
370 - Communications	\$ -	\$ 50,000	\$ 51,000	\$ 52,020	\$ 53,060	\$ 54,122
380 - Utilities	\$ -	\$ 161,445	\$ 164,670	\$ 167,965	\$ 171,328	\$ 174,755
390 - Other Services	\$ -	\$ 99,310	\$ 133,860	\$ 158,109	\$ 161,747	\$ 168,147
720 - Debt Service / Acquisition	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Rent and Utilities	\$ -	\$ 1,070,415	\$ 1,404,600	\$ 1,658,689	\$ 1,719,024	\$ 1,811,931

Materials & Supplies

510 - Supplies	\$ -	\$ 42,853	\$ 47,986	\$ 52,445	\$ 53,685	\$ 55,257
570 - Food	\$ -	\$ 168,261	\$ 229,645	\$ 272,577	\$ 278,542	\$ 290,375
590 - Other Materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Materials & Supplies	\$ -	\$ 211,114	\$ 277,630	\$ 325,021	\$ 332,227	\$ 345,632

Other Expenses

730 - Dues and Fees	\$ -	\$ 2,000	\$ 2,040	\$ 2,081	\$ 2,122	\$ 2,165
730 - District Administrative Fees	\$ -	\$ 84,757	\$ 83,935	\$ 84,937	\$ 86,788	\$ 88,303
720 - Debt Service / Interest Expense	\$ -	\$ 206,618	\$ 206,618	\$ 206,618	\$ 206,618	\$ 206,618
790 - Miscellaneous Expense	\$ -	\$ 36,700	\$ 37,354	\$ 38,019	\$ 38,702	\$ 39,394
Reserve Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Expenses	\$ -	\$ 330,075	\$ 329,947	\$ 331,655	\$ 334,230	\$ 336,480

Expenses (without Capitalized Items)

SubTotal (Net Income Before Depreciation)	\$ -	\$ 4,343,534	\$ 6,073,963	\$ 7,187,379	\$ 7,530,012	\$ 7,860,413
Depreciation	\$ -	\$ 1,632,291	\$ 857,580	\$ 1,175,341	\$ 1,185,465	\$ 1,370,112
Net Income After Depreciation (Accrual Basis)	\$ -	\$ 1,632,291	\$ 857,580	\$ 1,175,341	\$ 1,185,465	\$ 1,370,112

Add Depreciation	\$	-	\$	-	\$	-	\$	-	\$	-
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Capitalized Expenses

520 - Textbooks	\$	-	\$	257,797	\$	177,543	\$	183,481	\$	147,155	\$	162,766
620,630 - Equipment and Materials	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
640 - Furniture	\$	-	\$	343,800	\$	139,700	\$	75,500	\$	25,500	\$	25,000
640 - Computers	\$	-	\$	490,050	\$	74,500	\$	128,520	\$	137,020	\$	141,760
680 - Remodeling and Renovations	\$	-	\$	76,147	\$	105,549	\$	126,036	\$	129,084	\$	134,436
690 - Software	\$	-	\$	83,445	\$	75,848	\$	91,357	\$	99,422	\$	73,647
Total Capitalized Expenses	\$	-	\$	1,251,239	\$	573,139	\$	604,894	\$	538,181	\$	537,610

Net Cash Flow (Modified Accrual)	\$	-	\$	381,052	\$	284,441	\$	570,446	\$	647,283	\$	832,502
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Palm Beach 15 - C1145 K-8's Five Year Budget Projections

Detailed Budget Summary

Florida Charter Support Unit Budget Template - Summary #5

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Enrollment						
Kindergarten through 5th Grade		511	603	626	649	695
6th Grade through 8th Grade		150	300	450	450	450
Total Enrollment at 100%		661	903	1076	1099	1145

Revenue						
State Sources	\$ -	\$ 4,763,344	\$ 6,453,691	\$ 7,781,932	\$ 8,110,409	\$ 8,587,525
Federal Sources	\$ -	\$ 38,059	\$ 52,331	\$ 61,846	\$ 63,432	\$ 66,051
Other Sources	\$ -	\$ 1,174,422	\$ 425,521	\$ 518,942	\$ 541,635	\$ 576,949
Total Revenue	\$ -	\$ 5,975,825	\$ 6,931,544	\$ 8,362,720	\$ 8,715,476	\$ 9,230,525

Expenses						
Instruction						
Salaries (includes all teachers and assistants)	\$ -	\$ 2,063,808	\$ 3,066,178	\$ 3,787,043	\$ 3,958,703	\$ 4,137,784
Contracted Professional Services	\$ -	\$ 36,400	\$ 50,184	\$ 61,592	\$ 64,097	\$ 67,975
Classroom Supplies & Equipment	\$ -	\$ 10,250	\$ 14,535	\$ 18,207	\$ 18,836	\$ 19,754
Textbooks	\$ -	\$ 257,797	\$ 177,543	\$ 183,481	\$ 147,155	\$ 162,766
Computer - Equipment & Repairs For Instruction	\$ -	\$ 452,650	\$ 66,000	\$ 103,870	\$ 117,470	\$ 117,110
Software For Instruction	\$ -	\$ 47,745	\$ 59,448	\$ 68,357	\$ 70,422	\$ 73,647
Furniture	\$ -	\$ 343,800	\$ 139,700	\$ 75,500	\$ 25,500	\$ 25,000
Other	\$ -	\$ 28,700	\$ 29,194	\$ 29,696	\$ 30,212	\$ 30,735
Total Instruction	\$ -	\$ 3,241,149	\$ 3,602,782	\$ 4,327,746	\$ 4,432,396	\$ 4,634,771

Pupil Personnel Services						
Salaries (Includes Counselor, School Nurse, Health Assistant)	\$ -	\$ 42,910	\$ 51,537	\$ 52,564	\$ 53,611	\$ 54,679
Total Pupil Personnel Services	\$ -	\$ 42,910	\$ 51,537	\$ 52,564	\$ 53,611	\$ 54,679

Media Services

Audio Visual Materials	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Total Media Services	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000

Staff Development

Workshops	\$ -	\$ 15,800	\$ 16,116	\$ 16,438	\$ 16,767	\$ 17,102	\$ 17,102
Total Staff Development	\$ -	\$ 15,800	\$ 16,116	\$ 16,438	\$ 16,767	\$ 17,102	\$ 17,102

Board

Professional Services (Legal)	\$ -	\$ 5,000	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	\$ 5,306
Insurance	\$ -	\$ 23,135	\$ 32,237	\$ 39,181	\$ 40,819	\$ 43,378	\$ 43,378
Total Board	\$ -	\$ 28,135	\$ 37,237	\$ 44,281	\$ 46,021	\$ 48,684	\$ 48,684

General Administration

Management Fees	\$ -	\$ 135,047	\$ 386,555	\$ 447,347	\$ 524,657	\$ 550,184	\$ 550,184
Administrative Fee	\$ -	\$ 84,757	\$ 83,935	\$ 84,937	\$ 86,788	\$ 88,303	\$ 88,303
Total General Administration	\$ -	\$ 219,804	\$ 470,490	\$ 532,284	\$ 611,445	\$ 638,487	\$ 638,487

School Administration

Salaries (Includes Principal, Secretary & Other Office Personnel)	\$ -	\$ 261,466	\$ 287,653	\$ 293,100	\$ 298,656	\$ 304,323	\$ 304,323
Equipment Rental / Lease	\$ -	\$ 20,000	\$ 20,400	\$ 20,808	\$ 21,224	\$ 21,649	\$ 21,649
Travel	\$ -	\$ 10,500	\$ 10,710	\$ 10,924	\$ 11,143	\$ 11,365	\$ 11,365
License Fees	\$ -	\$ 2,000	\$ 2,040	\$ 2,081	\$ 2,122	\$ 2,165	\$ 2,165
Postage and Communication	\$ -	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	\$ 5,412	\$ 5,412
Office Supplies	\$ -	\$ 6,993	\$ 7,429	\$ 7,793	\$ 7,979	\$ 8,198	\$ 8,198
Computer Equipment	\$ -	\$ 73,100	\$ 24,900	\$ 47,650	\$ 48,550	\$ 24,650	\$ 24,650
Total School Administration	\$ -	\$ 379,059	\$ 358,232	\$ 387,558	\$ 394,980	\$ 377,762	\$ 377,762

Facilities Acquisition & Construction

Building Lease / Rent	\$ -	\$ 739,661	\$ 1,034,670	\$ 1,259,787	\$ 1,311,665	\$ 1,393,257	\$ 1,393,257
Remodeling & Renovations	\$ -	\$ 76,147	\$ 105,549	\$ 126,036	\$ 129,084	\$ 134,436	\$ 134,436
Total Facilities Acquisition & Construction	\$ -	\$ 815,808	\$ 1,140,219	\$ 1,385,823	\$ 1,440,749	\$ 1,527,693	\$ 1,527,693

Fiscal Services

South Palm Beach Charter School

Professional Services (Payroll, Accounting, Auditing)	\$ -	\$ -	\$ 15,000	\$ 15,300	\$ 15,606	\$ 15,918
Total Fiscal Services	\$ -	\$ -	\$ 15,000	\$ 15,300	\$ 15,606	\$ 15,918

Food Services

Salaries (Food Service Workers)	\$ -	\$ 36,982	\$ 37,718	\$ 38,468	\$ 48,214	\$ 49,161
Food	\$ -	\$ 168,261	\$ 229,645	\$ 272,577	\$ 278,542	\$ 290,375
Total Food Services	\$ -	\$ 205,244	\$ 267,362	\$ 311,044	\$ 326,756	\$ 339,536

Pupil Transportation Services

Budget Details Informational Summary

Florida Charter Support Unit Budget Template - Summary #6

	Year One	Year Two	Year Three	Year Four	Year Five
Enrollment					
Total # of Students	661	903	1076	1099	1145
Per Student Revenue	\$ 8,955.69	\$ 7,584.49	\$ 7,671.99	\$ 7,822.62	\$ 7,946.06

Revenue					
Maximum Gross Revenue	\$ 5,919,713	\$ 6,848,797	\$ 8,255,056	\$ 8,597,060	\$ 9,098,240
Expected Attrition Rate	100%	100%	100%	100%	100%
Likely Gross Revenue	\$ 5,919,713	\$ 6,848,797	\$ 8,255,056	\$ 8,597,060	\$ 9,098,240

Facilities Budget					
Maximum Facility Expense	\$ 1,198,698	\$ 1,563,325	\$ 1,838,968	\$ 1,903,433	\$ 2,002,795
Minimum Building Size	\$ 39,660	\$ 54,180	\$ 64,560	\$ 65,940	\$ 68,700
Maximum cost per square foot	\$ 18.65	\$ 19.10	\$ 19.51	\$ 19.89	\$ 20.28
Operating and Fixed Costs	\$ 459,037	\$ 528,655	\$ 579,181	\$ 591,768	\$ 609,538
Mortgage Payments/Rent	\$ 739,661	\$ 1,034,670	\$ 1,259,787	\$ 1,311,665	\$ 1,393,257

Staffing					
Average Class Size	22.8	23.2	23.4	23.4	23.4
# of Classroom Teachers	29	39	46	47	49
# of Other Teachers	11	17	23	23	23
# of Other Staff Members	11	18	19	20	21
Salary + Benefits Per Teacher	\$ 41,800	\$ 42,580.00	\$ 43,375.60	\$ 44,187.11	\$ 45,014.85
Total Teacher Salary + Benefits + Employer Costs	\$ 1,951,280	\$ 2,923,689	\$ 3,621,689	\$ 3,789,189	\$ 3,964,274
Other Employee Salary + Benefits + Employer Costs	\$ 453,886	\$ 519,397	\$ 549,485	\$ 569,995	\$ 581,672

South Palm Beach Charter School

All Other Expenditures	\$	1,990,909	\$	1,640,691	\$	1,782,131	\$	1,805,577	\$	1,849,282
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Five Year Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	6 Sections 120 Students	6 Sections 120 Students	6 Sections 120 Students	6 Sections 120 Students	6 Sections 120 Students
1st Grade	4 Sections 92 Students	5 Sections 115 Students	5 Sections 115 Students	5 Sections 115 Students	5 Sections 115 Students
2nd Grade	4 Sections 92 Students	4 Sections 92 Students	5 Sections 115 Students	5 Sections 115 Students	5 Sections 115 Students
3rd Grade	3 Sections 69 Students	4 Sections 92 Students	4 Sections 92 Students	5 Sections 115 Students	5 Sections 115 Students
4th Grade	3 Sections 69 Students	4 Sections 92 Students	4 Sections 92 Students	4 Sections 92 Students	5 Sections 115 Students
5th Grade	3 Sections 69 Students	4 Sections 92 Students	4 Sections 92 Students	4 Sections 92 Students	5 Sections 115 Students
6th Grade	6 Sections 150 Students	6 Sections 150 Students	6 Sections 150 Students	6 Sections 150 Students	6 Sections 150 Students
7th Grade		6 Sections 150 Students	6 Sections 150 Students	6 Sections 150 Students	6 Sections 150 Students
8th Grade			6 Sections 150 Students	6 Sections 150 Students	6 Sections 150 Students
9th Grade					
Total Possible Enrollment	29 Sections 664 Students	39 Sections 903 Students	46 Sections 1076 Students	47 Sections 1099 Students	49 Sections 1145 Students

Five Year Staffing Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Classroom Teachers	29	39	46	47	49
ESE Teachers	2	2	3	3	3
Gifted Teachers					
Other Teachers	9	15	20	20	20
Principal	1	1	1	1	1
Assistant Principal	1	1	1	1	1
Guidance Counselor					
Business Manager					
Office Assistant					
Data Prep Clerk					
Educational Assistant					
Maintenance 1					
Maintenance 2					
Total Employees	56	75	88	91	93

Detailed ESE Estimates

South Palm Beach Charter School

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	16	16	16	16	16
1st Grade	13	16	16	16	16
2nd Grade	13	13	16	16	16
3rd Grade	9	13	13	16	16
4th Grade	9	13	13	13	16
5th Grade	9	13	13	13	16
6th Grade	20	20	20	20	20
7th Grade	0	20	20	20	20
8th Grade	0	0	20	20	20
9th Grade	0	0	0	0	0
Total ESE Enrollment	89	124	147	150	156

Detailed Gifted Estimates

	Year 1	Year 2	Year 3	Year 4	Year 5
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	0	0	0	0	0
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	0	0	0	0	0
Total ESE Enrollment	0	0	0	0	0

Detailed ELL Estimates

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	8	8	8	8	8
1st Grade	6	8	8	8	8
2nd Grade	6	6	8	8	8
3rd Grade	5	6	6	8	8
4th Grade	5	6	6	6	8
5th Grade	5	6	6	6	8
6th Grade	11	11	11	11	11
7th Grade	0	11	11	11	11
8th Grade	0	0	11	11	11
9th Grade	0	0	0	0	0
Total ESE Enrollment	46	62	75	77	81

Special Populations Summary

	Year 1	Year 2	Year 3	Year 4	Year 5
ESE Students	89	124	147	150	156
Gifted Students	0	0	0	0	0
ELL Students	46	62	75	77	81

Free / Reduced Lunch	219	298	356	364	380
Totals	354	484	578	591	617

Revenue Assumptions

Kindergarten - 3rd Graders

	Year 1	Year 2	Year 3	Year 4	Year 5
Base FEFP	\$4,671	\$4,765	\$4,860	\$4,957	\$5,057
Other Categoricals	\$2,266	\$2,312	\$2,358	\$2,405	\$2,453
ESE Guarantee	\$1,047	\$1,068	\$1,089	\$1,111	\$1,133
Total Per Student	\$6,988	\$7,076	\$7,218	\$7,362	\$7,510
Budgeted Students	373	419	442	465	465
Total K-3 Revenue	\$2,697,480	\$3,014,385	\$3,241,642	\$3,478,782	\$3,547,820

4th - 8th Graders

	Year 1	Year 2	Year 3	Year 4	Year 5
Base FEFP	\$4,149	\$4,232	\$4,316	\$4,403	\$4,491
Other Categoricals	\$2,266	\$2,312	\$2,358	\$2,405	\$2,453
ESE Guarantee	\$1,173	\$1,196	\$1,220	\$1,245	\$1,270
Total Per Student	\$6,415	\$6,543	\$6,674	\$6,808	\$6,944
Budgeted Students	288	484	634	634	680
Total 4-8 Revenue	\$1,774,711	\$3,035,607	\$4,053,374	\$4,134,991	\$4,523,102

9th - 12th Graders

	Year 1	Year 2	Year 3	Year 4	Year 5
Base FEFP	\$4,165	\$4,249	\$4,334	\$4,420	\$4,509
Other Categoricals	\$2,266	\$2,312	\$2,358	\$2,405	\$2,453
ESE Guarantee	\$835	\$852	\$869	\$886	\$904
Total Per Student	\$6,431	\$6,560	\$6,691	\$6,825	\$6,962
Budgeted Students	0	0	0	0	0
Total 9-12 Revenue	\$0	\$0	\$0	\$0	\$0

Palm Beach 15 - C1145 K-8's Five Year Budget Projections Year 1 Cash Flow Estimates

Func	Obj	Description	Year 1 Total												Total	
			July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
FEPP Calculations																
		3310 FEPP - Base Funding	\$ 2,952,250	\$ 2,952,250	\$ 2,952,250	\$ 2,952,250	\$ 2,952,250	\$ 2,952,250	\$ 2,952,250	\$ 2,952,250	\$ 2,952,250	\$ 2,952,250	\$ 2,952,250	\$ 2,952,250	\$ 2,952,250	\$ 2,952,250
		3310 FEPP - ESF Guarantee	\$ 97,971	\$ 97,971	\$ 97,971	\$ 97,971	\$ 97,971	\$ 97,971	\$ 97,971	\$ 97,971	\$ 97,971	\$ 97,971	\$ 97,971	\$ 97,971	\$ 97,971	\$ 97,971
		3310 FEPP - Supplemental Academic Instruction	\$ 126,251	\$ 126,251	\$ 126,251	\$ 126,251	\$ 126,251	\$ 126,251	\$ 126,251	\$ 126,251	\$ 126,251	\$ 126,251	\$ 126,251	\$ 126,251	\$ 126,251	\$ 126,251
		3310 FEPP - Class Size Reductions	\$ 844,070	\$ 844,070	\$ 844,070	\$ 844,070	\$ 844,070	\$ 844,070	\$ 844,070	\$ 844,070	\$ 844,070	\$ 844,070	\$ 844,070	\$ 844,070	\$ 844,070	\$ 844,070
		3310 FEPP - Other FEPP (WTE Share)	\$ 15,202	\$ 15,202	\$ 15,202	\$ 15,202	\$ 15,202	\$ 15,202	\$ 15,202	\$ 15,202	\$ 15,202	\$ 15,202	\$ 15,202	\$ 15,202	\$ 15,202	\$ 15,202
		3310 FEPP - Discretionary Local Effort	\$ 372,598	\$ 372,598	\$ 372,598	\$ 372,598	\$ 372,598	\$ 372,598	\$ 372,598	\$ 372,598	\$ 372,598	\$ 372,598	\$ 372,598	\$ 372,598	\$ 372,598	\$ 372,598
		3310 FEPP - Discretionary Millage Compression	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3310 FEPP - Proration to Funds Available	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3310 FEPP - Discretionary Lottery	\$ 6,704	\$ 6,704	\$ 6,704	\$ 6,704	\$ 6,704	\$ 6,704	\$ 6,704	\$ 6,704	\$ 6,704	\$ 6,704	\$ 6,704	\$ 6,704	\$ 6,704	\$ 6,704
		3310 FEPP - Instructional Materials Allocation	\$ 50,889	\$ 50,889	\$ 50,889	\$ 50,889	\$ 50,889	\$ 50,889	\$ 50,889	\$ 50,889	\$ 50,889	\$ 50,889	\$ 50,889	\$ 50,889	\$ 50,889	\$ 50,889
		3310 FEPP - Digital Classroom Allocation	\$ 6,257	\$ 6,257	\$ 6,257	\$ 6,257	\$ 6,257	\$ 6,257	\$ 6,257	\$ 6,257	\$ 6,257	\$ 6,257	\$ 6,257	\$ 6,257	\$ 6,257	\$ 6,257
		3310 FEPP - Dual Enrollment Instr. Materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3492 Transportation (All Riders)	\$ 9,747	\$ 9,747	\$ 9,747	\$ 9,747	\$ 9,747	\$ 9,747	\$ 9,747	\$ 9,747	\$ 9,747	\$ 9,747	\$ 9,747	\$ 9,747	\$ 9,747	\$ 9,747
		3492 Transportation (ESE Student Riders)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3240 Title I Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Income																
		3230 IDEA Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3240 Title I Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3261 School Lunch Reimbursements	\$ 38,059	\$ 38,059	\$ 38,059	\$ 38,059	\$ 38,059	\$ 38,059	\$ 38,059	\$ 38,059	\$ 38,059	\$ 38,059	\$ 38,059	\$ 38,059	\$ 38,059	\$ 38,059
		3262 School Breakfast Reimbursements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3263 After School Snack Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3269 Other Food Service Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3291 Misc. Federal Through State	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3310 Florida Ed. Finance Program (FEPP)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3355 Class Site Reduction Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3361 School Recognition Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3397 Capital Outlay Funds	\$ 281,406	\$ 281,406	\$ 281,406	\$ 281,406	\$ 281,406	\$ 281,406	\$ 281,406	\$ 281,406	\$ 281,406	\$ 281,406	\$ 281,406	\$ 281,406	\$ 281,406	\$ 281,406
		3430 Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3440 Gifts, Grants and Bequests	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3451 School Lunch Collections	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3452 Student Breakfast Collections	\$ 153,576	\$ 153,576	\$ 153,576	\$ 153,576	\$ 153,576	\$ 153,576	\$ 153,576	\$ 153,576	\$ 153,576	\$ 153,576	\$ 153,576	\$ 153,576	\$ 153,576	\$ 153,576
		3453 Adult Breakfast/Lunch Collections	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3455 Student Snack Collections	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3473 School-Aged Child Care Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3492 Transportation Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3493 Sale of Junk	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3495 Other Miscellaneous Local Sources	\$ 95,184	\$ 95,184	\$ 95,184	\$ 95,184	\$ 95,184	\$ 95,184	\$ 95,184	\$ 95,184	\$ 95,184	\$ 95,184	\$ 95,184	\$ 95,184	\$ 95,184	\$ 95,184
		3498 Collection for lost materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		3720 Financing / Loan Proceeds	\$ 869,550	\$ 869,550	\$ 869,550	\$ 869,550	\$ 869,550	\$ 869,550	\$ 869,550	\$ 869,550	\$ 869,550	\$ 869,550	\$ 869,550	\$ 869,550	\$ 869,550	\$ 869,550
		Total Income	\$ 5,919,713	\$ 5,919,713	\$ 5,919,713	\$ 5,919,713	\$ 5,919,713	\$ 5,919,713	\$ 5,919,713	\$ 5,919,713	\$ 5,919,713	\$ 5,919,713	\$ 5,919,713	\$ 5,919,713	\$ 5,919,713	\$ 5,919,713

Expense Estimates															
Function 5100 - Basic Instruction															
5100		Description	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
		110 Administrator Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		120 Classroom Teacher Salaries	\$ 1,131,000	\$ 1,131,000	\$ 1,131,000	\$ 1,131,000	\$ 1,131,000	\$ 1,131,000	\$ 1,131,000	\$ 1,131,000	\$ 1,131,000	\$ 1,131,000	\$ 1,131,000	\$ 1,131,000	\$ 1,131,000
		130 Other Certified Staff Member	\$ 484,444	\$ 484,444	\$ 484,444	\$ 484,444	\$ 484,444	\$ 484,444	\$ 484,444	\$ 484,444	\$ 484,444	\$ 484,444	\$ 484,444	\$ 484,444	\$ 484,444
		140 Substitute Teachers	\$ 57,990	\$ 57,990	\$ 57,990	\$ 57,990	\$ 57,990	\$ 57,990	\$ 57,990	\$ 57,990	\$ 57,990	\$ 57,990	\$ 57,990	\$ 57,990	\$ 57,990
		150 Paraprofessionals	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		160 Other Support Personnel	\$ 31,720	\$ 31,720	\$ 31,720	\$ 31,720	\$ 31,720	\$ 31,720	\$ 31,720	\$ 31,720	\$ 31,720	\$ 31,720	\$ 31,720	\$ 31,720	\$ 31,720
		210 Retirement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		220 FICA	\$ 123,832	\$ 123,832	\$ 123,832	\$ 123,832	\$ 123,832	\$ 123,832	\$ 123,832	\$ 123,832	\$ 123,832	\$ 123,832	\$ 123,832	\$ 123,832	\$ 123,832
		230 Group Insurance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		240 Worker's Compensation	\$ 17,320	\$ 17,320	\$ 17,320	\$ 17,320	\$ 17,320	\$ 17,320	\$ 17,320	\$ 17,320	\$ 17,320	\$ 17,320	\$ 17,320	\$ 17,320	\$ 17,320
		250 Unemployment Compensation	\$ 9,072	\$ 9,072	\$ 9,072	\$ 9,072	\$ 9,072	\$ 9,072	\$ 9,072	\$ 9,072	\$ 9,072	\$ 9,072	\$ 9,072	\$ 9,072	\$ 9,072
		290 Other Employee Benefits	\$ 114,800	\$ 114,800	\$ 114,800	\$ 114,800	\$ 114,800	\$ 114,800	\$ 114,800	\$ 114,800	\$ 114,800	\$ 114,800	\$ 114,800	\$ 114,800	\$ 114,800
		310 Professional and Technical Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		320 Insurance and Bond Premiums	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		330 Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		350 Repairs and Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

South Palm Beach Charter School

6100	110 Administrator Salaries	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	120 Classroom Teacher Salaries	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	130 Other Certified Staff Member	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	140 Substitute Teachers	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	150 Paraprofessionals	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	160 Other Support Personnel	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	210 Retirement	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	220 FICA	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	230 Group Insurance	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	240 Worker's Compensation	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	250 Unemployment Compensation	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	290 Other Employee Benefits	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	310 Professional and Technical Services	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	320 Insurance and Bond Premiums	\$ -	-	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	330 Travel	\$ -	-	7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	350 Repairs and Maintenance	\$ -	-	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	360 Rentals	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	370 Communications	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	380 Public Utilities	\$ -	-	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	390 Other Purchased Services	\$ -	-	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	430 Electricity	\$ -	-	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	510 Supplies	\$ -	-	5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	520 Textbooks	\$ -	-	5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	530 Periodicals	\$ -	-	5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	570 Food	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	590 Other Materials and Supplies	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	610 Library Books	\$ -	-	5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	621 AV Materials-Capitalized	\$ -	-	7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	622 AV Materials (Non-Capitalized)	\$ -	-	7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	630 Building/Fixed Equipment	\$ -	-	7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	641 Furniture, Fixtures-Capitalized	\$ -	-	7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	642 Furniture, Fixtures (Non-Capitalized)	\$ -	-	7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	643 Computer Hardware-Capitalized	\$ -	-	7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	644 Computer Hardware (Non-Capitalized)	\$ -	-	7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	660 Remodeling/Renovations	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	690 Computer Software	\$ -	-	5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	720 Interest Payment / Dept. Service	\$ -	-	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	730 Dues and Fees	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	750 Other Personnel Services	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	790 Miscellaneous Expenses	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6100	Subtotal	\$ -	-	42,900	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Function 6200 - Instructional Media Services					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	110 Administrator Salaries	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	120 Classroom Teacher Salaries	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	130 Other Certified Staff Member	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	140 Substitute Teachers	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	150 Paraprofessionals	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	160 Other Support Personnel	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	210 Retirement	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	220 FICA	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	230 Group Insurance	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	240 Worker's Compensation	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	250 Unemployment Compensation	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	290 Other Employee Benefits	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	310 Professional and Technical Services	\$ -	-	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	320 Insurance and Bond Premiums	\$ -	-	7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	330 Travel	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	350 Repairs and Maintenance	\$ -	-	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	360 Rentals	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	370 Communications	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	380 Public Utilities	\$ -	-	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	390 Other Purchased Services	\$ -	-	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	430 Electricity	\$ -	-	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	510 Supplies	\$ -	-	5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	520 Textbooks	\$ -	-	7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	530 Periodicals	\$ -	-	5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	570 Food	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	590 Other Materials and Supplies	\$ -	-	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	610 Library Books	\$ -	-	5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	621 AV Materials-Capitalized	\$ -	-	7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	622 AV Materials (Non-Capitalized)	\$ -	-	7																		

Function	Code	Description	Unit	Rate	Count	Total
6200	621	AV Materials-Capitalized			7	
6200	622	AV Materials (Non-Capitalized)			7	
6200	630	Building/Fixed Equipment			7	
6200	641	Furniture, Fixtures-Capitalized			7	
6200	642	Furniture, Fixtures (Non-Capitalized)			7	
6200	644	Computer Hardware-Capitalized			7	
6200	644	Computer Hardware (Non-Capitalized)			7	
6200	680	Remodeling/Renovations			3	
6200	690	Computer Software			3	
6200	720	Interest Payment / Debt Service			1	
6200	730	Dues and Fees			3	
6200	750	Other Personnel Services			3	
6200	790	Miscellaneous Expenses			3	
		6200 Sub Total				\$ 5,000.00
Function 6300 - Instructional/Curriculum Development						
6300	110	Administrator Salaries			3	
6300	120	Classroom Teacher Salaries			3	
6300	130	Other Certified Staff Member			3	
6300	140	Substitute Teachers			3	
6300	150	Paraprofessionals			3	
6300	160	Other Support Personnel			3	
6300	210	Retirement			3	
6300	220	FICA			3	
6300	230	Group Insurance			3	
6300	240	Worker's Compensation			3	
6300	250	Unemployment Compensation			3	
6300	290	Other Employee Benefits			3	
6300	310	Professional and Technical Services			1	
6300	320	Insurance and Bond Premiums			1	
6300	330	Travel			7	
6300	350	Repairs and Maintenance			1	
6300	360	Rentals			3	
6300	370	Communications			1	
6300	380	Public Utilities			1	
6300	390	Other Purchased Services			1	
6300	430	Electricity			1	
6300	510	Supplies			5	
6300	520	Textbooks			7	
6300	530	Periodicals			5	
6300	570	Food			3	
6300	590	Other Materials and Supplies			3	
6300	610	Library Books			3	
6300	621	AV Materials-Capitalized			7	
6300	622	AV Materials (Non-Capitalized)			7	
6300	630	Building/Fixed Equipment			7	
6300	641	Furniture, Fixtures-Capitalized			7	
6300	642	Furniture, Fixtures (Non-Capitalized)			7	
6300	644	Computer Hardware-Capitalized			7	
6300	644	Computer Hardware (Non-Capitalized)			7	
6300	680	Remodeling/Renovations			3	
6300	690	Computer Software			3	
6300	720	Interest Payment / Debt Service			1	
6300	730	Dues and Fees			3	
6300	750	Other Personnel Services			3	
6300	790	Miscellaneous Expenses			3	
		6300 Sub Total				\$ 5,000.00
Function 6400 - Instructional Staff Training						
6400	110	Administrator Salaries			3	
6400	120	Classroom Teacher Salaries			3	
6400	130	Other Certified Staff Member			3	
6400	140	Substitute Teachers			3	
6400	150	Paraprofessionals			3	
6400	160	Other Support Personnel			3	
6400	210	Retirement			3	
6400	220	FICA			3	
6400	230	Group Insurance			3	
6400	240	Worker's Compensation			3	
6400	250	Unemployment Compensation			3	

South Palm Beach Charter School

Function	Code	Description	Quantity	Unit Price	Total	Quantity	Unit Price	Total
6500	750	Other Personnel Services	3	\$ -	\$ -	3	\$ -	\$ -
6500	790	Miscellaneous Expenses	3	\$ -	\$ -	3	\$ -	\$ -
6500 Sub Total					\$ -			\$ -
Function 7100 - Board								
7100	110	Administrator Salaries	3	\$ -	\$ -	3	\$ -	\$ -
7100	120	Classroom Teacher Salaries	3	\$ -	\$ -	3	\$ -	\$ -
7100	130	Other Certified Staff Member	3	\$ -	\$ -	3	\$ -	\$ -
7100	140	Substitute Teachers	3	\$ -	\$ -	3	\$ -	\$ -
7100	150	Paraprofessionals	3	\$ -	\$ -	3	\$ -	\$ -
7100	160	Other Support Personnel	3	\$ -	\$ -	3	\$ -	\$ -
7100	210	Retirement	3	\$ -	\$ -	3	\$ -	\$ -
7100	220	FICA	3	\$ -	\$ -	3	\$ -	\$ -
7100	230	Group Insurance	3	\$ -	\$ -	3	\$ -	\$ -
7100	240	Worker's Compensation	3	\$ -	\$ -	3	\$ -	\$ -
7100	250	Unemployment Compensation	3	\$ -	\$ -	3	\$ -	\$ -
7100	290	Other Employee Benefits	3	\$ -	\$ -	3	\$ -	\$ -
7100	310	Professional and Technical Services	5,000	\$ 417	\$ 2,085	5,000	\$ 417	\$ 2,085
7100	320	Insurance and Bond Premiums	23,135	\$ 11,568	\$ 267,816	23,135	\$ 11,568	\$ 267,816
7100	330	Travel	3	\$ -	\$ -	3	\$ -	\$ -
7100	350	Repairs and Maintenance	3	\$ -	\$ -	3	\$ -	\$ -
7100	360	Rentals	3	\$ -	\$ -	3	\$ -	\$ -
7100	370	Communications	3	\$ -	\$ -	3	\$ -	\$ -
7100	380	Public Utilities	3	\$ -	\$ -	3	\$ -	\$ -
7100	390	Other Purchased Services	3	\$ -	\$ -	3	\$ -	\$ -
7100	430	Electricity	3	\$ -	\$ -	3	\$ -	\$ -
7100	510	Supplies	3	\$ -	\$ -	3	\$ -	\$ -
7100	520	Textbooks	3	\$ -	\$ -	3	\$ -	\$ -
7100	530	Periodicals	3	\$ -	\$ -	3	\$ -	\$ -
7100	570	Food	3	\$ -	\$ -	3	\$ -	\$ -
7100	590	Other Materials and Supplies	3	\$ -	\$ -	3	\$ -	\$ -
7100	610	Library Books	3	\$ -	\$ -	3	\$ -	\$ -
7100	621	AV Materials-Capitalized	3	\$ -	\$ -	3	\$ -	\$ -
7100	622	AV Materials (Non Capitalized)	7	\$ -	\$ -	7	\$ -	\$ -
7100	630	Building/Fixed Equipment	7	\$ -	\$ -	7	\$ -	\$ -
7100	641	Furniture, Fixtures-Capitalized	7	\$ -	\$ -	7	\$ -	\$ -
7100	642	Furniture, Fixtures (Non Capitalized)	7	\$ -	\$ -	7	\$ -	\$ -
7100	643	Computer Hardware-Capitalized	7	\$ -	\$ -	7	\$ -	\$ -
7100	644	Computer Hardware (Non Capitalized)	7	\$ -	\$ -	7	\$ -	\$ -
7100	680	Remodeling/Renovations	3	\$ -	\$ -	3	\$ -	\$ -
7100	690	Computer Software	3	\$ -	\$ -	3	\$ -	\$ -
7100	720	Interest Payment / Debt Service	1	\$ -	\$ -	1	\$ -	\$ -
7100	730	Dues and Fees	3	\$ -	\$ -	3	\$ -	\$ -
7100	250	Other Personnel Services	3	\$ -	\$ -	3	\$ -	\$ -
7100	790	Miscellaneous Expenses	3	\$ -	\$ -	3	\$ -	\$ -
7100 Sub Total					\$ 2,085			\$ 2,085
Function 7200 - General / District Administration								
7200	730	Dues and Fees	84,757	\$ 7,063	\$ 598,615	84,757	\$ 7,063	\$ 598,615
7200 Sub Total					\$ 598,615			\$ 598,615
Function 7300 - School Administration								
7300	110	Administrator Salaries	1	\$ -	\$ -	1	\$ -	\$ -
7300	120	Classroom Teacher Salaries	3	\$ -	\$ -	3	\$ -	\$ -
7300	130	Other Certified Staff Member	3	\$ -	\$ -	3	\$ -	\$ -
7300	140	Substitute Teachers	3	\$ -	\$ -	3	\$ -	\$ -
7300	150	Paraprofessionals	3	\$ -	\$ -	3	\$ -	\$ -
7300	160	Other Support Personnel	49,200	\$ 4,100	\$ 202,440	49,200	\$ 4,100	\$ 202,440
7300	210	Retirement	1	\$ -	\$ -	1	\$ -	\$ -
7300	220	FICA	1	\$ -	\$ -	1	\$ -	\$ -
7300	230	Group Insurance	1	\$ -	\$ -	1	\$ -	\$ -
7300	240	Worker's Compensation	2,452	\$ 204	\$ 499,968	2,452	\$ 204	\$ 499,968
7300	250	Unemployment Compensation	1,080	\$ 90	\$ 97,200	1,080	\$ 90	\$ 97,200
7300	290	Other Employee Benefits	11,200	\$ 933	\$ 10,449,600	11,200	\$ 933	\$ 10,449,600
7300	310	Professional and Technical Services	135,047	\$ 11,254	\$ 1,519,800	135,047	\$ 11,254	\$ 1,519,800
7300	320	Insurance and Bond Premiums	7	\$ -	\$ -	7	\$ -	\$ -
7300	330	Travel	10,500	\$ 1,050	\$ 11,025,000	10,500	\$ 1,050	\$ 11,025,000
7300	350	Repairs and Maintenance	3	\$ -	\$ -	3	\$ -	\$ -
7300	360	Rentals	20,000	\$ 2,000	\$ 40,000,000	20,000	\$ 2,000	\$ 40,000,000
7300	370	Communications	5,000	\$ 417	\$ 2,085,000	5,000	\$ 417	\$ 2,085,000
7300	380	Public Utilities	1	\$ -	\$ -	1	\$ -	\$ -

South Palm Beach Charter School

Function	Description	Quantity	Unit Price	Total	Quantity	Unit Price	Total
7300	390 Other Purchased Services	1	\$	\$	1	\$	\$
7300	430 Electricity	1	\$	\$	1	\$	\$
7300	510 Supplies	6,993	\$ 2,622	\$ 18,222	6,993	\$ 175	\$ 1,223,775
7300	520 Textbooks	7	\$	\$	7	\$	\$
7300	530 Periodicals	5	\$	\$	5	\$	\$
7300	570 Food	3,986	\$	\$	3,986	\$	\$
7300	590 Other Materials and Supplies	3	\$	\$	3	\$	\$
7300	610 Library Books	5	\$	\$	5	\$	\$
7300	621 AV Materials-Capitalized	5	\$	\$	5	\$	\$
7300	622 AV Materials (Non Capitalized)	7	\$	\$	7	\$	\$
7300	630 Building/Fixed Equipment	7	\$	\$	7	\$	\$
7300	641 Furniture, Fixtures-Capitalized	7	\$	\$	7	\$	\$
7300	642 Furniture, Fixtures (Non Capitalized)	7	\$	\$	7	\$	\$
7300	643 Computer Hardware-Capitalized	37,400	\$	\$	37,400	\$	\$
7300	644 Computer Hardware (Non Capitalized)	7	\$	\$	7	\$	\$
7300	680 Remodeling/Renovations	3	\$	\$	3	\$	\$
7300	690 Computer Software	35,700	\$	\$	35,700	\$	\$
7300	720 Interest Payment / Debt Service	1	\$	\$	1	\$	\$
7300	730 Dues and Fees	2,000	\$	\$	2,000	\$	\$
7300	750 Other Personnel Services	3	\$	\$	3	\$	\$
7300	790 Miscellaneous Expenses	14,000	\$	\$	14,000	\$	\$
	7300 Sub Total			\$ 332,092			\$ 332,092

Function	Description	Quantity	Unit Price	Total	Quantity	Unit Price	Total
7500	110 Administrator Salaries	3	\$	\$	3	\$	\$
7500	120 Classroom Teacher Salaries	3	\$	\$	3	\$	\$
7500	130 Other Certified Staff Member	3	\$	\$	3	\$	\$
7500	140 Substitute Teachers	3	\$	\$	3	\$	\$
7500	150 Paraprofessionals	3	\$	\$	3	\$	\$
7500	160 Other Support Personnel	3	\$	\$	3	\$	\$
7500	210 Retirement	3	\$	\$	3	\$	\$
7500	220 FICA	3	\$	\$	3	\$	\$
7500	230 Group Insurance	3	\$	\$	3	\$	\$
7500	240 Worker's Compensation	3	\$	\$	3	\$	\$
7500	250 Unemployment Compensation	3	\$	\$	3	\$	\$
7500	290 Other Employee Benefits	3	\$	\$	3	\$	\$
7500	310 Professional and Technical Services	30	\$	\$	30	\$	\$
7500	320 Insurance and Bond Premiums	7	\$	\$	7	\$	\$
7500	330 Travel	3	\$	\$	3	\$	\$
7500	350 Repairs and Maintenance	3	\$	\$	3	\$	\$
7500	360 Rentals	3	\$	\$	3	\$	\$
7500	370 Communications	3	\$	\$	3	\$	\$
7500	380 Public Utilities	1	\$	\$	1	\$	\$
7500	390 Other Purchased Services	1	\$	\$	1	\$	\$
7500	430 Electricity	1	\$	\$	1	\$	\$
7500	510 Supplies	5	\$	\$	5	\$	\$
7500	520 Textbooks	7	\$	\$	7	\$	\$
7500	530 Periodicals	5	\$	\$	5	\$	\$
7500	570 Food	14,000	\$	\$	14,000	\$	\$
7500	590 Other Materials and Supplies	3	\$	\$	3	\$	\$
7500	610 Library Books	5	\$	\$	5	\$	\$
7500	621 AV Materials-Capitalized	7	\$	\$	7	\$	\$
7500	622 AV Materials (Non Capitalized)	7	\$	\$	7	\$	\$
7500	630 Building/Fixed Equipment	7	\$	\$	7	\$	\$
7500	641 Furniture, Fixtures-Capitalized	7	\$	\$	7	\$	\$
7500	642 Furniture, Fixtures (Non Capitalized)	7	\$	\$	7	\$	\$
7500	643 Computer Hardware-Capitalized	7	\$	\$	7	\$	\$
7500	644 Computer Hardware (Non Capitalized)	7	\$	\$	7	\$	\$
7500	680 Remodeling/Renovations	3	\$	\$	3	\$	\$
7500	690 Computer Software	5	\$	\$	5	\$	\$
7500	720 Interest Payment / Debt Service	206,618	\$	\$	206,618	\$	\$
7500	730 Dues and Fees	3	\$	\$	3	\$	\$
7500	750 Other Personnel Services	3	\$	\$	3	\$	\$
7500	790 Miscellaneous Expenses	3	\$	\$	3	\$	\$
	7500 Sub Total			\$ 206,618			\$ 206,618

Function	Description	Quantity	Unit Price	Total	Quantity	Unit Price	Total
7600	110 Administrator Salaries	3	\$	\$	3	\$	\$
7600	120 Classroom Teacher Salaries	3	\$	\$	3	\$	\$
7600	130 Other Certified Staff Member	3	\$	\$	3	\$	\$

South Palm Beach Charter School

Code	Description	Quantity	Unit Cost	Total Cost	Account	Quantity	Unit Cost	Total Cost	Account	Quantity	Unit Cost	Total Cost	Account
7600	140 Substitute Teachers	3	\$ -	\$ -	7600	140 Substitute Teachers	3	\$ -	\$ -	7600	140 Substitute Teachers	3	\$ -
7600	150 Paraprofessionals	3	\$ -	\$ -	7600	150 Paraprofessionals	3	\$ -	\$ -	7600	150 Paraprofessionals	3	\$ -
7600	160 Other Support Personnel	3	\$ 3,344	\$ 3,344	7600	160 Other Support Personnel	3	\$ 3,344	\$ 3,344	7600	160 Other Support Personnel	3	\$ 3,344
7600	210 Retirement	3	\$ -	\$ -	7600	210 Retirement	3	\$ -	\$ -	7600	210 Retirement	3	\$ -
7600	220 FICA	3	\$ -	\$ -	7600	220 FICA	3	\$ -	\$ -	7600	220 FICA	3	\$ -
7600	230 Group Insurance	3	\$ -	\$ -	7600	230 Group Insurance	3	\$ -	\$ -	7600	230 Group Insurance	3	\$ -
7600	240 Worker's Compensation	3	\$ 36	\$ 36	7600	240 Worker's Compensation	3	\$ 36	\$ 36	7600	240 Worker's Compensation	3	\$ 36
7600	250 Unemployment Compensation	3	\$ 63	\$ 63	7600	250 Unemployment Compensation	3	\$ 63	\$ 63	7600	250 Unemployment Compensation	3	\$ 63
7600	290 Other Employee Benefits	3	\$ -	\$ -	7600	290 Other Employee Benefits	3	\$ -	\$ -	7600	290 Other Employee Benefits	3	\$ -
7600	310 Professional and Technical Services	3	\$ -	\$ -	7600	310 Professional and Technical Services	3	\$ -	\$ -	7600	310 Professional and Technical Services	3	\$ -
7600	320 Insurance and Bond Premiums	3	\$ -	\$ -	7600	320 Insurance and Bond Premiums	3	\$ -	\$ -	7600	320 Insurance and Bond Premiums	3	\$ -
7600	330 Travel	3	\$ -	\$ -	7600	330 Travel	3	\$ -	\$ -	7600	330 Travel	3	\$ -
7600	350 Repair and Maintenance	3	\$ -	\$ -	7600	350 Repair and Maintenance	3	\$ -	\$ -	7600	350 Repair and Maintenance	3	\$ -
7600	360 Rentals	3	\$ -	\$ -	7600	360 Rentals	3	\$ -	\$ -	7600	360 Rentals	3	\$ -
7600	370 Communications	3	\$ -	\$ -	7600	370 Communications	3	\$ -	\$ -	7600	370 Communications	3	\$ -
7600	380 Public Utilities	3	\$ -	\$ -	7600	380 Public Utilities	3	\$ -	\$ -	7600	380 Public Utilities	3	\$ -
7600	390 Other Purchased Services	3	\$ -	\$ -	7600	390 Other Purchased Services	3	\$ -	\$ -	7600	390 Other Purchased Services	3	\$ -
7600	430 Electricity	3	\$ -	\$ -	7600	430 Electricity	3	\$ -	\$ -	7600	430 Electricity	3	\$ -
7600	510 Supplies	3	\$ -	\$ -	7600	510 Supplies	3	\$ -	\$ -	7600	510 Supplies	3	\$ -
7600	520 Textbooks	7	\$ -	\$ -	7600	520 Textbooks	7	\$ -	\$ -	7600	520 Textbooks	7	\$ -
7600	530 Periodicals	3	\$ -	\$ -	7600	530 Periodicals	3	\$ -	\$ -	7600	530 Periodicals	3	\$ -
7600	570 Food	3	\$ 16,428	\$ 16,428	7600	570 Food	3	\$ 16,428	\$ 16,428	7600	570 Food	3	\$ 16,428
7600	590 Other Materials and Supplies	3	\$ -	\$ -	7600	590 Other Materials and Supplies	3	\$ -	\$ -	7600	590 Other Materials and Supplies	3	\$ -
7600	610 Library Books	3	\$ -	\$ -	7600	610 Library Books	3	\$ -	\$ -	7600	610 Library Books	3	\$ -
7600	621 AV Materials-Capitalized	7	\$ -	\$ -	7600	621 AV Materials-Capitalized	7	\$ -	\$ -	7600	621 AV Materials-Capitalized	7	\$ -
7600	622 AV Materials (Non Capitalized)	7	\$ -	\$ -	7600	622 AV Materials (Non Capitalized)	7	\$ -	\$ -	7600	622 AV Materials (Non Capitalized)	7	\$ -
7600	641 Furniture, Fixtures-Capitalized	7	\$ -	\$ -	7600	641 Furniture, Fixtures-Capitalized	7	\$ -	\$ -	7600	641 Furniture, Fixtures-Capitalized	7	\$ -
7600	642 Furniture, Fixtures (Non Capitalized)	7	\$ -	\$ -	7600	642 Furniture, Fixtures (Non Capitalized)	7	\$ -	\$ -	7600	642 Furniture, Fixtures (Non Capitalized)	7	\$ -
7600	643 Computer Hardware-Capitalized	7	\$ -	\$ -	7600	643 Computer Hardware-Capitalized	7	\$ -	\$ -	7600	643 Computer Hardware-Capitalized	7	\$ -
7600	644 Computer Hardware (Non Capitalized)	7	\$ -	\$ -	7600	644 Computer Hardware (Non Capitalized)	7	\$ -	\$ -	7600	644 Computer Hardware (Non Capitalized)	7	\$ -
7600	660 Remodeling/Renovations	3	\$ -	\$ -	7600	660 Remodeling/Renovations	3	\$ -	\$ -	7600	660 Remodeling/Renovations	3	\$ -
7600	690 Computer Software	3	\$ -	\$ -	7600	690 Computer Software	3	\$ -	\$ -	7600	690 Computer Software	3	\$ -
7600	720 Interest Payment / Debt Service	1	\$ -	\$ -	7600	720 Interest Payment / Debt Service	1	\$ -	\$ -	7600	720 Interest Payment / Debt Service	1	\$ -
7600	730 Dues and Fees	3	\$ -	\$ -	7600	730 Dues and Fees	3	\$ -	\$ -	7600	730 Dues and Fees	3	\$ -
7600	750 Other Personnel Services	3	\$ -	\$ -	7600	750 Other Personnel Services	3	\$ -	\$ -	7600	750 Other Personnel Services	3	\$ -
7600	790 Miscellaneous Expenses	3	\$ -	\$ -	7600	790 Miscellaneous Expenses	3	\$ -	\$ -	7600	790 Miscellaneous Expenses	3	\$ -
	7600 Sub Total			\$ 20,126				\$ 20,126				\$ 20,126	
Function 7800 - Pupil Transportation													
7800	110 Administrator Salaries	3	\$ -	\$ -	7800	110 Administrator Salaries	3	\$ -	\$ -	7800	110 Administrator Salaries	3	\$ -
7800	120 Classroom Teacher Salaries	3	\$ -	\$ -	7800	120 Classroom Teacher Salaries	3	\$ -	\$ -	7800	120 Classroom Teacher Salaries	3	\$ -
7800	130 Other Certified Staff Member	3	\$ -	\$ -	7800	130 Other Certified Staff Member	3	\$ -	\$ -	7800	130 Other Certified Staff Member	3	\$ -
7800	140 Substitute Teachers	3	\$ -	\$ -	7800	140 Substitute Teachers	3	\$ -	\$ -	7800	140 Substitute Teachers	3	\$ -
7800	150 Paraprofessionals	3	\$ -	\$ -	7800	150 Paraprofessionals	3	\$ -	\$ -	7800	150 Paraprofessionals	3	\$ -
7800	160 Other Support Personnel	3	\$ -	\$ -	7800	160 Other Support Personnel	3	\$ -	\$ -	7800	160 Other Support Personnel	3	\$ -
7800	210 Retirement	3	\$ -	\$ -	7800	210 Retirement	3	\$ -	\$ -	7800	210 Retirement	3	\$ -
7800	220 FICA	3	\$ -	\$ -	7800	220 FICA	3	\$ -	\$ -	7800	220 FICA	3	\$ -
7800	230 Group Insurance	3	\$ -	\$ -	7800	230 Group Insurance	3	\$ -	\$ -	7800	230 Group Insurance	3	\$ -
7800	240 Worker's Compensation	3	\$ -	\$ -	7800	240 Worker's Compensation	3	\$ -	\$ -	7800	240 Worker's Compensation	3	\$ -
7800	250 Unemployment Compensation	3	\$ -	\$ -	7800	250 Unemployment Compensation	3	\$ -	\$ -	7800	250 Unemployment Compensation	3	\$ -
7800	290 Other Employee Benefits	3	\$ -	\$ -	7800	290 Other Employee Benefits	3	\$ -	\$ -	7800	290 Other Employee Benefits	3	\$ -
7800	310 Professional and Technical Services	3	\$ -	\$ -	7800	310 Professional and Technical Services	3	\$ -	\$ -	7800	310 Professional and Technical Services	3	\$ -
7800	320 Insurance and Bond Premiums	7	\$ -	\$ -	7800	320 Insurance and Bond Premiums	7	\$ -	\$ -	7800	320 Insurance and Bond Premiums	7	\$ -
7800	330 Travel	3	\$ -	\$ -	7800	330 Travel	3	\$ -	\$ -	7800	330 Travel	3	\$ -
7800	350 Repair and Maintenance	3	\$ -	\$ -	7800	350 Repair and Maintenance	3	\$ -	\$ -	7800	350 Repair and Maintenance	3	\$ -
7800	360 Rentals	3	\$ -	\$ -	7800	360 Rentals	3	\$ -	\$ -	7800	360 Rentals	3	\$ -
7800	370 Communications	3	\$ -	\$ -	7800	370 Communications	3	\$ -	\$ -	7800	370 Communications	3	\$ -
7800	380 Public Utilities	3	\$ -	\$ -	7800	380 Public Utilities	3	\$ -	\$ -	7800	380 Public Utilities	3	\$ -
7800	390 Other Purchased Services	3	\$ -	\$ -	7800	390 Other Purchased Services	3	\$ -	\$ -	7800	390 Other Purchased Services	3	\$ -
7800	430 Electricity	3	\$ -	\$ -	7800	430 Electricity	3	\$ -	\$ -	7800	430 Electricity	3	\$ -
7800	460 Gas / Fuel	3	\$ -	\$ -	7800	460 Gas / Fuel	3	\$ -	\$ -	7800	460 Gas / Fuel	3	\$ -
7800	510 Supplies	3	\$ -	\$ -	7800	510 Supplies	3	\$ -	\$ -	7800	510 Supplies	3	\$ -
7800	520 Textbooks	7	\$ -	\$ -	7800	520 Textbooks	7	\$ -	\$ -	7800	520 Textbooks	7	\$ -
7800	530 Periodicals	3	\$ -	\$ -	7800	530 Periodicals	3	\$ -	\$ -	7800	530 Periodicals	3	\$ -
7800	570 Food	3	\$ -	\$ -	7800	570 Food	3	\$ -	\$ -	7800	570 Food	3	\$ -
7800	590 Other Materials and Supplies	3	\$ -	\$ -	7800	590 Other Materials and Supplies	3	\$ -	\$ -	7800	590 Other Materials and Supplies	3	\$ -
7800	610 Library Books	3	\$ -	\$ -	7800	610 Library Books	3	\$ -	\$ -	7800	610 Library Books	3	\$ -
7800	621 AV Materials-Capitalized	7	\$ -	\$ -	7800	621 AV Materials-Capitalized	7	\$ -	\$ -	7800	621 AV Materials-Capitalized	7	\$ -
7800	622 AV Materials (Non Capitalized)	7	\$ -	\$ -	7800	622 AV Materials (Non Capitalized)	7	\$ -	\$ -	7800	622 AV Materials (Non Capitalized)	7	\$ -
	7800 Sub Total			\$ 5,236				\$ 5,236				\$ 5,236	
	201256			\$ 25,362				\$ 25,362				\$ 25,362	

South Palm Beach Charter School

9100	320 Insurance and Bond Premiums	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	330 Travel	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	350 Repairs and Maintenance	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	360 Rentals	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	370 Communications	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	380 Public Utilities	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	390 Other Purchased Services	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	430 Electricity	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	510 Supplies	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	520 Textbooks	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	530 Periodicals	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	570 Food	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	590 Other Materials and Supplies	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	610 Library Books	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	621 AV Materials-Capitalized	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	622 AV Materials (Non Capitalized)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	630 Building/Fixed Equipment	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	641 Furniture, Fixtures-Capitalized	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	642 Furniture, Fixtures (Non Capitalized)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	643 Computer Hardware-Capitalized	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	644 Computer Hardware (Non Capitalized)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	680 Remodeling/Renovations	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	720 Interest Payment / Debt Service	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	730 Dues and Fees	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	750 Other Personnel Services	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	790 Miscellaneous Expenses	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100 Sub Total		\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
0 Reserve Fund		\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-

9100	320 Insurance and Bond Premiums	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	330 Travel	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	350 Repairs and Maintenance	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	360 Rentals	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	370 Communications	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	380 Public Utilities	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	390 Other Purchased Services	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	430 Electricity	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	510 Supplies	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	520 Textbooks	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	530 Periodicals	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	570 Food	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	590 Other Materials and Supplies	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	610 Library Books	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	621 AV Materials-Capitalized	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	622 AV Materials (Non Capitalized)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	630 Building/Fixed Equipment	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	641 Furniture, Fixtures-Capitalized	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	642 Furniture, Fixtures (Non Capitalized)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	643 Computer Hardware-Capitalized	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	644 Computer Hardware (Non Capitalized)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	680 Remodeling/Renovations	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	720 Interest Payment / Debt Service	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	730 Dues and Fees	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	750 Other Personnel Services	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100	790 Miscellaneous Expenses	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
9100 Sub Total		\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
0 Reserve Fund		\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-

Total Expenses	\$	5,594,773
Total Income	\$	5,919,713
Net Revenue	\$	324,940
Cash On Hand	\$	324,940

Total Expenses	\$	5,594,773
Total Income	\$	5,919,713
Net Revenue	\$	324,940
Cash On Hand	\$	324,940

Palm Beach 15 - C1145 K-8's Five Year Budget Projections

General Budget Summary

Florida Charter Support Unit Budget Template - Summary #1

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Revenue						
Florida Educational Finance Program (FEFP)	\$ -	\$ 4,472,191	\$ 6,049,942	\$ 7,295,016	\$ 7,613,773	\$ 8,070,922
Capital Outlay	\$ -	\$ 281,406	\$ 390,192	\$ 470,551	\$ 480,027	\$ 498,978
NSLP Funds	\$ -	\$ 191,635	\$ 262,472	\$ 311,920	\$ 318,708	\$ 332,244
Transportation Funds	\$ -	\$ 9,747	\$ 13,557	\$ 16,364	\$ 16,610	\$ 17,625
Interest from Loans	\$ -	\$ 869,550	\$ -	\$ -	\$ -	\$ -
Other Income Sources	\$ -	\$ 151,296	\$ 215,380	\$ 268,868	\$ 286,359	\$ 310,756
Total Revenue	\$ -	\$ 5,975,825	\$ 6,931,544	\$ 8,362,720	\$ 8,715,476	\$ 9,230,525

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Expenses						
Academic Expenses						
Employee Salaries	\$ -	\$ 2,087,350	\$ 3,004,829	\$ 3,642,886	\$ 3,810,794	\$ 3,978,050
Employee Benefits	\$ -	\$ 131,600	\$ 182,000	\$ 218,400	\$ 224,000	\$ 229,600
Employer Costs	\$ -	\$ 186,217	\$ 256,257	\$ 309,888	\$ 324,390	\$ 338,296
Total Employee Costs	\$ -	\$ 2,405,167	\$ 3,443,086	\$ 4,171,174	\$ 4,359,184	\$ 4,545,946

Academic Supplies	\$ -	\$ 300,650	\$ 225,529	\$ 235,926	\$ 200,841	\$ 218,023
Services and Contracts	\$ -	\$ 338,556	\$ 654,655	\$ 752,785	\$ 837,953	\$ 875,507
Facilities Costs	\$ -	\$ 739,661	\$ 1,034,670	\$ 1,259,787	\$ 1,311,665	\$ 1,393,257
Insurance	\$ -	\$ 74,660	\$ 84,793	\$ 92,788	\$ 95,498	\$ 99,151
Utilities	\$ -	\$ 161,445	\$ 164,670	\$ 167,965	\$ 171,328	\$ 174,755
Maintenance	\$ -	\$ 76,147	\$ 105,549	\$ 126,036	\$ 129,084	\$ 134,436
Furniture	\$ -	\$ 343,800	\$ 139,700	\$ 75,500	\$ 25,500	\$ 25,000
AV / Computer Equipment	\$ -	\$ 490,050	\$ 74,500	\$ 128,520	\$ 137,020	\$ 141,760
Software	\$ -	\$ 83,445	\$ 75,848	\$ 91,357	\$ 99,422	\$ 73,647
Other Equipment	\$ -	\$ 20,000	\$ 20,400	\$ 20,808	\$ 21,224	\$ 21,649

South Palm Beach Charter School

Travel Costs	\$ -	\$ 10,500	\$ 10,710	\$ 10,924	\$ 11,143	\$ 11,365
Food	\$ -	\$ 168,261	\$ 229,645	\$ 272,577	\$ 278,542	\$ 290,375
Transportation	\$ -	\$ 52,357	\$ 53,402	\$ 54,472	\$ 55,561	\$ 56,671
Other Expenses	\$ -	\$ 245,318	\$ 246,012	\$ 246,718	\$ 247,442	\$ 248,177

District Administrative Fees	\$ -	\$ 84,757	\$ 83,935	\$ 84,937	\$ 86,788	\$ 88,303
Reserve Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Total Expenses	\$ -	\$ 5,594,773	\$ 6,647,103	\$ 7,792,274	\$ 8,068,193	\$ 8,398,023
Net Revenue	\$ -	\$ 381,052	\$ 284,441	\$ 570,446	\$ 647,283	\$ 832,502

Palm Beach 15 - C1145 K-8's Five Year Budget Projections

Detailed Budget Summary

Florida Charter Support Unit Budget Template - Summary #2

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Revenue						
FEP State Revenue	\$ -	\$ 4,472,191	\$ 6,049,942	\$ 7,295,016	\$ 7,613,773	\$ 8,070,922
Capital Outlay	\$ -	\$ 281,406	\$ 390,192	\$ 470,551	\$ 480,027	\$ 498,978
NSLP Funds	\$ -	\$ 191,635	\$ 262,472	\$ 311,920	\$ 318,708	\$ 332,244
Transportation Funds	\$ -	\$ 9,747	\$ 13,557	\$ 16,364	\$ 16,610	\$ 17,625
Interest on Loans	\$ -	\$ 869,550	\$ -	\$ -	\$ -	\$ -
Other Revenue	\$ -	\$ 151,296	\$ 215,380	\$ 268,868	\$ 286,359	\$ 310,756
Total Revenue	\$ -	\$ 5,975,825	\$ 6,931,544	\$ 8,362,720	\$ 8,715,476	\$ 9,230,525

Expenses						
Academic Expenses						
Employee Totals	\$ -	\$ 2,106,718	\$ 3,117,716	\$ 3,839,607	\$ 4,012,314	\$ 4,192,462
Services	\$ -	\$ 44,200	\$ 58,140	\$ 69,707	\$ 72,375	\$ 76,418
Supplies and Materials	\$ -	\$ 273,047	\$ 197,078	\$ 206,688	\$ 170,991	\$ 187,520
Computers	\$ -	\$ 452,650	\$ 66,000	\$ 103,870	\$ 117,470	\$ 117,110
Software	\$ -	\$ 47,745	\$ 59,448	\$ 68,357	\$ 70,422	\$ 73,647
Furniture	\$ -	\$ 343,800	\$ 139,700	\$ 75,500	\$ 25,500	\$ 25,000
Other Expenses	\$ -	\$ 8,000	\$ 8,160	\$ 8,323	\$ 8,490	\$ 8,659
Total Academic Expenses	\$ -	\$ 3,276,159	\$ 3,646,241	\$ 4,372,052	\$ 4,477,562	\$ 4,680,817

Administrative Expenses						
Employee Totals	\$ -	\$ 261,466	\$ 287,653	\$ 293,100	\$ 298,656	\$ 304,323
Services	\$ -	\$ 140,047	\$ 406,655	\$ 467,849	\$ 545,569	\$ 571,514
Supplies and Materials	\$ -	\$ 6,993	\$ 7,429	\$ 7,793	\$ 7,979	\$ 8,198
Computers	\$ -	\$ 37,400	\$ 8,500	\$ 24,650	\$ 19,550	\$ 24,650
Software	\$ -	\$ 35,700	\$ 16,400	\$ 23,000	\$ 29,000	\$ -

South Palm Beach Charter School

Equipment	\$	-	\$	20,000	\$	20,400	\$	20,808	\$	21,224	\$	21,649
Travel	\$	-	\$	10,500	\$	10,710	\$	10,924	\$	11,143	\$	11,365
Food	\$	-	\$	3,986	\$	4,659	\$	5,183	\$	5,345	\$	5,572
Other Expenses	\$	-	\$	222,618	\$	222,858	\$	223,103	\$	223,352	\$	223,607
Total Administrative Expenses	\$	-	\$	738,710	\$	985,264	\$	1,076,410	\$	1,161,818	\$	1,170,878

Governance Expenses

Services	\$	-	\$	5,000	\$	5,000	\$	5,100	\$	5,202	\$	5,306
Insurance	\$	-	\$	23,135	\$	32,237	\$	39,181	\$	40,819	\$	43,378
Total Governance Expenses	\$	-	\$	28,135	\$	37,237	\$	44,281	\$	46,021	\$	48,684

Facilities Expenses

Facility Cost	\$	-	\$	739,661	\$	1,034,670	\$	1,259,787	\$	1,311,665	\$	1,393,257
Services	\$	-	\$	149,310	\$	184,860	\$	210,129	\$	214,807	\$	222,269
Insurance	\$	-	\$	51,525	\$	52,556	\$	53,607	\$	54,679	\$	55,772
Supplies and Materials	\$	-	\$	20,610	\$	21,022	\$	21,445	\$	21,870	\$	22,305
Maintenance	\$	-	\$	76,147	\$	105,549	\$	126,036	\$	129,084	\$	134,436
Utilities	\$	-	\$	161,445	\$	164,670	\$	167,965	\$	171,328	\$	174,755
Total Facilities Expenses	\$	-	\$	1,198,698	\$	1,563,325	\$	1,838,968	\$	1,903,433	\$	2,002,795

Food Services Expenses

Employee Totals	\$	-	\$	36,982	\$	37,718	\$	38,468	\$	48,214	\$	49,161
Food	\$	-	\$	164,275	\$	224,986	\$	267,394	\$	273,197	\$	284,803
Total Food Services Expenses	\$	-	\$	201,258	\$	262,703	\$	305,861	\$	321,411	\$	333,964

Transportation Services

Services	\$	-	\$	52,357	\$	53,402	\$	54,472	\$	55,561	\$	56,671
Total Transportation Services	\$	-	\$	52,357	\$	53,402	\$	54,472	\$	55,561	\$	56,671

Community Services

Other Expenses	\$	-	\$	14,700	\$	14,994	\$	15,292	\$	15,600	\$	15,911
Total Community Services	\$	-	\$	14,700	\$	14,994	\$	15,292	\$	15,600	\$	15,911

Other Expenses

South Palm Beach Charter School

District Administrative Fee	\$ -	\$ 84,757	\$ 83,935	\$ 84,937	\$ 86,788	\$ 88,303
Reserve Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Expenses	\$ -	\$ 84,757	\$ 83,935	\$ 84,937	\$ 86,788	\$ 88,303

Total Expenses	\$ -	\$ 5,594,773	\$ 6,647,103	\$ 7,792,274	\$ 8,068,193	\$ 8,398,023
Net Revenue	\$ -	\$ 381,052	\$ 284,441	\$ 570,446	\$ 647,283	\$ 832,502

Palm Beach 15 - C1145 K-8's Five Year Budget Projections

Accounting Codes Summary

Florida Charter Support Unit Budget Template - Summary #3

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Revenue						
3300 - State Funding	\$ -	\$ 4,753,597	\$ 6,440,134	\$ 7,765,568	\$ 8,093,800	\$ 8,569,900
3400 - Transportation	\$ -	\$ 314,619	\$ 439,078	\$ 535,306	\$ 558,245	\$ 594,574
3200 - NSLP	\$ -	\$ 38,059	\$ 52,331	\$ 61,846	\$ 63,432	\$ 66,051
3700 - Interest on Loans	\$ -	\$ 869,550	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ -	\$ 5,975,825	\$ 6,931,544	\$ 8,362,720	\$ 8,715,476	\$ 9,230,525

Expenses

5000 Functions - Academic Programs

100s - Salaries	\$ -	\$ 1,785,950	\$ 2,673,696	\$ 3,305,130	\$ 3,458,218	\$ 3,618,422
200s - Employee Costs	\$ -	\$ 277,858	\$ 392,482	\$ 481,913	\$ 500,486	\$ 519,361
300s - Services and Contracts	\$ -	\$ 36,400	\$ 50,184	\$ 61,592	\$ 64,097	\$ 67,975
500s - Supplies and Materials	\$ -	\$ 268,047	\$ 192,078	\$ 201,688	\$ 165,991	\$ 182,520
600s - Capitalized Expenses	\$ -	\$ 844,195	\$ 265,148	\$ 247,727	\$ 213,392	\$ 215,757
Total 5000's Academic Programs	\$ -	\$ 3,212,449	\$ 3,573,588	\$ 4,298,050	\$ 4,402,184	\$ 4,604,036

6000 Functions - Support and Student Services

100s - Salaries	\$ -	\$ 38,760	\$ 46,512	\$ 47,442	\$ 48,391	\$ 49,359
200s - Employee Costs	\$ -	\$ 4,150	\$ 5,025	\$ 5,122	\$ 5,220	\$ 5,320
300s - Services and Contracts	\$ -	\$ 7,800	\$ 7,956	\$ 8,115	\$ 8,277	\$ 8,443
500s - Supplies and Materials	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
700s - Other Miscellaneous Costs	\$ -	\$ 8,000	\$ 8,160	\$ 8,323	\$ 8,490	\$ 8,659
Total 6000's Support and Student Services	\$ -	\$ 63,710	\$ 72,653	\$ 74,002	\$ 75,378	\$ 76,781

7000 - Administrative Services (excluding 7900 Facilities)

100s - Salaries	\$ -	\$ 262,640	\$ 284,621	\$ 290,313	\$ 304,185	\$ 310,268
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South Palm Beach Charter School

200s - Employee Costs	\$	-	\$	35,809	\$	40,750	\$	41,254	\$	42,685	\$	43,215
300s - Services and Contracts	\$	-	\$	251,039	\$	528,405	\$	598,334	\$	679,518	\$	709,884
500s - Supplies and Materials	\$	-	\$	175,254	\$	237,074	\$	280,370	\$	286,521	\$	298,573
600s - Capitalized Expenses	\$	-	\$	73,100	\$	24,900	\$	47,650	\$	48,550	\$	24,650
700s - Other Miscellaneous Costs	\$	-	\$	307,375	\$	306,793	\$	308,040	\$	310,140	\$	311,910
Total 7000's Administrative Services	\$	-	\$	1,105,216	\$	1,422,542	\$	1,565,961	\$	1,671,598	\$	1,698,501

7900 - Facilities Operations

300s - Services and Contracts	\$	-	\$	981,028	\$	1,313,425	\$	1,565,691	\$	1,624,166	\$	1,715,175
400s - Power Services	\$	-	\$	120,912	\$	123,330	\$	125,797	\$	128,313	\$	130,879
500s - Supplies and Materials	\$	-	\$	20,610	\$	21,022	\$	21,445	\$	21,870	\$	22,305
600s - Capitalized Expenses	\$	-	\$	76,147	\$	105,549	\$	126,036	\$	129,084	\$	134,436
Total 7900 Facilities Operations	\$	-	\$	1,198,698	\$	1,563,325	\$	1,838,968	\$	1,903,433	\$	2,002,795

9000 - Community Services

700s - Other Miscellaneous Costs	\$	-	\$	14,700	\$	14,994	\$	15,292	\$	15,600	\$	15,911
Total 9000 Community Services	\$	-	\$	14,700	\$	14,994	\$	15,292	\$	15,600	\$	15,911

Total Expenses	\$	-	\$	5,594,773	\$	6,647,103	\$	7,792,274	\$	8,068,193	\$	8,398,023
Net Revenue	\$	-	\$	381,052	\$	284,441	\$	570,446	\$	647,283	\$	832,502

Palm Beach 15 - C1145 K-8's Five Year Budget Projections Modified Accrual Cash Flow Summary

Florida Charter Support Unit Budget Template - Summary #4

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Revenue						
District Funding (Oct FTE)	\$ -	\$ 2,240,969	\$ 3,031,750	\$ 3,655,690	\$ 3,815,191	\$ 4,044,274
District Funding (Feb FTE)	\$ -	\$ 2,240,969	\$ 3,031,750	\$ 3,655,690	\$ 3,815,191	\$ 4,044,274
Capital Funds	\$ -	\$ 281,406	\$ 390,192	\$ 470,551	\$ 480,027	\$ 498,978
Florida School Recognition Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Title I	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest Earned	\$ -	\$ 869,550	\$ -	\$ -	\$ -	\$ -
National School Lunch Program	\$ -	\$ 191,635	\$ 262,472	\$ 311,920	\$ 318,708	\$ 332,244
Grants and Gifts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Income Sources	\$ -	\$ 151,296	\$ 215,380	\$ 268,868	\$ 286,359	\$ 310,756
Total Revenue	\$ -	\$ 5,975,825	\$ 6,931,544	\$ 8,362,720	\$ 8,715,476	\$ 9,230,525

Expenses

Salaries and Benefits

100's - Salaries

Administrative Staff	\$ -	\$ 180,000	\$ 183,600	\$ 187,272	\$ 191,017	\$ 194,838
Instructional Staff	\$ -	\$ 1,693,440	\$ 2,551,544	\$ 3,162,994	\$ 3,312,504	\$ 3,469,042
Substitute Teachers	\$ -	\$ 60,790	\$ 89,798	\$ 109,134	\$ 112,052	\$ 115,046
Paraprofessionals / Teacher Asst	\$ -	\$ 70,480	\$ 78,866	\$ 80,444	\$ 82,052	\$ 83,693
Office Staff	\$ -	\$ 49,200	\$ 66,912	\$ 68,250	\$ 69,615	\$ 71,008
Lunch Staff	\$ -	\$ 33,440	\$ 34,109	\$ 34,791	\$ 43,552	\$ 44,423
Transportation Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Maintenance Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Community Services Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
210, 230, 290 - Employee Benefits	\$ -	\$ 131,600	\$ 182,000	\$ 218,400	\$ 224,000	\$ 229,600
220, 240, 250, 750 - Employer Costs	\$ -	\$ 186,217	\$ 256,257	\$ 309,888	\$ 324,390	\$ 338,296
Total Salaries and Benefits	\$ -	\$ 2,405,167	\$ 3,443,086	\$ 4,171,174	\$ 4,359,184	\$ 4,545,946

Purchased / Contract Services

310 - Professional / Technical Services	\$ -	\$ 184,247	\$ 464,695	\$ 537,454	\$ 617,840	\$ 647,826
320 - Insurance and Bond Premiums	\$ -	\$ 74,660	\$ 84,793	\$ 92,788	\$ 95,498	\$ 99,151
330 - Travel	\$ -	\$ 10,500	\$ 10,710	\$ 10,924	\$ 11,143	\$ 11,365
350 - Repairs and Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
370 - Communications	\$ -	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	\$ 5,412
380 - Utilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
390 - Other Purchased Services	\$ -	\$ 52,357	\$ 53,402	\$ 54,472	\$ 55,561	\$ 56,671
Total Purchased/Contract Services	\$ -	\$ 326,763	\$ 618,700	\$ 700,839	\$ 785,347	\$ 820,425

Facilities

360 - Rent	\$ -	\$ 739,661	\$ 1,034,670	\$ 1,259,787	\$ 1,311,665	\$ 1,393,257
360 - Rentals	\$ -	\$ 20,000	\$ 20,400	\$ 20,808	\$ 21,224	\$ 21,649
370 - Communications	\$ -	\$ 50,000	\$ 51,000	\$ 52,020	\$ 53,060	\$ 54,122
380 - Utilities	\$ -	\$ 161,445	\$ 164,670	\$ 167,965	\$ 171,328	\$ 174,755
390 - Other Services	\$ -	\$ 99,310	\$ 133,860	\$ 158,109	\$ 161,747	\$ 168,147
720 - Debt Service / Acquisition	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Rent and Utilities	\$ -	\$ 1,070,415	\$ 1,404,600	\$ 1,658,689	\$ 1,719,024	\$ 1,811,931

Materials & Supplies

510 - Supplies	\$ -	\$ 42,853	\$ 47,986	\$ 52,445	\$ 53,685	\$ 55,257
570 - Food	\$ -	\$ 168,261	\$ 229,645	\$ 272,577	\$ 278,542	\$ 290,375
590 - Other Materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Materials & Supplies	\$ -	\$ 211,114	\$ 277,630	\$ 325,021	\$ 332,227	\$ 345,632

Other Expenses

730 - Dues and Fees	\$ -	\$ 2,000	\$ 2,040	\$ 2,081	\$ 2,122	\$ 2,165
730 - District Administrative Fees	\$ -	\$ 84,757	\$ 83,935	\$ 84,937	\$ 86,788	\$ 88,303
720 - Debt Service / Interest Expense	\$ -	\$ 206,618	\$ 206,618	\$ 206,618	\$ 206,618	\$ 206,618
790 - Miscellaneous Expense	\$ -	\$ 36,700	\$ 37,354	\$ 38,019	\$ 38,702	\$ 39,394
Reserve Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Expenses	\$ -	\$ 330,075	\$ 329,947	\$ 331,655	\$ 334,230	\$ 336,480

Expenses (without Capitalized Items)

SubTotal (Net Income Before Depreciation)	\$ -	\$ 4,343,534	\$ 6,073,963	\$ 7,187,379	\$ 7,530,012	\$ 7,860,413
Depreciation	\$ -	\$ 1,632,291	\$ 857,580	\$ 1,175,341	\$ 1,185,465	\$ 1,370,112
Net Income After Depreciation (Accrual Basis)	\$ -	\$ 1,632,291	\$ 857,580	\$ 1,175,341	\$ 1,185,465	\$ 1,370,112

South Palm Beach Charter School

Add Depreciation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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Capitalized Expenses

520 - Textbooks	\$ -	\$ 257,797	\$ 177,543	\$ 183,481	\$ 147,155	\$ 162,766
620,630 - Equipment and Materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
640 - Furniture	\$ -	\$ 343,800	\$ 139,700	\$ 75,500	\$ 25,500	\$ 25,000
640 - Computers	\$ -	\$ 490,050	\$ 74,500	\$ 128,520	\$ 137,020	\$ 141,760
680 - Remodeling and Renovations	\$ -	\$ 76,147	\$ 105,549	\$ 126,036	\$ 129,084	\$ 134,436
690 - Software	\$ -	\$ 83,445	\$ 75,848	\$ 91,357	\$ 99,422	\$ 73,647
Total Capitalized Expenses	\$ -	\$ 1,251,239	\$ 573,139	\$ 604,894	\$ 538,181	\$ 537,610

Net Cash Flow (Modified Accrual)	\$ -	\$ 381,052	\$ 284,441	\$ 570,446	\$ 647,283	\$ 832,502
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Palm Beach 15 - C1145 K-8's Five Year Budget Projections

Detailed Budget Summary

Florida Charter Support Unit Budget Template - Summary #5

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Enrollment						
Kindergarten through 5th Grade		511	603	626	649	695
6th Grade through 8th Grade		150	300	450	450	450
Total Enrollment at 100%		661	903	1076	1099	1145

Revenue						
State Sources	\$ -	\$ 4,763,344	\$ 6,453,691	\$ 7,781,932	\$ 8,110,409	\$ 8,587,525
Federal Sources	\$ -	\$ 38,059	\$ 52,331	\$ 61,846	\$ 63,432	\$ 66,051
Other Sources	\$ -	\$ 1,174,422	\$ 425,521	\$ 518,942	\$ 541,635	\$ 576,949
Total Revenue	\$ -	\$ 5,975,825	\$ 6,931,544	\$ 8,362,720	\$ 8,715,476	\$ 9,230,525

Expenses						
Instruction						
Salaries (Includes all teachers and assistants)	\$ -	\$ 2,063,808	\$ 3,066,178	\$ 3,787,043	\$ 3,958,703	\$ 4,137,784
Contracted Professional Services	\$ -	\$ 36,400	\$ 50,184	\$ 61,592	\$ 64,097	\$ 67,975
Classroom Supplies & Equipment	\$ -	\$ 10,250	\$ 14,535	\$ 18,207	\$ 18,836	\$ 19,754
Textbooks	\$ -	\$ 257,797	\$ 177,543	\$ 183,481	\$ 147,155	\$ 162,766
Computer - Equipment & Repairs For Instruction	\$ -	\$ 452,650	\$ 66,000	\$ 103,870	\$ 117,470	\$ 117,110
Software For Instruction	\$ -	\$ 47,745	\$ 59,448	\$ 68,357	\$ 70,422	\$ 73,647
Furniture	\$ -	\$ 343,800	\$ 139,700	\$ 75,500	\$ 25,500	\$ 25,000
Other	\$ -	\$ 28,700	\$ 29,194	\$ 29,696	\$ 30,212	\$ 30,735
Total Instruction	\$ -	\$ 3,241,149	\$ 3,602,782	\$ 4,327,746	\$ 4,432,396	\$ 4,634,771

Pupil Personnel Services						
Salaries (Includes Counselor, School Nurse, Health Assistant)	\$ -	\$ 42,910	\$ 51,537	\$ 52,564	\$ 53,611	\$ 54,679
Total Pupil Personnel Services	\$ -	\$ 42,910	\$ 51,537	\$ 52,564	\$ 53,611	\$ 54,679

Media Services

Audio Visual Materials	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Total Media Services	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000

Staff Development

Workshops	\$ -	\$ 15,800	\$ 16,116	\$ 16,438	\$ 16,767	\$ 16,767	\$ 17,102
Total Staff Development	\$ -	\$ 15,800	\$ 16,116	\$ 16,438	\$ 16,767	\$ 16,767	\$ 17,102

Board

Professional Services (Legal)	\$ -	\$ 5,000	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,202	\$ 5,306
Insurance	\$ -	\$ 23,135	\$ 32,237	\$ 39,181	\$ 40,819	\$ 40,819	\$ 43,378
Total Board	\$ -	\$ 28,135	\$ 37,237	\$ 44,281	\$ 46,021	\$ 46,021	\$ 48,684

General Administration

Management Fees	\$ -	\$ 135,047	\$ 386,555	\$ 447,347	\$ 524,657	\$ 524,657	\$ 550,184
Administrative Fee	\$ -	\$ 84,757	\$ 83,935	\$ 84,937	\$ 86,788	\$ 86,788	\$ 88,303
Total General Administration	\$ -	\$ 219,804	\$ 470,490	\$ 532,284	\$ 611,445	\$ 611,445	\$ 638,487

School Administration

Salaries (Includes Principal, Secretary & Other Office Personnel)	\$ -	\$ 261,466	\$ 287,653	\$ 293,100	\$ 298,656	\$ 298,656	\$ 304,323
Equipment Rental / Lease	\$ -	\$ 20,000	\$ 20,400	\$ 20,808	\$ 21,224	\$ 21,224	\$ 21,649
Travel	\$ -	\$ 10,500	\$ 10,710	\$ 10,924	\$ 11,143	\$ 11,143	\$ 11,365
License Fees	\$ -	\$ 2,000	\$ 2,040	\$ 2,081	\$ 2,122	\$ 2,122	\$ 2,165
Postage and Communication	\$ -	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	\$ 5,306	\$ 5,412
Office Supplies	\$ -	\$ 6,993	\$ 7,429	\$ 7,793	\$ 7,979	\$ 7,979	\$ 8,198
Computer Equipment	\$ -	\$ 73,100	\$ 24,900	\$ 47,650	\$ 48,550	\$ 48,550	\$ 24,650
Total School Administration	\$ -	\$ 379,059	\$ 358,232	\$ 387,558	\$ 394,980	\$ 394,980	\$ 377,762

Facilities Acquisition & Construction

Building Lease / Rent	\$ -	\$ 739,661	\$ 1,034,670	\$ 1,259,787	\$ 1,311,665	\$ 1,311,665	\$ 1,393,257
Remodeling & Renovations	\$ -	\$ 76,147	\$ 105,549	\$ 126,036	\$ 129,084	\$ 129,084	\$ 134,436
Total Facilities Acquisition & Construction	\$ -	\$ 815,808	\$ 1,140,219	\$ 1,385,823	\$ 1,440,749	\$ 1,440,749	\$ 1,527,693

Fiscal Services

South Palm Beach Charter School

Professional Services (Payroll, Accounting, Auditing)	\$ -	\$ -	\$ 15,000	\$ 15,300	\$ 15,606	\$ 15,918
Total Fiscal Services	\$ -	\$ -	\$ 15,000	\$ 15,300	\$ 15,606	\$ 15,918

Food Services

Salaries (Food Service Workers)	\$ -	\$ 36,982	\$ 37,718	\$ 38,468	\$ 48,214	\$ 49,161
Food	\$ -	\$ 168,261	\$ 229,645	\$ 272,577	\$ 278,542	\$ 290,375
Total Food Services	\$ -	\$ 205,244	\$ 267,362	\$ 311,044	\$ 326,756	\$ 339,536

Pupil Transportation Services

Budget Details Informational Summary

Florida Charter Support Unit Budget Template - Summary #6

	Year One	Year Two	Year Three	Year Four	Year Five
Enrollment					
Total # of Students	661	903	1076	1099	1145
Per Student Revenue	\$ 8,955.69	\$ 7,584.49	\$ 7,671.99	\$ 7,822.62	\$ 7,946.06

Revenue					
Maximum Gross Revenue	\$ 5,919,713	\$ 6,848,797	\$ 8,255,056	\$ 8,597,060	\$ 9,098,240
Expected Attrition Rate	100%	100%	100%	100%	100%
Likely Gross Revenue	\$ 5,919,713	\$ 6,848,797	\$ 8,255,056	\$ 8,597,060	\$ 9,098,240

Facilities Budget					
Maximum Facility Expense	\$ 1,198,698	\$ 1,563,325	\$ 1,838,968	\$ 1,903,433	\$ 2,002,795
Minimum Building Size	\$ 39,660	\$ 54,180	\$ 64,560	\$ 65,940	\$ 68,700
Maximum cost per square foot	\$ 18.65	\$ 19.10	\$ 19.51	\$ 19.89	\$ 20.28
Operating and Fixed Costs	\$ 459,037	\$ 528,655	\$ 579,181	\$ 591,768	\$ 609,538
Mortgage Payments/Rent	\$ 739,661	\$ 1,034,670	\$ 1,259,787	\$ 1,311,665	\$ 1,393,257

Staffing					
Average Class Size	22.8	23.2	23.4	23.4	23.4
# of Classroom Teachers	29	39	46	47	49
# of Other Teachers	11	17	23	23	23
# of Other Staff Members	11	18	19	20	21
Salary + Benefits Per Teacher	\$ 41,800	\$ 42,580.00	\$ 43,375.60	\$ 44,187.11	\$ 45,014.85
Total Teacher Salary + Benefits + Employer Costs	\$ 1,951,280	\$ 2,923,689	\$ 3,621,689	\$ 3,789,189	\$ 3,964,274
Other Employee Salary + Benefits + Employer Costs	\$ 453,886	\$ 519,397	\$ 549,485	\$ 569,995	\$ 581,672

South Palm Beach Charter School

All Other Expenditures	\$	1,990,909	\$	1,640,691	\$	1,782,131	\$	1,805,577	\$	1,849,282
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Five Year Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	6 Sections 120 Students	6 Sections 120 Students	6 Sections 120 Students	6 Sections 120 Students	6 Sections 120 Students
1st Grade	4 Sections 92 Students	5 Sections 115 Students	5 Sections 115 Students	5 Sections 115 Students	5 Sections 115 Students
2nd Grade	4 Sections 92 Students	4 Sections 92 Students	5 Sections 115 Students	5 Sections 115 Students	5 Sections 115 Students
3rd Grade	3 Sections 69 Students	4 Sections 92 Students	4 Sections 92 Students	5 Sections 115 Students	5 Sections 115 Students
4th Grade	3 Sections 69 Students	4 Sections 92 Students	4 Sections 92 Students	4 Sections 92 Students	5 Sections 115 Students
5th Grade	3 Sections 69 Students	4 Sections 92 Students	4 Sections 92 Students	4 Sections 92 Students	5 Sections 115 Students
6th Grade	6 Sections 150 Students	6 Sections 150 Students	6 Sections 150 Students	6 Sections 150 Students	6 Sections 150 Students
7th Grade		6 Sections 150 Students	6 Sections 150 Students	6 Sections 150 Students	6 Sections 150 Students
8th Grade			6 Sections 150 Students	6 Sections 150 Students	6 Sections 150 Students
9th Grade					
Total Possible Enrollment	29 Sections 661 Students	39 Sections 903 Students	46 Sections 1076 Students	47 Sections 1099 Students	49 Sections 1145 Students

Five Year Staffing Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Classroom Teachers	29	39	46	47	49
ESE Teachers	2	2	3	3	3
Gifted Teachers					
Other Teachers	9	15	20	20	20
Principal	1	1	1	1	1
Assistant Principal	1	1	1	1	1
Guidance Counselor					
Business Manager					
Office Assistant					
Data Prep Clerk					
Educational Assistant					
Maintenance 1					
Maintenance 2					
Total Employees	56	75	88	91	93

Detailed ESE Estimates

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	16	16	16	16	16
1st Grade	13	16	16	16	16
2nd Grade	13	13	16	16	16
3rd Grade	9	13	13	16	16
4th Grade	9	13	13	13	16
5th Grade	9	13	13	13	16
6th Grade	20	20	20	20	20
7th Grade	0	20	20	20	20
8th Grade	0	0	20	20	20
9th Grade	0	0	0	0	0
Total ESE Enrollment	89	124	147	150	156

Detailed Gifted Estimates

	Year 1	Year 2	Year 3	Year 4	Year 5
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	0	0	0	0	0
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	0	0	0	0	0
Total ESE Enrollment	0	0	0	0	0

Detailed ELL Estimates

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	8	8	8	8	8
1st Grade	6	8	8	8	8
2nd Grade	6	6	8	8	8
3rd Grade	5	6	6	8	8
4th Grade	5	6	6	6	8
5th Grade	5	6	6	6	8
6th Grade	11	11	11	11	11
7th Grade	0	11	11	11	11
8th Grade	0	0	11	11	11
9th Grade	0	0	0	0	0
Total ESE Enrollment	46	62	75	77	81

Special Populations Summary

	Year 1	Year 2	Year 3	Year 4	Year 5
ESE Students	89	124	147	150	156
Gifted Students	0	0	0	0	0
ELL Students	46	62	75	77	81

Free / Reduced Lunch	219	298	356	364	380
Totals	354	484	578	591	617

Revenue Assumptions

Kindergarten - 3rd Graders

	Year 1	Year 2	Year 3	Year 4	Year 5
Base FEFP	\$4,671	\$4,765	\$4,860	\$4,957	\$5,057
Other Categoricals	\$2,266	\$2,312	\$2,358	\$2,405	\$2,453
ESE Guarantee	\$1,047	\$1,068	\$1,089	\$1,111	\$1,133
Total Per Student	\$6,938	\$7,076	\$7,218	\$7,362	\$7,510
Budgeted Students	373	419	442	465	465
Total K-3 Revenue	\$2,697,480	\$3,014,335	\$3,241,642	\$3,478,782	\$3,547,820

4th - 8th Graders

	Year 1	Year 2	Year 3	Year 4	Year 5
Base FEFP	\$4,149	\$4,232	\$4,316	\$4,403	\$4,491
Other Categoricals	\$2,266	\$2,312	\$2,358	\$2,405	\$2,453
ESE Guarantee	\$1,173	\$1,196	\$1,220	\$1,245	\$1,270
Total Per Student	\$6,415	\$6,543	\$6,674	\$6,808	\$6,944
Budgeted Students	288	484	634	634	680
Total 4-8 Revenue	\$1,774,711	\$3,035,607	\$4,058,374	\$4,134,991	\$4,523,102

9th - 12th Graders

	Year 1	Year 2	Year 3	Year 4	Year 5
Base FEFP	\$4,165	\$4,249	\$4,334	\$4,420	\$4,509
Other Categoricals	\$2,266	\$2,312	\$2,358	\$2,405	\$2,453
ESE Guarantee	\$835	\$852	\$869	\$886	\$904
Total Per Student	\$6,431	\$6,560	\$6,691	\$6,825	\$6,962
Budgeted Students	0	0	0	0	0
Total 9-12 Revenue	\$0	\$0	\$0	\$0	\$0

Revenue Estimate Worksheet for Palm Beach 15 - C1145 K-8 Charter School

Based on the 2014-15 Conference Report

School District:

Palm Beach

1. 2014-15 FEPP State and Local Funding

Base Student Allocation

\$4,031.77

District Cost Differential: 1.0290

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2014-15 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	297.00	1.126	334.4220	\$ 1,387,414
111 Basic K-3 with ESE Services	51.00	1.126	57.4260	\$ 238,243
102 Basic 4-8	229.00	1.000	229.0000	\$ 950,050
112 Basic 4-8 with ESE Services	38.00	1.000	38.0000	\$ 157,650
103 Basic 9-12	0.00	1.004	0.0000	\$ -
113 Basic 9-12 with ESE Services	0.00	1.004	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)	0.00	3.548	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)	0.00	3.548	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)	0.00	3.548	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)	0.00	5.104	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)	0.00	5.104	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)	0.00	5.104	0.0000	\$ -
130 ESOL (Grade Level PK-3)	25.00	1.147	28.6750	\$ 118,964
130 ESOL (Grade Level 4-8)	21.00	1.147	24.0870	\$ 99,930
130 ESOL (Grade Level 9-12)	0.00	1.147	0.0000	\$ -
300 Career Education (Grades 9-12)		1.004	0.0000	\$ -
Totals	661.00		711.6100	\$ 2,952,251

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE	51.00	PK-3	251	\$ 1,047	\$ 53,397
Guaranteed Allocation. Enter the FTE from 111, 112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.	0.00	PK-3	252	\$ 3,380	\$ -
	0.00	PK-3	253	\$ 6,896	\$ -
	38.00	4-8	251	\$ 1,173	\$ 44,574
	0.00	4-8	252	\$ 3,506	\$ -
	0.00	4-8	253	\$ 7,023	\$ -
	0.00	9-12	251	\$ 835	\$ -
	0.00	9-12	252	\$ 3,168	\$ -
	0.00	9-12	253	\$ 6,685	\$ -
Total FTE with ESE Services	89.00			Total from ESE Guarantee	\$ 97,971

3. Supplemental Academic Instruction:

District SAI Allocation	\$ 34,651,002	Per Student	
divided by district FTE (with eligible services)	181,379.80	\$ 191	\$ 126,251

4. Reading Allocation:

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 3,176,473

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X	Allocation factors	
PK - 3	420.5230		1.0290		1325.01	= 573,356
4-8	291.0870		1.0290		903.80	= 270,714
9-12	0.0000		1.0290		905.98	= 0
Total *	711.6100				Total Class Size Reduction Funds	\$ 844,070

(*Total FTE should equal total in Section 1, column (d).)

South Palm Beach Charter School

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>711.6100</u>	by district's WFTE:	<u>198,050.23</u>		
to obtain school's WFTE share.				0.3593%	
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>661.00</u>	by district's UFTE:	<u>181,379.80</u>		
to obtain school's UFTE share.				0.3644%	
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>4,230,917</u>	x	0.3593%	\$ <u>15,202</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Program Related Requirements:					
Safe Schools		4,230,917			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(c)	<u>103,698,709</u>	x	0.3593%	\$ <u>372,589</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	0.3644%	\$ <u>-</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	0.3593%	\$ <u>-</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>1,865,769</u>	x	0.3593%	\$ <u>6,704</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>13,963,927</u>	x	0.3644%	\$ <u>50,885</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
ESE Applications Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.					
13. Student Transportation	(d)				
Enter All Riders		<u>27.00</u>	x	361	\$ <u>9,747</u>
Enter ESE Student Riders		<u>0.00</u>	x	1,357	\$ <u>-</u>
14. Digital Classrooms Allocation (UFTE share)	(e)	<u>1,716,988</u>	x	0.3644%	\$ <u>6,257</u>
15. Florida Teachers Classroom Supply Assistance Program	(f)				
16. Food Service Allocation	(g)				
				Total	\$ <u>4,481,927</u>
17. Funding for the purpose of calculating the administrative fee for ESE Charters.	(h)				
If you have more than a 75% ESE student population please place a 1 in the following box:		<u>0</u>	\$		<u>-</u>

NOTES:

- (a) District allocations multiplied by percentage from item 6A.
 - (b) District allocations multiplied by percentage from item 6B.
 - (c) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
 - (d) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
 - (e) The Digital Classroom Allocation is provided pursuant to House Bill 5101 and requires that charter school submit a digital classrooms plan to their school district for approval by the Department of Education.
 - (f) Teacher Classroom Supply Assistance Program Allocation per Section 1012.71, Florida Statutes
 - (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
 - (h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
 - (i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.
- Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*
- For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.*
- FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.*
- Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.*

Kindergarten Grade ELA

Unit Title/Big Ideas	Unit 1: Understanding Literacy: Exploring Text and Literacy
Suggested Time Frame	4 Weeks
Standards	<p>Overarching:</p> <p>CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities for a purpose and understanding.</p> <p>CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities for a purpose and understanding.</p> <p>CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>Dominant:</p> <p>RF</p> <p>CCSS.ELA-Literacy.RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RL</p> <p>CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RI</p> <p>CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>SL</p>

CCSS.ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

L

CCSS.ELA-Literacy.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Subordinate:

CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.

CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.

CCSS.ELA-Literacy.RF.K.2a Recognize and produce rhyming words.

CCSS.ELA-Literacy.SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.K.1b Continue a conversation through simple exchange.

CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.

SC.K.E.5.2 - Recognize the repeating pattern of day and night.

SC.K.E.5.3 - Recognize that the sun can only be seen in the daytime.

SC.K.E.5.4 - Observe that sometimes the moon can be seen at night and sometimes during the day.

SC.K.L.14.1 Recognize the five senses and related body parts.

SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

SC.K.N.1.2 Make observations of the natural world and know that they are descriptors collected using the five senses.

SS.K.A.1.1 - Develop an understanding of how to use and create a timeline.

SS.K.A.3.1 - Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.

SS.K.C.1.1 Define and give examples of rules and laws, and why they are important.

SS.K.C.1.2 Explain the purpose and necessity of rules and laws at home, school, and community.

	<p>SS.K.C.2.1 Demonstrate the characteristics of being a good citizen.</p> <p>SS.K.G.2.1 Locate and describe places in the school and community.</p> <p>SS.K.G.2.2 Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.</p> <p>How do text and text features help me understand what I read?</p> <p>How do text and text features help me understand when I am reading?</p> <p>How can I use text features to help the reader understand what I am writing?</p> <p>What are the main characters, settings, problems and events in a story?</p> <p>How do the characters, setting, problem, and/or events connect?</p> <p>How does writing with a clear character and setting help me to tell an event?</p> <p>How will forming questions about what I am reading help me understand the text?</p> <p>Why does asking questions as I read help me to understand the text?</p> <p>How does creating questions and answering other's questions help me understand the text?</p> <p>How can using text features and context clues help me understand unknown words in text?</p> <p>How do pictures and my understanding help me to learn new words?</p> <p>How can I add more detail to my pictures to help a reader understand my writing?</p>	<p>Essential Questions</p>
	<p>Include procedural (what students need to do) and declarative knowledge (what students need to know)</p> <p>I can use my background knowledge to help me understand what I read.</p> <p>I can identify text features and key features in text.</p> <p>I can identify the characters, setting, problem, and events in a story.</p> <p>I can ask questions about key details in text.</p> <p>I can use context clues and text features to understand unknown words.</p> <p>I can use pictures to help me understand and describe unknown words.</p> <p>I can describe key details in a story.</p> <p>I can ask questions about a story before, during, and after reading it.</p> <p>I can use details from the story to help answer my questions about the story.</p> <p>I can think about my thinking as I read.</p> <p>I can differentiate between important and supporting details in a story.</p> <p>I can describe the main idea of the story.</p> <p>I can describe the connections between the characters in the story and the problem/solution in the story.</p> <p>I can illustrate main events in the beginning, middle and end of the story.</p> <p>I can map key details of a story in a chart or table.</p>	<p>Unwrapped Standards (Daily Objective Level)</p>
	<p>Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects.</p> <p>Scavenger Hunt Text Feature: Use this graphic organizer to record the various types of non-fiction text features while reading independently. This scavenger hunt can be used with any non-fiction text and has a space for the student to record the "title" of the book they are reading. :</p>	<p>Suggested Evidence of Learning</p>

<http://www.teacherspayteachers.com/Product/Text-Features-Main-Idea-Scavenger-Hunt-456292>

I can name the characters, setting, and key events in a story. : Students will draw or write the characters and setting in the appropriate box and write a sentence about a key event in the story. This activity is aligned with Common Core ELA standards. :

<http://www.teacherspayteachers.com/Product/I-can-name-the-characters-setting-and-key-events-in-a-story-383952>

Non-fiction Try- introduce nonfiction text features and encourage your students to create their own nonfiction text features. Its:
<http://www.teacherspayteachers.com/Product/Nonfiction-Try-Its-768590>

Text

context clues

text features

characters

setting

problem

solution

events

narrative

non-fiction

fiction

main idea

details

questions


before

during

after

KEYWORD

Vocabulary

	<p>background knowledge connections</p>
<p>Standard Clarifications</p>	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items
<p>Resources</p>	<p>Non-Fiction Text Features Posters (referred and use to guide children for understanding)</p>  <p>NonFictionTextFeaturesPosters.pdf</p> <p>Nonfiction Text Feature: Pictures: This form can easily demonstrate mastery of the student's ability to use pictures as a source of information. It allows students to make inferences about the topic using the illustration. http://www.teacherspayteachers.com/Product/Nonfiction-Text-Feature-Pictures-1049497</p> <p>Story Map: characters, setting, problem, solution-Common Core aligned; help student identify key ideas and details of a story. This story map focuses on identifying the characters, setting, problem and solution of stories. : http://www.teacherspayteachers.com/Product/Story-Map-Characters-Setting-Problem-Solution-Common-Core-Aligned-Free-797366</p> <p>Completion Date:</p>
<p>Reflection</p>	<p>Level of Student Mastery based on Unit Assessment:</p>
<p>Remediation</p>	<p>Students in need of remediation:</p> <p>Lessons/Skills to be remediated in next unit:</p>

Suggested Weekly Pacing

Week One

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Two

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Three

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Four

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

<p>Unit Title/Big Idea</p>	<p>Unit 2: Interpreting Text Features: Many Ways to Read a Book</p>
<p>Suggested Time Frame</p>	<p>4 Weeks</p>
<p>Standards</p>	<p>Overarching:</p> <p>CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>Dominant:</p> <p>RF</p> <p>CCSS.ELA-Literacy.RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RL</p> <p>CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify primary characters, settings, and major events in a story.</p> <p>CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RI</p> <p>CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RI.K.3 With prompting and support, identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.RI.K.4 Ask and answer questions about the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>W</p> <p>CCSS.ELA-Literacy.W.K.1 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>L</p>

CCSS.ELA-Literacy.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Subordinate:

CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.

CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.

CCSS.ELA-Literacy.RF.K.1c Understand that words are separated by spaces in print.

CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.

CCSS.ELA-Literacy.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.

CCSS.ELA-Literacy.RF.K.2c Blend and segment onsets and rimes of simple, CVC-spoken words.

CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.

CCSS.ELA-Literacy.L.K.1b Use frequently occurring consonants and vowels.

CCSS.ELA-Literacy.L.K.1c Form regular plural nouns only by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

CCSS.ELA-Literacy.L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

CCSS.ELA-Literacy.L.K.2a Capitalize the first word in a sentence and the pronoun.

CCSS.ELA-Literacy.L.K.2b Recognize and name end punctuation.

SC.K.L.14.2 Recognize and describe some behaviors and other media portray animals and plants with characteristics and behaviors they do not have in real life.

SC.K.L.14.4 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

SC.K.L.14.1 Recognize the five senses and related body parts

SC.K.N.1.2 - Make observations of the natural world and know that they are descriptors collected using the five senses.

SC.K.N.1.3 - Keep records as appropriate such as pictorial records of investigations conducted

SC.K.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.

	<p>SC.K.P.12.1 Investigate that things move in different ways, such as fast, slow, etc.</p> <p>SS.K.A.2.2 – Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation’s ethnic heritage.</p> <p>SS.K.A.2.5 – Recognize the importance of U.S. symbols.</p> <p>SS.K.A.1.1 Develop an understanding of how to use and create a timeline.</p> <p>SS.K.A.1.2 Develop an awareness of a primary source.</p> <p>SS.K.A.3.1 Use words and phrases related to chronology and time to explain how things change and sequentially order events that have occurred in school.</p> <p>SS.K.A.3.2 Explain that calendars represent days of the week and months of the year.</p> <p>SS.K.A.2.4 Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.</p> <p>SS.K.E.1.1 Describe different kinds of jobs that people do and the tools or equipment used.</p>
<p>Social Studies</p>	<p>How does the text and pictures help me understand books? Why is it important that my pictures stay put together? How do the characters, setting, problem, and events connect? How do I write and illustrate about characters and a setting to tell an event? Why should I stop and ask questions while reading? How do questions about my writing help me to improve? How do I connect with characters and events in a book? How do I get ideas about my writing from books I have read?</p>
<p>Essential Questions</p> <p>Unwrapped Standards (Daily Objective Level)</p>	<p>How do I get ideas about my writing from books I have read? I can listen (actively, effectively) to a story and look at pictures to retell my story on my own. I can wonder about the story I read by asking questions about the characters, setting and events. I can read a book by reading and asking about the pictures. I can read a book by reading and asking about the pictures. I can identify and illustrate characters in the story. I can describe where the story takes place. I can outline and illustrate events in the story. I can identify and discuss the main topic and key details in what I read. I can use text features such as pictures and tables to understand what I read.</p>

- I can describe people, places and illustrations in what I read.
- I can connect illustrations to the text in a story.
- I can identify unknown words or phrases in the text.
- I can use text and illustrations to answer questions.
- I can learn new vocabulary words from listening and using them in discussion.
- I can ask questions when I notice I don't understand the meaning of words I read.
- I can use grade-level words and phrases correctly.

Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects.

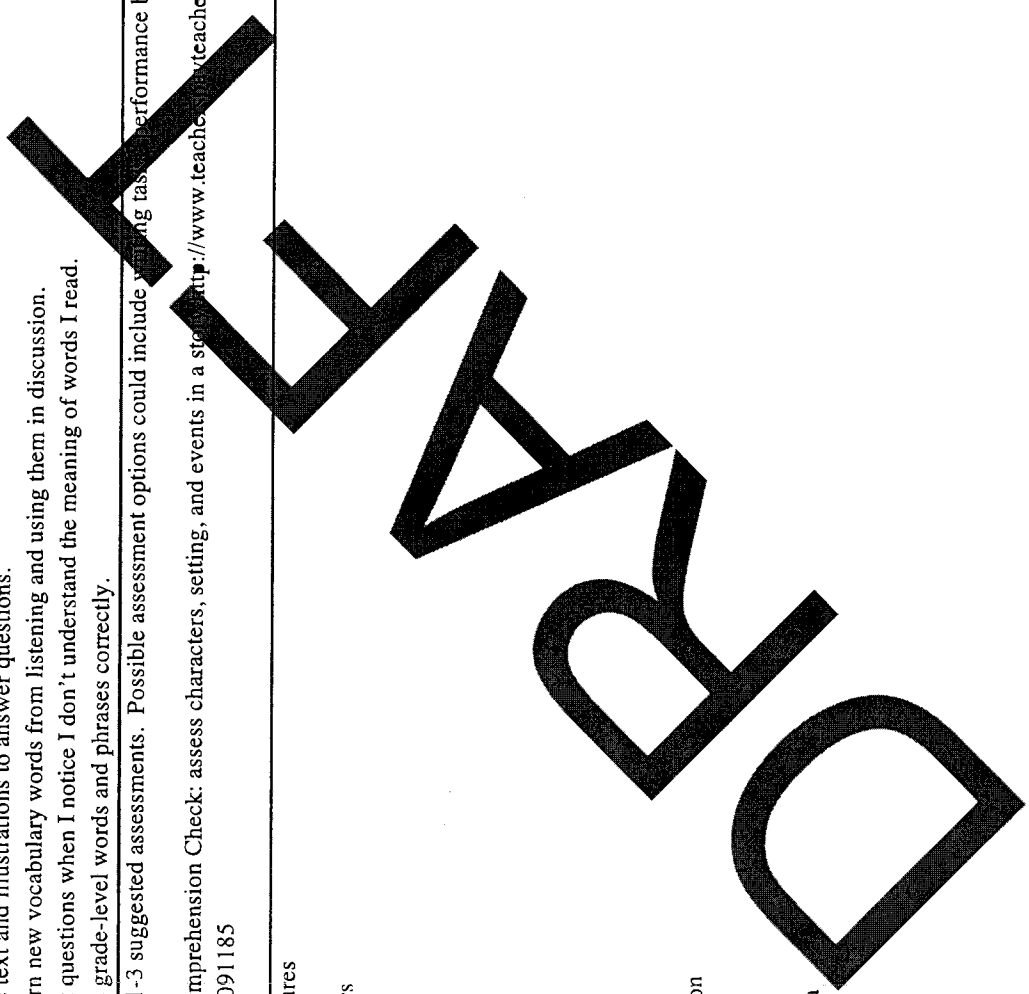
Story Comprehension Check: assess characters, setting, and events in a story <http://www.teachers.com/Product/Story-Comprehension-Check-1091185>

text features

- characters
- setting
- problem
- solution
- events
- narrative
- non-fiction
- fiction
- main idea
- details
- illustrate
- text
- pictures
- retell

Suggested Evidence of Learning

Vocabulary



<p>Standard Clarifications</p>	<p>illustrations unknown words</p> <ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items
<p>Resources</p>	<p>Characters, Setting, and Events Chart: graphic organizer to use during reading. It has boxes for students to draw and write about characters, the setting, and important events: http://www.teacherspayteachers.com/Product/Characters-Setting-and-Events-Chart-for-Common-Core-Standard-RL13-153453 Asking question: these picture worksheet will allow children to build an understanding and dig deep in thought to ask/answer questions: http://www.englishforeveryone.org/Topics/Asking-Questions.htm Comprehension Strategy Posters: help kids connect their thinking to reading through the following strategies* Asking Questions/* Making Connections/* Predicting/Inferring/* Synthesizing/* Determining Importance http://www.teacherspayteachers.com/Product/Comprehension-Strategy-Posters-74115</p>
<p>Reflection</p>	<p>Completion Date:</p> <p>Level of Student Mastery based on Unit Assessment</p>
<p>Remediation</p>	<p>Students in need of remediation:</p> <p>Lessons/Skills to be remediated in next unit:</p>

Suggested Weekly Pacing

Week 01

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Unit Title/Big Idea

Unit 3: Integrating Details: Connecting Ideas, Words, and Illustrations

Suggested Time Frame

4 Weeks

Overarching:

CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Dominant:

RF

CCSS.ELA-Literacy.RF.K.1 Demonstrate understanding of the organization and basic features of primary texts.

CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS.ELA-Literacy.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RL

CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about what is shown or told in a text.

CCSS.ELA-Literacy.RL.K.5 Recognize some common types of texts (e.g., storybooks, poems).

CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RI

CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

CCSS.ELA-Literacy.RI.K.3 Identify the front cover, back cover, and title page of a book.

CCSS.ELA-Literacy.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

L

CCSS.ELA-Literacy.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Subordinate:

CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.

CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.

- CCSS.ELA-Literacy.RF.K.1.c Understand that words are separated by spaces in print.
- CCSS.ELA-Literacy.RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.
- CCSS.ELA-Literacy.RF.K.2.a Recognize and produce rhyming words.
- CCSS.ELA-Literacy.RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.
- CCSS.ELA-Literacy.RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.
- CCSS.ELA-Literacy.RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /t/, or /k/.)
- CCSS.ELA-Literacy.RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- CCSS.ELA-Literacy.RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- CCSS.ELA-Literacy.L.K.1.e Use the most frequently occurring consonants (e.g., m, n, t, l, s, r, o, c, k) from, in, out, on, off, for, of, by, with).
- CCSS.ELA-Literacy.L.K.1.f Produce and expand complete sentences in shared language activities.
- CCSS.ELA-Literacy.L.K.2.c Write a list of words for modeling consonant and short-vowel sounds (phonemes).
- CCSS.ELA-Literacy.L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- SC.K.P.10.1 Observe that things that make sound vibrate.
- SC.K.P.12.1 Investigate that things that move in different ways, such as fast, slow, etc.
- SC.K.P.13.1 Observe that a push or a pull can change the way an object is moving.
- SC.K.L.1.4 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- SC.K.N.1.1 – Collaborate with a partner to collect information.
- SS.K.G.2.1 Locate and describe places in the school and community.
- SS.K.C.1.2 Explain the purpose and necessity of rules and laws at home, school, and community.
- SS.K.A.1.1 – Develop an understanding of how to use and create a timeline.

Science

Social Studies

SS.K.G.1.2 – Explain that maps and globes help to locate different places and that globes are a model of the Earth.

SS.K.G.1.3 – Identify cardinal directions (north, south, east, west).

SS.K.G.1.4 – Differentiate land and water features on simple maps and globes.

SS.K.G.3.2 – Identify basic bodies of water.

How will asking questions help me identify details about a main topic?

Why is it important to stay focused in my writing?

How do text features and text help me understand what I am reading?

How does the text and pictures help me to understand books read?

How do I make my pictures and print go together?

How do text features and text help me understand the meaning of unknown words?

What are the characteristics of common types of texts such as storybooks or poems?

How are the text features different in different genres?

How do text features help a reader to understand the author's purpose?

What text features could be used to help a reader understand the story?

What are similarities and differences between characters in the story I read?

What information can I find in the front and back covers and the end pages of a book?

How are the author and illustrator important to a book?

Include procedures that students need to know (what to do) and declarative knowledge (what students need to know)

I can form questions about the details of the story.

I can ask and answer questions about key details of the story.

I can ask questions when I notice I don't understand the meaning of words I read.

I can retell key details of the story.

I can name describe the role of the author and illustrator of a text.

I can find interesting, new words in the story and identify their meaning.

I can find different kinds of text features and text structure.

I can recognize when text is realistic, fantasy or informational.

I can actively listen and participate in modeled reading of new text and previously read stories.

I can recognize known characters and settings.

I can make connections between two versions of the same or similar stories.

I can locate various text features such as front and back cover, and title page of a book.

Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects.

Simple Book Report: assess author and illustrator: Review author, illustrator, illustrations, and simple one sentence reflections:

Essential Questions

Unwrapped Standards
(Daily Objective Level)

Suggested Evidence of Learning

<http://www.teacherspayteachers.com/Product/Simple-Book-Report-Title-Author-Illustrator-206487>

Genre Response Sheets: used to help students learn the different types of literature genres.<http://www.teacherspayteachers.com/Product/Genre-Response-Sheets-Genre-Record-Sheets-762539>

Parts of Book: Includes key for title, author, barcode, spine, back cover, front cover, illustration, call number, and pages. <http://www.teacherspayteachers.com/Product/Parts-of-a-Book-933976>

Author

Illustrator

Genre

Fantasy

informational text

realistic

authors craft

speech/think bubbles

- Content limits
- Test specifications
- Sample test items
- Phrasing of test items

Reading Qs: could use during class discussion or put at a reading center to encourage your students' thinking and aide in comprehension. <https://docs.google.com/file/d/0B4DUjGH3T9daSUjLTF2amw1LWc/edit> or <http://www.pinterest.com/pin/104966290139416/>

Author and Illustrator Posters: created to help students remember the role of the author and the role of the illustrator. The circle shaped cards would be great on craft sticks to use during reading groups. They can be used to help students remember the terms and also when asking questions about the author's and illustrator's purpose. <http://www.teacherspayteachers.com/Product/Author-and-Illustrator-Posters-Song-and-Cards-freebie-779059>

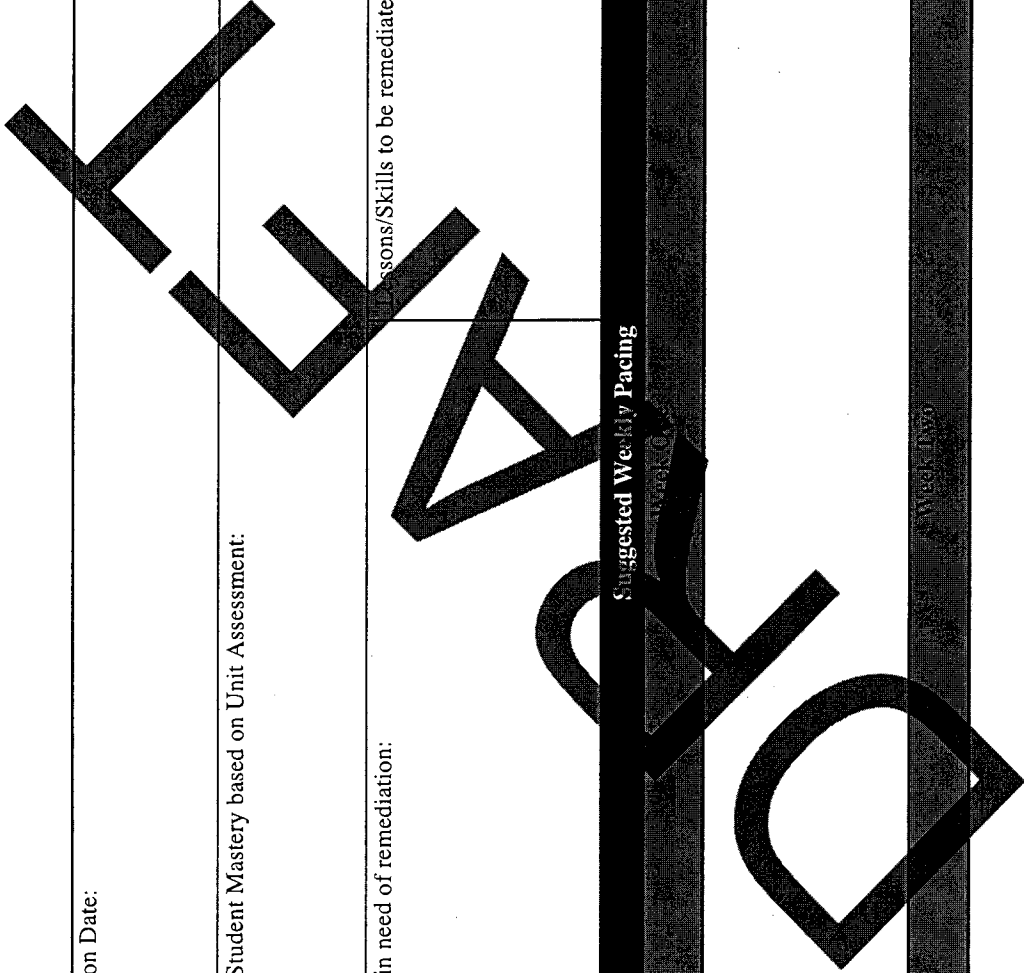
Genres Posters: Use these posters to help teach students about genres, to pass out as notes or flyers, or just to have in your classroom library. <http://www.teacherspayteachers.com/Product/Genre-Posters-Sketch-w-pictures-SUPER-set-of-16-829437>

Vocabulary

Standard Clarifications

Resources

Shopping for Book: can be used as a tool for centers packet will allow you to expose children to 6 different genres of literature; with the end goal that children will begin to select a variety of text for their book bins: <http://www.teacherspayteachers.com/Product/Shopping-for-Books-Across-the-Genres-A-FREEBIE-573137>



Reflection	Completion Date:
Remediation	Level of Student Mastery based on Unit Assessment:
	Students in need of remediation:
	Lessons/Skills to be remediated in next unit:
Suggested Weekly Pacing	
Daily Supporting Objectives:	
Lesson planning notes:	
Remedial Skill:	
Enrichment Opportunities:	
Week 13/20	
Daily Supporting Objectives:	
Lesson planning notes:	
Remedial Skill:	

Enrichment Opportunities:

Week three

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week four

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Unit Title/Big Idea

Suggested Time Frame

Unit 4: Applying Details and Support: Cues and Clues to Understanding Text

3 Weeks

Overarching:

CCSS.ELA-Literacy.RL.K.10 Analyze characters in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Dominant:

RF

Standards

CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS.ELA-Literacy.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RL

CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.

CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-Literacy.RL.K.6 With prompting and support, name the author and illustrator of a text and define the role of each in telling the story.

CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

W

CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and scribing to 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.

CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

L

CCSS.ELA-Literacy.L.K.4 Determine the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Subordinate:

CCSS.ELA-Literacy.L.K.1 Recognize and produce rhyming words.

CCSS.ELA-Literacy.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.

CCSS.ELA-Literacy.RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.

CCSS.ELA-Literacy.RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

CCSS.ELA-Literacy.RF.K.3 Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

	<p>CCSS.ELA-Literacy.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>CCSS.ELA-Literacy.L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>CCSS.ELA-Literacy.L.K.4b Use the most frequently occurring inflections and affixes (e.g., -s, -es, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>
<p>Science</p>	<p>SC.K.N.1.4 Observe and create a visual representation of an object which includes its major features.</p> <p>SC.K.E.5.5 – Observe that things can be big and things can be small as seen from Earth.</p> <p>SC.K.E.5.6 - Observe that some objects are far away and some are nearby as seen from Earth</p> <p>SC.K.N.1.5 Recognize that learning can come from observation.</p>
<p>Social Studies</p>	<p>SS.K.A.1.1 – Develop an understanding of how to use and create a primary source.</p> <p>SS.K.A.1.2 – Develop an awareness of primary source.</p> <p>SS.K.E.1.1 – Describe different kinds of jobs that people do and the tools or equipment used.</p> <p>SS.K.E.1.2 – Recognize that United States citizens work in different forms.</p> <p>SS.K.E.1.3 – Recognize that people work to earn money to buy things they need or want.</p> <p>SS.K.E.1.1 Describe different kinds of jobs that people do and the tools or equipment used.</p> <p>SS.K.G.1.1 Describe the relative location of people, places, and things by using positional words.</p>
<p>Essential Questions</p>	<p>How can determining key events in a story help me retell what I read?</p> <p>How does knowing the main idea of a story help me to retell what was read?</p> <p>How does adding multiple events help?</p> <p>Why is it important to know the main characters, settings and events in a story?</p> <p>How can a rubric help me to know if my writing is good enough?</p> <p>How does making connections with a text help me to understand?</p> <p>What are the roles of the author and illustrator in creating a story?</p> <p>What is the relationship between the illustrations and the characters, setting and events in a story?</p>

<p>Unwrapped Standards (Daily Objective Level)</p>	<p>Include procedural (what students need to be able to do) and declarative knowledge (what students need to know)</p> <p>I can recognize and describe information from pictures with assistance.</p> <p>I can explain the importance of main characters, setting, and events in a story.</p> <p>I can use key details to retell what I read.</p> <p>I can identify and discuss text connections.</p> <p>I can analyze illustrations for information about the text I read.</p> <p>I can identify and recognize the roles of the author and illustrator.</p> <p>I can locate information in text and illustrations.</p> <p>I can connect illustrations to the characters, setting, and events in a story.</p> <p>Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects.</p> <p>Graphic Organizers for Comprehension: able to produce a hard piece that exemplifies their understanding of a given reading skill.</p> <p>The organizers included are:</p> <ul style="list-style-type: none"> *identifying ALL characters in a story *identifying and describing the main character *identifying the main character and listing their character traits *comparing and contrasting two characters *identifying the setting of a story and listing the evidence of the setting *identifying the topic of an informational text and the details that support it *creating a main idea from a topic and supporting details that support the main idea *identifying the problem and solution of a story *retelling the events in a story <p>Text Connections: use to practice writing at http://www.teacherspayteachers.com/Product/Text-Connection-Freebies-930853</p> <p>Illustrations Rubric: help your students learn to assess their own drawings, introduce the concept of adding details, and promote self assessment strategies in your classroom! http://www.teacherspayteachers.com/Product/Illustration-Rubric-Template-260482</p>
<p>Suggested Barriers of Learning</p> <p>Vocabulary</p>	<p>Retell</p> <p>Recognize</p> <p>Explain</p> <p>Analyze</p> <p>Identify</p>

	<p>Locate</p> <p>Connect</p> <p>Rubric</p> <p>key events</p> <p>main idea</p> <p>main character</p> <p>setting</p> <p>events</p> <p>connections</p> <p>text</p> <p>author</p> <p>illustrator</p> <p>relationship</p> <p>text connection: text to text, text to self, text to world</p>
<p>Standard Clarifications</p>	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Planning of test items
<p>Resources</p>	<p>Parts of the Story: This song helps children learn the typical structure of most stories by giving examples in a fun and easy to memorize call and response format! In addition to teaching the concepts of "beginning," "middle," and "end." It also teaches the vocabulary words of "setting" and "characters." http://www.teacherspayteachers.com/watch?v=HTpTB4fxigQ&feature=share&list=PL5qpLzc5wBUMRyGtmabM8pMr_8SAsXVK7</p> <p>Five finger Retell Cards: This set of ring cards will guide your students in their accountable talk by giving them sentence stems to finish. This is based on Common Core Standards for Reading. (RL.3 - Describe major events of a story and key details) http://www.teacherspayteachers.com/Product/5-Finger-Retell-Cards-452508</p> <p>Text Connection Posters: Use these posters in your classroom to help kids remember the different kinds of connections when</p>

reading. <http://www.teacherspayteachers.com/Product/Text-Connections-Posters-FREEBIE-1205722>

Completion Date:

Reflection

Level of Student Mastery based on Unit Assessment:

Remediation

Students in need of remediation:

Lessons/Skills to be remediated in next unit:

Suggested Weekly Pacing

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Daily Supporting Objectives:
Lesson planning notes:
Remedial Skill:
Enrichment Opportunities:
Daily Supporting Objectives:
Lesson planning notes:
Remedial Skill:
Enrichment Opportunities:

Unit Title/Big Idea	Unit 5: Describing Characters and Events in The Parts of a Story
Suggested Time Frame	3 Weeks
Standards	<p>Overarching:</p> <p>CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>CCSS.ELA-Literacy.L.K.6 Understand and analyze main ideas and supporting details acquired through conversations, reading and being read to, and responding to texts.</p> <p>Dominant RF</p> <p>CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RL</p> <p>CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p>

CCSS.ELA-Literacy.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RI

CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and several key details of a text.

CCSS.ELA-Literacy.RI.K.5 Identify the front cover, back cover, and title page of a book.

CCSS.ELA-Literacy.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

W

CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reason for what happened.

CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

L

CCSS.ELA-Literacy.L.K.4 Determine the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Subordinate:

CCSS.ELA-Literacy.RF.K.2a Recognize and name all the letters of the alphabet.

CCSS.ELA-Literacy.RF.K.2b Count, name, and pronounce, blend, and segment syllables in spoken words.

CCSS.ELA-Literacy.RF.K.2c Identify and isolate the beginning and ending sounds (onsets and rimes) of single-syllable spoken words.

CCSS.ELA-Literacy.RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)

CCSS.ELA-Literacy.RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

CCSS.ELA-Literacy.RF.1.3 Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

CCSS.ELA-Literacy.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

	<p>CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>CCSS.ELA-Literacy.L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>CCSS.ELA-Literacy.L.K.4b Use the most frequently occurring inflections and affixes (-ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	
<p>Science</p>	<p>SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different, and explain the way they look and in the things they do.</p> <p>SC.K.L.14.2 --Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.</p> <p>SC.K.N.1.5 – Recognize that learning can come from careful observation.</p> <p>SC.K.N.1.4 Observe and create a visual representation of an object which includes its major features.</p> <p>SS.K.C.2.1 – Demonstrate the characteristics of being a good citizen.</p> <p>SS.K.C.2.2 – Demonstrate that conflicts among friends can be resolved peacefully.</p> <p>SS.K.C.2.3 – Describe fair ways for groups to make decisions.</p> <p>SS.K.A.2.1 Compare children and families of today with those in the past.</p> <p>SS.K.E.1.3 Recognize that people work together to get things they need or want.</p> <p>SS.K.E.1.4 Identify the difference between basic needs and wants.</p>	
<p>Social Studies</p>	<p>How can determining key events in a story help me retell what I read? What are the roles of the author and illustrator in creating a story? What is the relationship between the illustrations and the characters, setting and events in a story? Where can I find information about the title, author and illustrator of a book? How do the parts of a text work together and where can you find them?</p>	
<p>Unwrapped Standards (Daily Objective Level)</p>	<p>I can generate questions about the details of a story. I can follow along to model questioning about key details of the story. I can describe the role of an author and an illustrator. I can identify information from the text in illustrations.</p>	

I can identify and discuss the main topic and key details in the text.
 I can follow modeled processes for using text features to understand text.
 I can locate various text features such as front and back cover, and title page of a book.
 I can retell what I read from the key events.
 I can relate illustrations and key elements in a story.

Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects.

Ask Questions about Story Elements: Interactive assessment <http://www.learner.org/interactives/story/test.html>

Read : If You Take a Mouse to School and If You Give a Mouse a Cookie (LEVEL 3) <http://www.teacherspayteachers.com/Product/Common-Core-Reading-Standards-for-Literature-Kindergarten-RLK-Assessment-1197888>

List of vocabulary words...story, retell, author, illustrator, illustrations, front and back cover, title page, key elements: characters, setting, events, title, text, generate, describe, follow, locate, relate,

- Content limits
- Test specifications
- Sample test items
- Phrasing of test items



Newspaper Template.ppt

Draw a Story: Stepping from Pictures to Writing

Interactive Story Elements: activity to engage students in story elements <http://www.learner.org/interactives/story/cinderella.html>

Johnnie's Story page website with storybook for retelling <http://www.jstorypage.com/>

Completion Date:

Reflection

Level of Student Mastery based on Unit Assessment:

Students in need of remediation:

Lessons/Skills to be remediated in next unit:

Remediation

Suggested Weekly Pacing

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week hour

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Unit Title/Big Idea

Unit 6: Analyzing Literary Elements, Comparing Details and Characteristics

Suggested Time Frame

4 Weeks

Overarching:

CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading and discussion activities with purpose and understanding.

CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Dominant:

RF

CCSS.ELA-Literacy.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words

Standards

RL

CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.

CCSS.ELA-Literacy.RL.K.4 With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.

CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RI

CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

W

CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to 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.

CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

L

CCSS.ELA-Literacy.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

Subordinate:

CCSS.ELA-Literacy.RF.K.2a Recognize and produce rhyming words.

CCSS.ELA-Literacy.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.

CCSS.ELA-Literacy.RF.K.2c Blend and segment onsets and rimes of single syllable spoken words.

CCSS.ELA-Literacy.RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. 1 (This does not include CVCs ending with /l/, /r/, or /x/.)

CCSS.ELA-Literacy.RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

CCSS.ELA-Literacy.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

CCSS.ELA-Literacy.L.K.5.1 Associate common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

SC.K.E.5.2 Recognize the repeating pattern of day and night.

SC.K.E.5.3 Recognize that the Sun can only be seen in the daytime.

SC.K.E.5.4 Observe that sometimes the Moon can be seen at night and sometimes during the day.

Science

	<p>SC.K.E.5.1 – Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.</p>
	<p>SC.K.N.1.5 – Recognize that learning can come from careful observation. SS.K.A.1.1 – Develop an understanding of how to use and create a timeline. SS.K.A.2.1 – Compare children and families of today with those in the past. SS.K.A.3.1 – Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school SS.K.A.3.2 Explain that calendars represent days of the week and months of the year. SS.K.G.3.3 Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment.</p>
<p>Social Studies</p>	<p>How can determining the key details in a story help me retell it? How can identifying the characters, settings and major events in a story help me understand what I read? Why is it important to see the connection between characters, settings and the major events? What resources and strategies can help me answer questions about unknown words? What strategies do I know that will help me with new words? What different types of text beside storybooks can authors write? What are the different types of texts that are used and what is their purpose? Why is it important to have purpose when writing? How does comparing and contrasting the adventures of characters in a story help me understand what I read? Why is it important to add character traits to my characters in my writing?</p>
<p>Essential Questions</p>	<p>Include procedures that address real-world applications and creative knowledge (what students need to know)</p> <p>I can recall and discuss information from a text. I can summarize and recall events from a story in sequence. I can identify, recognize, and define characters, settings and major events in the story. I can recognize the similarities and differences in characters. I can define new words based on details from the story and discussion about the text. I can ask questions to clear up confusion. I can look at parts of words, prefixes, and get my mouth ready to help me read unknown words. I can identify words the author includes to make the story more interesting. I can make connections between two versions of the same or similar stories. I can identify and retell the key details of a story including the main topic. I can compare and contrast adventures of characters in what I read. I can discuss different types of texts besides storybooks.</p>
<p>Unwrapped Standards (Daily Objective Level)</p>	

Have students create a vocabulary foldable. Students can draw a picture or write the meaning of a word. Character comparison: On a character cut out, write the similarities between two characters. Students may also draw pictures to show mastery of skill.


Common Core Activities: activity sheets can meet the following standards: Determine the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content., With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<http://www.teacherspayteachers.com/Product/Common-Core-Activities-392> CCSS RL.5 recognize common types of text.; helps students recognize common types of text. Students will cut and the paste the images of books and poems in the correct place.
<http://www.teacherspayteachers.com/Product/CCSS-RL-5-recognize-common-types-of-text-656690>

Details

- Retell
- main events
- story
- problem
- beginning
- middle
- end
- character
- resolution
- solve
- sequence
- strategies

Suggested by
Learning

Vocabulary

<p>resources</p> <p>storybooks</p> <p>compare</p> <p>contrast</p> <p>types of texts</p>	<p>resources</p> <p>storybooks</p> <p>compare</p> <p>contrast</p> <p>types of texts</p>
<p>Standard Clarifications</p>	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items
<p>Resources</p>	<p>Compare and Contrast Characters: Comparing and contrasting characters in stories, experiences and adventures can be done simply through this graphic organizer. http://www.teacherspayteachers.com/Product/Compare-and-Contrast-Characters-Organizer-1016588</p> <p> Alphabet Organizer- New Vocabulary- Unit</p> <p>readwritethink-Alphabet Vocabulary Organizer</p>
<p>Reflection</p>	<p>Completion Date:</p> <p>Level of Student Mastery based on Unit Assessment:</p>
<p>Remediation</p>	<p>Students in need of remediation:</p> <p>Lessons/Skills to be remediated in next unit:</p>

Suggested Weekly Pacing

LEVEL 4

BRD

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Unit Title/Big Idea	<p>Unit 7: Relating Literary Elements: Retelling the Story and Connecting to New Text</p>
Suggested Timeframe	<p>3 Weeks</p>
Standards	<p>Overarching:</p> <p>CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>Dominant:</p> <p>RF</p> <p>CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>RI</p> <p>CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>W</p> <p>CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>L</p> <p>CCSS.ELA-Literacy.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>SL</p> <p>CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and</p>

	<p>answering questions about key details and requesting clarification if something is not understood.</p> <p>CCSS.ELA-Literacy.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Subordinate: CCSS.ELA-Literacy.L.K.5a Sort common objects into categories (e.g., shapes, sizes, colors) in a sense of the concepts the categories represent. CCSS.ELA-Literacy.L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). CCSS.ELA-Literacy.L.K.5c Identify real-life connections between words and their use (e.g., note placards at school that are colorful). CCSS.ELA-Literacy.L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>
<p>Science</p>	<p>SC.K.L.14.2 Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.</p> <p>SC.K.L.14.3 Observe plants and animals, describe how they are alike, and explain how they are different in the way they look and in the things they do.</p> <p>SC.K.P.8.1 – Sort objects by observable properties such as shape, color, temperature (hot/cold), weight (heavy/light), and texture.</p> <p>SC.K.P.9.1 – Recognize that the shape as materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.</p> <p>SS.K.G.1.1 – Describe the relative location of people, places, and things by using positional words.</p> <p>SS.K.G.2.1 – Locate and describe places in the school and community.</p> <p>SS.K.G.3.3 – Describe examples of seasonal weather changes, and illustrate how weather affects people and the environment.</p> <p>SS.K.G.1.2 Explain that maps and globes help locate different places and that globes are a model of the Earth.</p> <p>SS.K.G.1.3 Identify cardinal directions (north, south, east, west).</p> <p>SS.K.G.1.4 Differentiate land and water features on simple maps and globes.</p> <p>SS.K.G.3.1 Identify basic map terms.</p> <p>SS.K.G.3.2 Identify basic bodies of water.</p>
<p>Essential Questions</p>	<p>How can my prior knowledge of reading help me read new text? What is research and how can it help me to write a better report? What is the big idea the author is teaching the reader?</p>

How do the text features help me to understand what I am reading?
 How does making text to text connections help me to understand what I am reading?
 How do I make text to text connections?

Include procedural (what students need to be able to do) and declarative knowledge (what students need to know)

- I can generate questions and answers about details in the story.
- I can research on a topic and include the information in a report.
- I can organize my thinking through a text by taking notes.
- I can identify the big idea of the author.
- I can tell others my thoughts of the author's purpose.
- I can gather information from text, video, internet, and personal experience.
- I can use a KWL chart to organize my thinking about a topic.
- I can state the topics and characters in a story.
- I can describe and explain the events in a story.
- I can discover the problem in a story.
- I can apply my prior knowledge to read a new text.
- I can write and illustrate the events in a story.
- I can make connections between previously read and new text.
- I can add new information to previous learning.
- I can describe differences between different types of text.
- I can describe similarities between different types of text.

Include 1-3 suggested assessments. Performance based assessments could include writing tasks, performance based assessments, or other projects.

Text feature scavenger hunt – find various text features in a text and explain them to a partner. Conferences with partners and the teacher to assess.

T-Chart comparing and contrasting two texts (what is the same, what is different, informal observation)

Similarities

Alike

Different

Problems

Topics



prior knowledge

information

Unwrapped Standards
 (Daily Objective Level)

Suggested Evidence of
 Learning

Vocabulary

	<p>apply</p> <p>state research</p> <p>information</p> <p>organize</p> <p>header</p>
<p>Standard Clarifications</p>	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items
<p>Resources</p>	<p>Comparing Fiction and Nonfiction with Little Red Riding Hood Text Sets readwritethink-Character Map Interactive readwritethink-Venn Diagram Interactive</p> <p> readwritethink-Character Map-Big Bad Wolf</p> <p> Venn Diagram Interactive.pdf</p> <p>Wild About Animals Research Pack: Common Core Research Pack: research activity about animals: http://www.teacherspayteachers.com/Product/Wild-About-Animals-Mini-Research-Pack-Common-Core-Research-Pack-1179040</p> <p>Completion Date:</p>
<p>Reflection</p>	<p>Level of Student Mastery based on Unit Assessment:</p>

Students in need of remediation:

Lessons/Skills to be remediated in next unit:

Remediation

Suggested Weekly Pacing

Week One

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Three

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Four

Daily Supporting Objectives:

Lesson planning notes:


Remedial Skill:

Enrichment Opportunities:

<p>Unit Title/Big Idea</p>	<p>Unit 8: Applying Literary Evidence: Using Text for Reference and Support</p>
<p>Suggested Time Frame</p>	<p>3 Weeks</p>
<p>Overarching:</p>	<p>CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding. CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding. CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Dominant:</p>	<p>RF</p>
<p>Standards</p>	<p>CCSS.ELA-Literacy.RF.K.4 Read and comprehend informational texts, including text with diverse media formats (e.g., multimedia presentations, graphics, illustrations, etc.), recognizing main ideas and supporting details and analyzing how and why various media and formats enhance the message and purpose and understanding. RI CCSS.ELA-Literacy.RI.K.7 With prompting and support, 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). CCSS.ELA-Literacy.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text. SL CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. W CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>

	<p>CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>CCSS.ELA-Literacy.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>L</p> <p>CCSS.ELA-Literacy.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-Literacy.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p>
	<p>Subordinate:</p> <p>CCSS.ELA-Literacy.L.K.5a Sort common objects in categories (e.g., shapes, colors) to gain a sense of the concepts the categories represent.</p> <p>CCSS.ELA-Literacy.L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>CCSS.ELA-Literacy.L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>CCSS.ELA-Literacy.L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>
<p>Science</p>	<p>SC.K.E.5.1 Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.</p> <p>SC.K.E.5.5 Observe that things can be big and things can be small as seen from Earth.</p> <p>SC.K.E.5.6 Observe that some objects are far away and some are nearby as seen from Earth.</p> <p>SC.K.P.12.1 – Investigate that things move in different ways, such as, fast, slow etc.</p> <p>SC.K.P.13.1 – Observe that push and pull can change the way an object is moving.</p>
<p>Social Studies</p>	<p>SS.K.G.1.2 – Explain that maps and globes help to locate different places and that globes are a model of the Earth.</p> <p>SS.K.G.1.4 – Differentiate land and water features on simple maps and globes.</p>

	<p>SS.K.G.3.1 – Identify basic landforms.</p> <p>SS.K.G.3.2 – Identify basic bodies of water.</p> <p>SS.K.A.2.3 Compare our nation's holidays with holidays of other cultures.</p> <p>SS.K.A.2.5 Recognize the importance of U.S. symbols.</p>	
<p>Essential Questions</p>	<p>How do the pictures in a story help me understand what I read?</p> <p>How do text features help me to understand what I am reading?</p> <p>How does using text features help me to teach others with my writing?</p> <p>Why is it important for an author to group information in a text?</p> <p>Why is it important to organize the information I use in my writing?</p> <p>How can I use the information I read to support what I think?</p> <p>How can I research to learn more information on a topic?</p> <p>How can I organize the information I have learned on a topic?</p>	
<p>Unwrapped Standards (Daily Objective Level)</p>	<p>Include procedural (what students do) and declarative (what students need to know)</p> <p>I can locate and interpret information from pictures following my purpose.</p> <p>I can identify the text features that author's use and tell their purpose.</p> <p>I can compare and contrast text features such as common text features and creative verse informational.</p> <p>I can add text features such as labels, captions, diagrams, maps, and up close pictures to help a reader to understand what I am writing.</p> <p>I can connect pictures to the story elements to help my understanding while I read.</p> <p>I can analyze text and illustrations for information.</p> <p>I can describe how the location of pictures helps me read it.</p> <p>I can include text features in my writing.</p>	
<p>Suggested Evidence of Learning</p>	<p>Include 1-3 suggestions. Possible assessment options could include writing tasks, performance based assessments, or other projects.</p>	
<p>Vocabulary</p>	<p>Print</p> <p>Support</p> <p>Caption</p> <p>table of content</p> <p>diagrams</p> <p>photographs</p>	

<p>Standard Clarifications</p>	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items
<p>Resources</p>	<p> Blank Story Map.pdf</p>
<p>Reflection</p>	<p>Completion Date:</p> <p>Level of Student Mastery based on Unit Assessment:</p>
<p>Remediation</p>	<p>Students in need of remediation:</p> <p>Lessons/Skills to be remediated in next unit:</p>
<p>Suggested Weekly Pacing</p> <p>Week One</p>	
<p>Daily Supporting Objectives:</p> <p>Lesson planning notes:</p> <p>Remedial Skill:</p> <p>Enrichment Opportunities:</p>	
<p>Week Two</p>	

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Unit Title/Big Idea

Suggested Time Frame

Overarching:

CCSS.ELA-Literacy.R.10.10 Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Dominant:

Unit 9: Drawing Text Based Conclusions: Comparing, Contrasting and Evaluating Details in the Text

3 Weeks

RF

CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.

RI

CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

W

CCSS.ELA-Literacy.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion of preference about the topic or book (e.g., My favorite book is...).

CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

SL

CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

L

CCSS.ELA-Literacy.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

Subordinate:


CCSS.ELA-Literacy.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

CCSS.ELA-Literacy.L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

CCSS.ELA-Literacy.L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

CCSS.ELA-Literacy.L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by

	<p>acting out the meanings.</p>
<p>Science</p>	<p>SC.K.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.</p> <p>SC.K.P.9.1 Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.</p> <p>SC.K.N.1.1 - Collaborate with a partner to collect information.</p> <p>SC.K.N.1.2 – Make observations of the natural world and know that they are descriptors collected using the five senses.</p>
<p>Social Studies</p>	<p>SS.K.A.2.1 – Compare children and families of today with those in the past.</p> <p>SS.K.A.2.3 – Compare our nation’s holidays with holidays of other countries.</p> <p>SS.K.E.1.4 – Identify the difference between basic needs and wants.</p> <p>SS.K.C.2.1 Demonstrate the characteristics of being a good citizen.</p> <p>SS.K.C.2.2 Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.</p> <p>SS.K.C.2.3 Describe fair ways for groups to make decisions.</p>
<p>Essential Questions</p>	<p>What did I learn when reading the text?</p> <p>How are two texts I read similar?</p> <p>How are two texts I read different?</p> <p>How can I tell my opinion and support it with evidence?</p> <p>How can I persuade a reader?</p> <p>How does telling about a connection in a book persuade a reader about a book?</p>
<p>Unwrapped Standards (Daily Objective Level)</p>	<p>I can formulate questions and responses based on what I read.</p> <p>I can tell why I like or do not like a text using the text to support my opinion.</p> <p>I can identify author’s craft (onomatopoeia, recycled events, repeating lines, dialogue, rhymes, etc.) in a text and tell how it makes a story more interesting.</p> <p>I can compare and contrast different genres on the same topic.</p> <p>I can identify what genre a text is and support how I know.</p> <p>I can share and support my opinion.</p> <p>I can compare and contrast two text using a Venn diagram.</p> <p>I can compare two texts.</p> <p>I can contrast two texts.</p>

Suggested Evidence of Learning	<p>I can show what I learned through discussing, writing, and illustrating. I can demonstrate similarities and differences through use of a graphic organizer. I can describe similarities and differences between two texts on the same topic. Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects.</p>
Vocabulary	<p>Compare Contrast graphic organizer similar differences</p>
Standard/Clarifications	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items
Resources	<p>http://www.spaghetitbookclub.org/ (book reviews for 100s of children books written by children)</p> <p> Similarities and Differences Between</p> <p>Comparing and Contrasting Literary Texts ~ Two Versions of The Three Little Pigs: <i>compare and contrast activity was created to address CCSS RL.1.9: Compare and contrast the adventures and experiences of characters in stories</i> http://www.teacherspayteachers.com/Product/Comparing-and-Contrasting-Literary-Texts-Two-Versions-of-The-Three-Little-Pigs-571539 Completion Date:</p>
Reflection	<p>Level of Student Mastery based on Unit Assessment:</p>

Remediation	Students in need of remediation:	Lessons/Skills to be remediated in next unit:
Suggested Weekly Pacing		
Daily Supporting Objectives: Lesson planning notes: Remedial Skill: Enrichment Opportunities:		
Daily Supporting Objectives: Lesson planning notes: Remedial Skill: Enrichment Opportunities:		
Daily Supporting Objectives: Lesson planning notes: Remedial Skill: Enrichment Opportunities:		

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Unit Title/Big Idea

Suggested Time/Frame

Unit 10: Determining Messages from Texts Understanding Author's Purpose and Perspectives

3 Weeks

Overarching:

CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Dominant:

RF

CCSS.ELA-Literacy.RF.K.1 Read and understand student-reader texts with purpose and understanding.

RI

CCSS.ELA-Literacy.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

CCSS.ELA-Literacy.W.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

W

CCSS.ELA-Literacy.W.K.1 Use a combination of drawing, dictating, and writing to compose 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...).

CCSS.ELA-Literacy.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in

collaboration with peers.

CCSS.ELA-Literacy.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

CCSS.ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL

CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented visually or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-Literacy.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-Literacy.SL.K.5 Add drawings or other displays to descriptions as desired to provide additional detail.

CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, ideas, and ideas clearly.

L

CCSS.ELA-Literacy.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Subordinate:

CCSS.ELA-Literacy.L.K.4a Identify meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

CCSS.ELA-Literacy.L.K.4b 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.

SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

Science

SC.1.L.14.1 – Make observations of living things and their environment using the five senses.

SC.1.L.14.3 – Differentiate between living and non-living things.

SS.K.C.1.1 – Define and give examples of rules and laws, and why they are important.

Social Studies

SS.K.C.1.2 – Explain the purpose and necessity of rules and laws at home, school and community.

SS.K.G.2.1 – Locate and describe places in the school and community.

SS.K.G.2.2 – Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.

SS.K.A.2.1 Compare children and families of today with those in the past.

SS.K.2.2 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.

SS.K.A.2.3 Compare our nation's holidays with holidays of other cultures.

What is the role of the author in creating text?

How does knowing about an author help me to understand their text?

How are books written by the same author similar?

What is the role of the illustrator in creating text?

How does an author support ideas in the text?

Include procedural (what students need to do) and declarative knowledge (what students need to know)

I can identify and discuss author's role in describing ideas in the text.

I can identify and discuss the illustrations supporting ideas in the text.

I can identify the author's main ideas and use them to support my ideas during discussions.

I can discuss the similarities in books by the same author.

I can make deep connections between my favorite books.

Include 1-3 suggested assessments. Possible assessment options could include writing tasks, performance based assessments, or other projects.


- Read stories by Dr. Seuss throughout the week pointing out that each book has the same author. (any author will work) Throughout the week discuss the similarities that the books have. At the end of the week have students independently identify the similarities that the books have.

Creating

Support

Ideas

Vocabulary

genre	
Standard Clarifications	<ul style="list-style-type: none">• Content limits• Test specifications• Sample test items• Phrasing of test items
Resources	 BookReview Template K-2.pdf
Reflection	Completion Date:
Remediation	Level of Student Mastery based on Unit Assessment: Students in need of remediation: Lessons/Skills to be remediated in next unit:
Suggested Weekly Pacing Week One	
Daily Supporting Objectives:	
Lesson planning notes:	
Remedial Skill:	
Enrichment Opportunities:	

Week Two

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Three

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Four

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Unit Title/Big Idea	Unit Title: Examining Literature: Applying Skills to New Text and Learning
Suggested Time Frame	3 Weeks
Standards	<p>Overarching:</p> <p>CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

**Dominant:
RF**

CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.

W

CCSS.ELA-Literacy.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS.ELA-Literacy.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

CCSS.ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL

CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

L

CCSS.ELA-Literacy.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Subordinate:

CCSS.ELA-Literacy.L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

CCSS.ELA-Literacy.L.K.4b 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.

SC.K.N.1.1 Collaborate with a partner to collect information.

SC.K.N.1.3 Keep records as appropriate such as pictorial records of investigations conducted.

Science

<p>Social Studies</p>	<p>SS.K.C.1.1 – Define and give examples of rules and laws, and why they are important. SS.K.C.1.2 – Explain the purpose and necessity of rules and laws at home, school and community. SS.K.E.1.2 Recognize that United States currency comes in different forms.</p>
<p>Essential Questions</p>	<p>How do I connect what I have read with my own experiences? Why is it important to share my thinking with others and to listen to other's thoughts? How does comparing and contrasting two books on similar themes? How does inferring help me to understand what I reading?</p>
<p>Unwapped Standards (Daily Objective Level)</p>	<p>Include procedural (what students need to be able to do) and declarative knowledge (what students need to know) I can illustrate my ideas about what I read when discussing and writing with visual and displays. I can find similarities and differences between the text I read and my own experiences. I can relate to problems and solutions in text I have read to my own experiences. I can express my thoughts and support my thoughts with facts or text evidence. I can compare and contrast books on the same theme. I can infer to understand what I am reading and to make connections with various texts.</p>
<p>Suggested Evidence of Learning</p>	<p>Include 1-3 suggested assessments. Possible assessment options and include writing tasks, performance based assessments, or other projects.</p> <ul style="list-style-type: none"> • Students will compare and contrast their own experiences with the experiences from a story through picture or dictation. • Have students complete a Venn-diagram comparing two stories with the same theme. Blank Venn Diagram Link <p>Have students identify the problem and solution. Students will explain how they had a problem similar to the problem in the story and how they solved their problem.</p>
<p>Vocabulary</p>	<p>Experiences evidence</p>
<p>Standard Citations</p>	<ul style="list-style-type: none"> • Content limits • Test specifications • Sample test items • Phrasing of test items
<p>Resources</p>	<p>Ensure the resource is labeled according to the standard it addresses</p>
<p>Reflection</p>	<p>Completion Date:</p>

	Level of Student Mastery based on Unit Assessment:
Remediation	Students in need of remediation: Lesson Skills remediated in next unit:
Suggested Weekly Pacing	
Daily Supporting Objectives:	
Lesson planning notes:	
Remedial Skill:	
Enrichment Opportunities:	
Daily Supporting Objectives:	
Lesson planning notes:	
Remedial Skill:	
Enrichment Opportunities:	
Daily Supporting Objectives:	
Lesson planning notes:	

Remedial Skill:

Enrichment Opportunities:

Week Four

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

FLAVOR



6th Grade Math

Unit Title/Big Idea	<p>Unit 1: Representing and Converting Ratios, Converting Units of Measure and Solving Real World Problems with Unit Rates</p>
Suggested Time Frame	<p>4 weeks</p>
Standards	<p>Focus Standards</p> <p>Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird collection at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i></p> <p>6.RP.2 Understand the concept of a unit rate a/b with $b \neq 0$, and use rate language in the context of a ratio relationship. <i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$74 for 13 hamburgers, which is a rate of \$5 per hamburger."</i></p>
Standards	<p>Foundational Standards</p> <p>Use the four operations with whole numbers to solve problems.</p> <p>4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that</i></p>

when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

Convert like measurement units within a given measurement system.

- 5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Graph points on the coordinate plane to solve real-world and mathematical problems.

- 5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
- 5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Focus Standards for Mathematics Practice

- MP.1 **Make sense of problems and persevere in solving them.** Students make sense of and solve real world and mathematical ratio, rate, and percent problems using representations, such as tape diagrams, ratio tables, the coordinate plane, and/or double number line diagrams. They identify and explain the correspondences between the verbal descriptions and their representations and annotations. The representation depicts the relationship of the quantities in the problem. Problems include ratio problems involving the comparison of three quantities, multistep changing ratio problems, using a given ratio to find associated ratios, and constant rate problems including two or more people or machines working together.
- MP.2 **Reason abstractly and quantitatively.** Students solve problems by analyzing and comparing ratios and unit rates given in tables, equations, and graphs. Students decontextualize a given constant speed situation, representing symbolically the quantities involved with the formula, $distance = rate \times time$.
- MP.5 **Use appropriate tools strategically.** Students become proficient using a variety of representations that are useful in reasoning with rate and ratio problems such as tape diagrams, double line diagrams, ratio tables, a coordinate plane and equations. They then use judgment in selecting appropriate tools as they solve ratio and rate problems.
- MP.6 **Attend to precision.** Students define and distinguish between ratio, the value of a ratio, a unit rate, a rate unit, and a rate. Students use precise language and symbols to describe ratios and rates. Students learn and apply the precise definition of percent.

	<p>MP.7 Look for and make use of structure. Students recognize the structure of equivalent ratios in solving word problems using tape diagrams. Students identifying the structure of a ratio table and use it to find missing values in the table. Students make use of the structure of division and ratios to model 5 miles/2 hours as a quantity 2.5 mph.</p>	
<p>Essential Questions</p>	<p>Overarching Essential Question</p> <p>In what ways can two ratios be proven equivalent? How is relating quantities to others useful? How are ratios and rate related? How are rate and unit rate found and used in the real world? How are ratios and fractions related? How do I apply ratios and/or unit rates to solve real world problems? How do I express ratio relationship between two quantities?</p>	
<p>Unmapped Standards (Daily Objective Level)</p>	<p>Include procedural what students need to be able to do to demonstrate knowledge (what students need to know)</p> <p>I will be able to define and identify a ratio. I will be able to accurately convert ratio conversions. I will be able to compare two quantities with different units. I will be able to use a table to relationships between quantities. I will be able to solve a word problem finding the unit rate in a real world situation. I will be able to use ratios and convert units of measurements. I will be able to express ratio relationships in written and oral form. I will be able to simplify ratios. I will be able to express ratios in part to whole, part to part and rates. I will be able to identify the type of ratio problem and solve problems and solutions. I will be able to evaluate and solve problems finding the unit rate in a real world situation.</p> <p>Students learn to work with the proportions by gathering data and calculating unit rates.</p>	<p>Suggested Evidence of Learning</p> <p>Students practice finding the unit rate of products from local grocery store ads to decide which store has the best prices. Student will complete a summative assessment test based on comparison and solving for ratios and rates.</p>
<p>Vocabulary</p>	<p>Graph greatest common factor least common multiple prime factorization</p>	

rate	
ratio	
Content limits	
Test specifications	
Sample test items	
Phrasing of test items	
(6.RP.1) http://mathequalslove.blogspot.com/2012/04/sugar-packets-and-proportions.html	
(6.RP.1) http://www.sharemylesson.com/middle-school-math-teaching-resources/	
(6.RP.1) http://iotesquareinch.wordpress.com/2011/12/31/fruit-loop-ratios/	
Completion Date:	
Level of Student Mastery based on Unit Assessment:	
Students in need of remediation:	Lessons/Skills to be remediated in next unit:
Remediation	
Suggested Weekly Pacing	
Week 01:	
Daily Supporting Objectives:	

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

REWORK

<p>Unit Title/Big Idea</p>	<p>Unit 2: Graphing Ratios, Finding Unit Rate, and Creating, Solving and Converting Units of Measurement</p>
<p>Suggested Time Frame</p>	<p>4 weeks</p>
<p>Standards</p>	<p>Focus Standards</p> <p>Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>6.RP.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$; use rate language in the context of a ratio relationship. <i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar," so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</i></p> <p>6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <ol style="list-style-type: none"> Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i> Find a percent of a quantity (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part, and the percent. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. Understand the concept of Pi as the ratio of the circumference of a circle to its diameter. <p>Foundational Standards</p> <p>Use the four operations with whole numbers to solve problems.</p> <p>4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to</p>

represent the problem. For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

Convert like measurement units within a given measurement system.

- 5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Graph points on the coordinate plane to solve real-world and mathematical problems.

- 5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a positive direction for each axis. Understand that the first number indicates how far to travel in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., positive and negative x-coordinates and y-coordinates).
- 5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the problem.

Focus Standards for Mathematical Practice

- MP.1 **Make sense of problems and persevere in solving them.** Students make sense of and solve real world and mathematical ratio, rate, and percent problems involving ratios and rates, such as tape diagrams, ratio tables, the coordinate plane, and/or double number line diagrams. They identify and explain the correspondences between the verbal descriptions and their representations and articulate how the representation depicts the relationship of the quantities in the problem. Problems include ratio problems involving comparisons of three quantities, multistep changing ratio problems, using a given ratio to find associated ratios, and constant rate problems including two or more people or machines working together.
- MP.2 **Reason abstractly and quantitatively.** Students solve problems by analyzing and comparing ratios and unit rates given in tables, equations, and graphs. Students decontextualize a given constant speed situation, representing symbolically the quantities involved with the formula, $distance = rate \times time$.
- MP.5 **Use appropriate tools strategically.** Students become proficient using a variety of representations that are useful in reasoning with ratios: ratio problems such as tape diagrams, double line diagrams, ratio tables, a coordinate plane and equations. They then use judgment in selecting appropriate tools as they solve ratio and rate problems.
- MP.6 **Attend to precision.** Students define and distinguish between ratio, the value of a ratio, a unit rate, a rate unit, and a rate. Students use precise language and symbols to describe ratios and rates. Students learn and apply the precise definition of percent.

MP.7 Look for and make use of structure. Students recognize the structure of equivalent ratios in solving word problems using tape diagrams. Students identifying the structure of a ratio table and use it to find missing values in the table. Students make use of the structure of division and ratios to model 5 miles/2 hours as a quantity 2.5 mph.

Overarching Essential Question

- How are ratios and rate related?
- How do I make comparisons between ratios?
- In what ways are rate and unit rate found and used in the real world?
- How can I express rates of distance, speed and time?
- How do division and multiplication help solve ratio and rate problems?
- How do I calculate unit rates?
- How are percentages and ratios related?
- How do I convert fractions and percentages?
- How are percentages and decimals related?
- How do I convert percentages and decimals?
- How do I compare and order fractions, decimals and percentages?
- How do I find the percent of a number?
- How do I estimate the percent of a number?
- How do I express repeating decimals with rational numbers?

Essential Questions

Include procedural knowledge (what students need to know) and declarative knowledge (what students need to know)

- I will be able to create a table to identify relationships between quantities.
- I will be able to solve a word problem finding the unit rate in a real world situation.
- I will be able to create and solve ratios and convert the units of measurements.
- I will be able to express a ratio relationship.
- I will be able to write equivalent ratios.
- I will be able to compare ratios.
- I will be able to apply multiplication reasoning as opposed to only cross product algorithms.
- I will be able to write equations to represent relationships between numbers in ratio tables.
- I will be able to find unit rate.
- I will be able to simplify a fraction to express rate.
- I will be able to calculate a unit rate.
- I will be able to compare unit rates.
- I will be able to solve real world problems involving ratios, rates, and unit rates.
- I will be able to solve ratio and rate problems using multiplication and division.
- I will be able to interpret and compare ratios and rates.
- I will be able to determine distance, speed and time using rates and ratios.

**Unwrapped Standards
(Daily Objective Level)**

	<p>I will convert decimals to fractions. I will convert percentages to fractions.</p> <p>Students learn to write and solve proportions by gathering data and calculating unit rates.</p> <p>Students practice finding the unit price of pre-selected items from local grocery store ads to decide which store has the best prices.</p> <p>Student will complete a summative assessment test based on comparison and solving ratios and rates.</p>
<p>Vocabulary</p>	<p>Coordinate plane equivalent ratio ordered pair origin ratio table scaling unit price unit rate x-axis x-coordinate y-axis y-coordinate</p>
<p>Standard Clarifications</p>	<p>Content limits Test specifications Sample test items Phrasing of test items</p>

(6.RP.3) <http://www.bcpss.org/bbcswbday/institution/CURRICULUM/MATH%20CURRICULUM/Curriculum%20SY11-12/Units%20of%20Study/Grade%206%20Teacher%20Book.TSS.pdf>

(6.RP.3) http://nycdoe.it.airnws.org/pdf/Ratio%20Tables.pdf	
Completion Date:	
Reflection	Level of Student Mastery based on Unit Assessment:
Remediation	Students in need of remediation: Lessons/Skills to be remediated in next unit:
Suggested Weekly Pacing	
Daily Supporting Objectives:	
Lesson planning notes:	
Remedial Skill:	
Enrichment Opportunities:	
Daily Supporting Objectives:	
Lesson planning notes:	
Remedial Skill:	
Enrichment Opportunities:	

Mississippi

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Mississippi

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

FLORIDA

Unit 3: Computing Quotients, Products, Differences and Sums with Fractions and Decimals and Real World Problem Solutions, Finding Greatest Common and Least Common Factors with Models and Grids

4 weeks

Unit Title/Big Idea

Suggested Time Frame

Focus Standards

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

- 6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb. of chocolate equally? How many $3/4$ -cup servings are in 2 cups of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?*

Compute fluently with multi-digit numbers and find the greatest common factors and multiples.

- 6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.
- 6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
- 6.NS.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 10. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express $36 + 8$ as $4(9 + 2)$.*

Standards

Foundational Standards

Gain familiarity with factors and multiples.

- 4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Understand the place value system.

- 5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

- 5.NBT.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- 5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between multiplication and division; relate the strategy to a written method and explain the reasoning used.

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

- 5.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
- a. Interpret the product $(a/b) \times q$ as a parts of a partitioned into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)*
- 5.NF.7** Apply and extend previous understandings of division to divide whole numbers and whole numbers by fractions.
- a. Interpret division of a unit fraction by a whole number, and compute such quotients. *For example, create a story context for $(1/3) \div 4$, use a visual model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.*
- b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for $4 \div (1/5)$, use a visual model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.*

Focus Standard for Mathematical Practice

MP.1

Make sense of problems and persevere in solving them. Students use concrete representations when understanding the meaning of division and apply it to the division of fractions. They ask themselves, "What is this problem asking me to find?" For instance, when determining the quotient of fractions, students ask themselves how many sets or groups of the divisor is in the dividend. That is, when the quotient of the problem. They solve simpler problems to gain insight into the solution. They will confirm, for example, that $10 \div 2$ can be found determining how many groups of two are in ten. They will apply that strategy to the division of fractions. Students may use pictorial representations such as area models, array models, number lines, and drawings to conceptualize and solve problems.

MP.2

Reason abstractly and quantitatively. Students make sense of quantities and their relationships in problems. They understand "how many" as it pertains to the divisor in a quotient of fractions problem. They understand and use connections between

divisibility and the greatest common factor to apply the distributive property. Students consider units and labels for numbers in contextual problems and consistently refer to what the labels represent to make sense in the problem. Students rely on estimation and properties of operations to justify the reason for their answers when manipulating decimal numbers and their operations. Students reason abstractly when applying place value and fraction sense when determining the placement of a decimal point.

MP.6

Attend to Precision. Students use precise language and place value when adding, subtracting, multiplying, and dividing by multi-digit decimal numbers. Students read decimal numbers using place value. For example, 326.31 is read as three hundred twenty-six and thirty-one hundredths. Students calculate sums, differences, products, and quotients of decimal numbers with a degree of precision appropriate to the problem context.

MP.7

Look for and make use of structure. Students find patterns and connections when multiplying and dividing multi-digit decimals. For instance, they use place value to recognize that the quotient of $22.5 \div 0.15$, is the same as the quotient of $2250 \div 15$. Students recognize that when expressing the sum of two whole numbers using the distributive property, for example: $36 + 48 = 12(3 + 4)$, the number 12 represents the greatest common factor of 36 and 48 and that 36 and 48 are both multiples of 12. When dividing fractions, students recognize and use a related multiplication problem or create a number line and use skip counting to determine the quotient. Sometimes the dividend is added to obtain the dividend. Students use the familiar structure of long division to find the greatest common factor in another way.

MP.8

Look for and express regularity in repeated reasoning. Students determine reasonable answers to problems involving operations with decimals. Estimation strategies and compatible numbers are used. For instance, when 24.385 is divided by 3.91 , students determine that the answer will be close to the quotient of $24 \div 4$, which equals 6. Students discover, relate, and apply strategies when problem-solving, such as the use of the distributive property to solve a multiplication problem involving fractions and/or decimals (e.g., $350 \times 1\frac{1}{2} = 350(1 + \frac{1}{2}) = 350 + 280 = 630$). When dividing fractions, students may use the following reasoning: $2\frac{1}{7} \div 2\frac{1}{7} = 1$, $6\frac{17}{7} \div 2\frac{1}{7} = 3$; and so I can solve fraction division problems by first getting common denominators. When solving division problems created by the numerators. Students understand the long-division algorithm and the partial breakdown of the dividend into different place value units. Further, students use those repeated operations and reasoning to determine the greatest common factor of two numbers using the Euclidean Algorithm.

Overarching Essential Questions

How do I round fractions?

How do I estimate fractions?

How do I multiply fractions?

How do I divide fractions?

How do I apply operations with fractions to solving real world problems?

How are computations with fractions and computations with whole numbers and decimals similar?

How do I divide a fraction?

How are multiplying fractions and dividing fractions related?

How do I describe quotients of fractions?

Essential Questions

<p>Unwrapped Standards (Daily Objective Level)</p>	<p>How are multiplication and dividing fractions related? How can you extend what you already know about division to divide fractions? How can you extend what you already know about decimals?</p> <p><i>Include procedural (what students need to be able to do) and declarative (what students need to know)</i></p>
<p>Unwrapped Standards (Daily Objective Level)</p>	<p>I will be able to round fractions to a whole, a half or zero. I will be able to estimate computations with fractions. I will be able to multiply fractions by whole numbers, fractions, and mixed numbers. I will be able to divide fractions by whole numbers, fractions and mixed numbers. I will be able to simplify and reduce fractions to the lowest term. I will be able to choose the correct graphic representation of multiplication or division problems with fractions. I will be able to use patterns to solve real world problems. I will be able to interpret and compute quotients. I will be able to solve real word problems using fractions. I will be able to identify how multiplication is used to check my answer to a division problem. I will be able to solve addition and subtraction problems with decimals. I will be able to estimate a reasonable answer using a benchmark that contains decimals. I will be able to solve real word problems that contain decimals. I will be able to estimate and solve problems by multiplying and dividing decimals. I will be able to represent fractional numbers in more than one manner. I will be able to represent problems graphically. I will be able to determine the greatest common factor of two whole numbers less than or equal to 100. I will be able to determine the least common multiple of two whole numbers less than or equal to 12. I will be able to generate models of multiplication and division problems with common factors. I will be able to generate models of multiplication and division problems with common factors.</p>
<p>Suggested Evidence of Learning</p>	<p>Students will be able to identify and compare the greatest common factor and least common multiple of a given set of numbers using tools such as a Venn diagram. Students will be able to compare and contrast how to interchange fractions decimals and percents through the use of an interactive journal and notes. Students will create picture color and find the fraction decimal and percent based on number of one color to all boxes in the grid. Student will complete a summative assessment test based on comparison and solving for fractions, decimals, and percents.</p>
<p>Vocabulary</p>	<p>Compatible numbers commutative property</p>

	<p>dimensional analysis</p> <p>reciprocals</p> <p>unit ratio</p>
	<p>Content limits</p> <p>Test specifications</p> <p>Sample test items</p> <p>Phrasing of test items</p>
Standard Clarifications	<p>Computing Fractions/fractions:</p> <p>(6.NS.1) http://www.mathplayground.com/fractions_mult.html</p> <p>(6.NS.1) http://www.mathsisfun.com/fractions-multiplication.html</p> <p>LCM/LCD - Games:</p> <p>(6.NS.4) http://www.e-learningforkids.co.uk/math/lesson-plans/tic-tac-common-multiples/ (home resource)</p> <p>(6.NS.4) http://www.teachingjobs.co.uk/math/115/contents/decimals.htm</p> <p>Decimals:</p> <p>(6.NS.3) http://www.jamesandler.com/filecabinet/math/decimals.php</p> <p>(6.NS.3) http://www.education.com/activity/article/tic-tac-percents/</p> <p>(6.NS.3) http://thesquareinch.wordpress.com/category/math/page/4/</p>
	<p>Completion Date:</p>
Reflection	<p>Level of Student Mastery based on Unit Assessment:</p>
Remediation	<p>Students in need of remediation:</p> <p>Lessons/Skills to be remediated in next unit:</p>

Suggested Weekly Pacing

Week One

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Two

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Three

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Four

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Unit 4: Representing, Comparing and Applying the Value of Integers and Whole Numbers and Representing Real World Problem Solutions with Coordinate Pairs and Graphs

4 weeks

Unit Title/Big Idea

Suggested Time Frame

Focus Standards

Apply and extend previous understandings of numbers to the system of rational numbers.

- 6.NS.C.5** Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
- 6.NS.C.6** Understand a rational number as a point on the number line and in the plane with negative number coordinates. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
 - a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself; e.g., $-(-3) = 3$, and that 0 is its own opposite.
 - b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
 - c. Find and describe integer and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
- 6.NS.C.7** Understand order of operations for absolute value operations.
 - a. Understand statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret $-7 > -3$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.*
 - b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C .*
- 6.NS.C.8** Understand absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude of a positive or negative quantity in a real-world situation. *For example, for an account balance of -30 dollars, $| -30 | = 30$ to describe the size of the debt in dollars.*
 - d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.*
- 6.NS.C.8** Solve real-world mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

Standards

Foundational Standards

Develop understanding of fractions as numbers.

- 3.NF.A.2** Understand a fraction as a number on the number line; represent fractions on a number line diagram.
 - a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
 - b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

- 4.G.A.3** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify lines of symmetry in two-dimensional figures and draw lines of symmetry.

Graph points on the coordinate plane to solve real-world and mathematical problems.

- 5.G.A.1** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the center of a figure. Mark each line with a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
- 5.G.A.2** Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret those points in the context of the situation.

Focus Standards for Mathematical Practice

MP.2

Reason abstractly and quantitatively. Students read a word problem involving integers, draw a number line or coordinate plane model, and write about their conclusions. They understand the meaning of quantities as they relate to the real world. For instance, a distance of 14 yards in a football game can be represented by -14 , and a distance of 25 feet below sea level is greater than a distance of 5 feet above sea level because $|-25| > |5|$. Students decontextualize word problems related to distance by creating number lines and coordinate plane models. In doing so, they count the number of units between endpoints and use the concept of absolute value to justify their answer. For instance, when given the coordinate $(2,6)$, students determine that the point $(2, -6)$ would be the same distance from the x -axis but in the opposite direction because both points have the same x -coordinate and their

y -coordinates (6 and -6) have the same absolute value.

MP.4

Model with mathematics. Students use vertical and horizontal number lines to **visualize integers** and better understand their connection to whole numbers. They divide number line intervals into sub-intervals of tenths to determine the correct placement of rational numbers. Students may represent a decimal as a fraction or a fraction as a decimal to better understand its relationship to other rational numbers to which it is being compared. To explain the meaning of a quantity in a real-life situation (involving elevation, temperature, or direction), students may draw a diagram of a number line to illustrate the location of the quantity in relation to zero or an established level that represents zero in that situation.

MP.6

Attend to precision. In representing signed numbers on a number line or a coordinate plane, students pay close attention to the direction and sign of a number. They realize that a negative number must lie to the left of zero on a horizontal number line or below zero on a vertical number line. They recognize that the way they represent a number depends on the phrasing of a question and context of a word problem. For instance, a question that asks a student, "How many feet below sea level is the diver?" would require the answer to be stated as a positive number. Whereas, a question that is phrased: "Which integer would represent 40 feet below sea level?" would require the answer to be written as -40 .

MP.7

Look for and make use of structure. Students understand the placement of negative numbers on a number line by observing the patterns that exist between negative and positive numbers with respect to zero. They recognize that two numbers are opposites if they are the same distance from zero and have opposite signs. Students extend their understanding of the number line's structure to the coordinate plane to determine a point's location. They recognize the relationship between the signs of a point's coordinates and the quadrant in which the point lies.

Overarching Essential Question

- What is the significance behind the sign (positive/negative) of a number?
- What relationship does the sign of a number (positive/negative) have with the distance between that number and zero?
- What does the sign (positive/negative) of a number tell you about its value?
- What are some ways positive and negative values are represented in real world situations?
- How can I use inequalities to order integers?
- How can a relationship between two quantities (dependent/independent) be represented in different ways?
- How do the points on a coordinate plane relate to real world and mathematical problems?

Essential Questions

I will be able to locate and identify positive and negative integers on a number line.

I will be able to evaluate the absolute value of integers.

I will be able to locate rational numbers on a number line

I will be able to graph opposites of integers.

I will be able to order integers by value.

I will be able to name each point on a number line using fractions and decimals.

I will be able to label each point on a number line using decimals and mixed numbers

**Unwrapped Standards
(Daily Objective Level)**

Include procedural skills that students need to be able to do and declarative knowledge (what students need to know)

- I will be able to locate and order rational numbers on a number line.
- I will be able to determine the numbers sets numbers belong to.
- I will be able to graph rational numbers.
- I will be able to compare integers.
- I will be able to order rational numbers.
- I will be able to determine the value of rational numbers.
- I will be able to compare the absolute value of rational numbers.
- I will be able to use a number line support my answers
- I will be able to use the appropriate inequality to compare rational numbers.
- I will be able to solve real world application problems using a coordinate plane.
- I will be able to solve real world problems with rational numbers using absolute value.
- I will be able to solve real world problems with rational numbers using positive and negative integers.
- I will be able to plot ordered pairs on a coordinate plane.
- I will be able to plot ordered pairs or points on a quadrant on a plane.
- I will be able to graph geometric figures.
- I will be able to solve real world problems with multiple representations.

Students will be able to create and order a human number line that uses use of positive and negative numbers.

Students will be able to add and subtract positive and negative numbers when given integer manipulatives.

Students will be able to identify positive and negative numbers on a coordinate plane.

Student will complete a summative assessment test based on positive and negative numbers.

Absolute value

bar notation

integer

negative integer

opposites

positive integer

quadrants

rational number

Suggested Evidence of Learning

Vocabulary

<p>Standard Clarifications</p> <p>Resources</p>	<p>repeating decimal</p> <p>terminating decimal</p> <p>Content limits</p> <p>Test specifications</p> <p>Sample test items</p> <p>Phrasing of test items</p> <p>Rational Numbers</p> <p>(6.NS.C.6) http://classroomclips.org/video/1512</p> <p>(6.NS.C.6) http://digitalcommons.trinity.edu/cgi/viewcontent.cgi?article=1196&context=educ_understandings</p> <p>(6.NS.C.6) http://mason.gmu.edu/~jsuh4/math%20master/positive.pdf</p> <p>Positive/Negative Numbers</p> <p>(6.NS.C.5) http://www.scholastic.com/teachers/top-teaching/2012/09/positive-approach-teaching-negative-numbers</p> <p>(6.NS.C.5) http://mrhich.maths.org/5947</p> <p>(6.NS.C.5) http://teachinginroom.blogspot.com/2012/02/positive-and-negative-number-game.html</p> <p>(6.NS.C.5) http://www.educationalraft.com/song/dont-be-negative/</p> <p>Number line</p> <p>(6.NS.C.6) http://www.missmaths.com/2012/11/and-fractions-continue.html</p> <p>(6.NS.C.6) http://www.teachforamerica.com/2009/10/ultimate-number-line-game-number-sense.html</p> <p>(6.NS.C.6) http://betterlesson.com/directory/middle_school/number_lines</p> <p>Absolute Value:</p>

(6.NS.C.7) <http://mathequalslove.blogspot.com/2013/02/absolute-value-foldables-and-3-hole.html>

(6.NS.C.7) <http://mathcoachblog.com/2013/02/04/absolute-value-inequalities-and-the-human-number-line/>

Completion Date:

Reflection

Level of Student Mastery based on Unit Assessment:

Students in need of remediation:

Topics/Skills to be remediated in next unit:

Suggested Weekly Pacing

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Three

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Four

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

REBRO

<p>Unit Title/Big Idea</p>	<p>Unit 5: Representing and Evaluating Numeric and Algebraic Expressions in Real World Problems</p>
<p>Suggested Time Frame</p>	<p>4 weeks</p>
<p>Standards</p>	<p>Focus Standards</p> <p>Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p>6.EE.A.1 Write and evaluate numeric expressions involving whole number exponents.</p> <p>6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers</p> <p>a. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation "Subtract y from 5" as $5 - y$.</i></p> <p>b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</i></p> <p>c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations on whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.</i></p> <p>Reason about and solve one-variable equations and inequalities.</p> <p>6.EE.B.5 Understand solving an equation or inequality as a process of answering a question; which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p> <p>6.EE.F.1 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p> <p>Foundational Standards</p> <p>Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>1.OA.B.3 Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so</i></p>

$$2 + 6 + 4 = 2 + 10 = 12. \text{ (Associative property of addition.)}$$

Understand properties of multiplication and the relationship between multiplication and division.

- 3.OA.B.5** Apply properties of operations as strategies to multiply and divide. *Example:* If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Know that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ (Distributive property).

Gain familiarity with factors and multiples.

- 4.OA.B.4** Find all factors for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Geometric measurement: understand concepts of angle and measure angles.

- 4.MD.C.5** Recognize angles as geometric shapes that can be named where two rays share a common endpoint, and understand concepts of angle measurement:
- f. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circle's circumference between the two rays where they intersect the circle. An angle that turns through $1/360$ of a circle is called a one-degree angle, and a larger angle can be used to measure angles.
 - g. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
- 4.MD.C.6** Measure angles in whole number degrees using a protractor. Sketch angles of specified measure.
- 4.MD.C.7** Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Write and interpret numerical expressions.

- 5.OA.A.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.*

Analyze patterns and relationships.

- 5.OA.B.3** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For*

example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

Understand the place value system.

- 5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

Graph points on the coordinate plane to solve real-world and mathematical problems.

- 5.G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a point on the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
- 5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Understand ratio concepts and use reasoning to solve problems.

- 6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, and equations.
 - a. Make tables to represent equivalent ratios with whole-number measurements, find missing values in the tables, and plot the pairs on the coordinate plane. Use tables to compare ratios.
 - Solve real-world problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?

Compute fluently with multi-digit numbers and find common factors and multiples.

- 6.NS.B.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$.

Focus Standards for Mathematical Practice

- MP.2 Reason abstractly and quantitatively. Students connect symbols to their numerical referents. They understand exponential

notation as repeated multiplication of the base number. Students realize that 3^2 is represented as 3×3 , with a product of 9, and explain how 3^2 differs from 3×2 , where the product is 6. Students determine the meaning of a variable within a real-life context. They write equations and inequalities to represent mathematical situations. Students manipulate equations using the properties so that the meaning of the symbols and variables can be more closely related to the real-world context. For example, given the expression $12x$ represents how many beads are available to make necklaces, students rewrite $12x$ as $4x + 4x + 4x$ when trying to show the portion each person gets if there are three people, or rewrite $12x$ as $6x + 6x$ if there are two people sharing. Students recognize that these expressions are equivalent. Students can also write equivalent expressions to express the area of rectangles and to calculate the dimensions of a rectangle when the area is given. Also, students make connections between a table of ordered pairs of numbers and the graph of those data.

MP.6

Attend to Precision. Students are precise in defining variables. They understand that a variable represents one number. For example, students understand that in the equation $a + 12 = 12$, the variable a can only represent one number to make the equation true. That number is 8, so $a = 8$. When variables are represented in a real-world problem, students precisely define the variables. In the equation $2w = 18$, students define the variable w as weight in pounds (or some other unit) rather than just weight. Students are precise in using operation symbols and can compare them to previously learned symbols and new symbols (3×2 can be represented with parentheses $3(2)$ or with the multiplication dot $3 \cdot 2$; similarly $3 \div 2$ is also represented with the fraction bar $\frac{3}{2}$). In addition, students use appropriate vocabulary and terminology when communicating about expressions, equations, and inequalities. For example, students use the terms "expressions, equations, and inequalities from verbal or written descriptions." "A number increased by 7 is equal to 11" can be written as $x + 7 = 11$. Students refer to $7y$ as a term or expression, whereas $7y = 56$ is referred to as an equation.

MP.7

Look for and make use of structure. Students look for structure in expressions by deconstructing them into a sequence of operations. They make use of structure to interpret an expression's meaning in terms of the quantities represented by the variables. In addition, students make use of structure by creating equivalent expressions using properties. For example, students write $6x$ as $x + x + x + x + x + x$, $4x + 2x$ as $2x + 2x$, or $2(x + 3)$ as $2x + 6$. Students also make sense of algebraic solutions when solving equations involving absolute values of the variable through connections to bar diagrams and properties. For example, when there are two solutions, the sum of $a + b$, this can be expressed as either $(a + b) + (a + b)$, $2a + 2b$, or as $2(a + b)$. Students use tables and graphs to compare different expressions or equations to make decisions in real-world scenarios. These models also help students gain knowledge in writing expressions and equations.

MP.8

Look for and express regularity in repeated reasoning. Students look for regularity in a repeated calculation and express it with a general formula. Students work with variable expressions while focusing more on the patterns that develop than the actual numbers that the variable represents. For example, students move from an expression such as $3 + 3 + 3 + 3 = 4 \cdot 3$ to the general form $m + m + m + m = 4 \cdot m$, or $4m$. Similarly, student move from expressions such as $5 \cdot 5 \cdot 5 = 5^4$ to the general form $m \cdot m \cdot m = m^4$. These are especially important when moving from the general form back to a specific value for the variable.

Overarching Essential Question

How do I write numerical expressions involving whole number exponents?
 How do I evaluate numerical expressions involving whole number exponents?

What is an inequality?

What is an equation?

What do variable in an expression represent?

How do I express operations with numbers and letters standing for numbers?

Which mathematical terms are used to describe expressions?

How do I apply formulas to find the value of specific measurements?

In what ways do the properties of operations apply to expressions?

How can one use the properties of operations to generate equivalent expressions?

What are some ways that two or more expressions can be proven equivalent?

How do I prove my response to an equation or inequality is true?

How do I assign a label to a variable when it is substituted for an unknown value?

Include procedural skills that students need to be able to do (what students need to know)

I will be able to evaluate numerical expressions with whole number exponents.

I will be able to determine the order of operations use to simplify numeric expressions.

I will be able to identify parts of an expression using mathematical terms and language.

I will be able to represent solutions and analysis of word problems with multiple ways.

I will be able to find the greatest common factor of two whole numbers less than or equal to 100.

I will find the least common multiple of two whole numbers less than or equal to 12.

I will be able to apply the distributive property to rewrite an expression.

I will be able to demonstrate equivalence by simplifying expressions to the same form.

I will be able to write a numeric expression using an exponent.

I will be able to evaluate a numerical number and find the value of the expression.

I will be able to write an algebraic expression for each verbal expression.

I will be able to write an algebraic expression for each verbal expression.

I will be able to solve word problems using algebraic expressions.

I will be able to evaluate the algebraic expression for the provided value of the variable.

I will be able to identify properties of numbers.

I will be able to write an equation to describe a real world situation.

I will be able to graph equations on a number line.

I will be able to translate a real world situation to a mathematical equation.

I will be able to choose representative graph for a given equation.

I will be able to recognize equivalent expressions based on the application of the cumulative, associative, identity, inverse, and/or distributive properties.

I will be able to identify and name the following properties of equality: Addition, Subtraction, Multiplication, Division

Suggested Evidence of Learning

The student will complete a gizmo on algebraic expressions. The gizmo will require the student to identify the different parts if the expression as well as solve for it.

The student will partake in a class discussion of how expression can be used in real life followed by explain on an exit ticket on scenario they recall they have actually experienced.

Algebra

algebraic expression

associative properties

base

coefficient

commutative properties

constant

defining the variable

distributive property

equivalent expressions

evaluate

exponent

factor the expression

identify properties

like terms

numerical

perfect square

powers

properties

term

KEYWORD

Vocabulary

	<p>variable</p> <p>Addition property of equality</p> <p>division property of equality</p> <p>equals sign</p> <p>equation</p> <p>expressions</p> <p>inverse operation</p> <p>multiplication property of equality</p> <p>solution</p> <p>solve</p> <p>subtraction property of equality</p>
Standard Clarifications	<p>Content limits</p> <p>Test specifications</p> <p>Sample test items</p> <p>Phrasing of test items</p>
Resources	<p>Algebraic Expressions:</p> <p>(6.EE.A.2) http://www.glencoe.com/sec/teachingtoday/subject/preparing_ms_alg.phtml</p> <p>(6.EE.A.2) http://www.education.com/activity/middle-school/algebra-functions/</p> <p>(6.EE.A.2) http://izlovelmath.com/2012/08/11/activities-for-translating-algebraic-expressions/</p> <p>(6.EE.A.2) http://www.soschools.com/math/order_of_operations/games/</p>
Reflection	<p>Completion Date:</p>

Level of Student Mastery based on Unit Assessment:	
Students in need of remediation:	Lessons/Skills to be remediated in next unit:
Remediation	
Suggested Weekly Pacing	
Week One	
Daily Supporting Objectives:	
Lesson planning notes:	
Remedial Skill:	
Enrichment Opportunities:	
Suggested Weekly Pacing	
Week Two	
Daily Supporting Objectives:	
Lesson planning notes:	
Remedial Skill:	
Enrichment Opportunities:	
Suggested Weekly Pacing	
Week Three	
Daily Supporting Objectives:	
Lesson planning notes:	
Remedial Skill:	

Enrichment Opportunities:



Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

KEYWORD

Unit 6: Writing Algebraic Expressions and Solving Real World Problems, Representing Equivalent Expressions

4 weeks

Unit Title/Big Idea

Suggested Time Frame

Focus Standards

Apply and extend previous understandings of arithmetic to algebraic expressions.

- 6.EE.A.2** Write, read, and evaluate expressions in which letters stand for numbers
- Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as $5 - y$.*
 - Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.*
 - Evaluate expressions at specific values of their variables. *Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.**

- 6.EE.A.3** Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression $3(2 + 6x)$ to produce the equivalent expression $6 + 18x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.*

Reason about and solve one-variable equations and inequalities.

- 6.EE.B.6** Understand solving an equation or inequality as a process of answering a question; which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

- 6.EE.B.6** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

Foundational Standards

Understand and apply properties of operations and the relationship between addition and subtraction.

- 1.OA.B.3** Apply properties of operations as strategies to add and subtract. *Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)*

Understand properties of multiplication and the relationship between multiplication and division.

- 3.OA.B.5** Apply properties of operations as strategies to multiply and divide. *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $5 \times 6 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ (Distributive property.)*

Gain familiarity with factors and multiples.

- 4.OA.B.4** Find all factors for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Geometric measurement: understand concepts of angle and measure angles.

- 4.MD.C.5** Recognize angles as geometric shapes that are formed when two rays share a common endpoint, and understand concepts of angle measurement:
- h. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a “one-degree angle,” and can be used to measure angles.
 - i. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.

- 4.MD.C.6** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

- 4.MD.C.7** Recognize angles and measures in real-world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Write and interpret numerical expressions.

- 5.OA.A.2** Write numerical expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.*

Analyze patterns and relationships.

- 5.OA.B.3** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

Understand the place value system.

- 5.NBT.A.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

Graph points on the coordinate plane to solve real-world and mathematical problems.

- 5.G.A.1** Use a pair of perpendicular number lines, called axes, to locate a point in a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and given points in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates horizontal travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
- 5.G.A.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Understand ratio concepts and use ratio reasoning to solve problems.

- 6.RP.A.3** Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
- 6.RP.A.4** Represent proportional relationships by graphs. Plot points in the first quadrant of the coordinate plane, and recognize that points on the same line represent equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the points of values in the coordinate plane.
- 6.RP.A.5** Use unit rates to compare quantities. Use tables to compare ratios.
- 6.RP.A.6** Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*

Compute fluently with multi-digit numbers and find common factors and multiples.

- 6.NS.B.4** Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express $36 + 8$ as $4(9 + 2)$.*

Focus Standards for Mathematical Practice

MP.2

Reason abstractly and quantitatively. Students connect symbols to their numerical referents. They understand exponential notation as repeated multiplication of the base number. Students realize that 3^2 is represented as 3×3 , with a product of 9, and explain how 3^2 differs from 3×2 , where the product is 6. Students determine the meaning of a variable within a real-life context. They write equations and inequalities to represent mathematical situations in the real-world context. For example, given the that the meaning of the symbols and variables can be more closely related to the real-world context. For example, given the expression $12x$ represents how many beads are available to make necklaces, students rewrite $12x$ as $4x + 4x + 4x$ when trying to show the portion each person gets if there are three people, or rewrite $12x$ as $6x + 6x$ if there are two people sharing. Students recognize that these expressions are equivalent. Students can also use equivalent expressions to express the area of rectangles and to calculate the dimensions of a rectangle when the area is given. Also, students make connections between a table of ordered pairs of numbers and the graph of those data.

MP.6

Attend to Precision. Students are precise in defining variables. They understand that a variable represents one number. For example, students understand that in the equation $a + 4 = 2$, the variable a can only represent one number to make the equation true. That number is 8, so $a = 8$. When variables are represented in a real-world problem, students precisely define the variables. In the equation $2w = 18$, students define the variable as weight in pounds (or some other unit) rather than just weight. Students are precise in using operation symbols and can distinguish between previously learned symbols and new symbols (3×2 can be represented with parentheses $3(2)$ or $3 \cdot 2$; similarly $3 \div 2$ is also represented with the fraction bar $\frac{3}{2}$). In addition, students use appropriate vocabulary and terminology when communicating about expressions, equations, and inequalities. For example, students write expressions, equations, and inequalities from verbal or written descriptions. "A number increased by 7 is equal to 11" can be written as $x + 7 = 11$. Students refer to $7y$ as a term or expression, whereas $7y = 56$ is referred to as an equation.

MP.7

Look for and make use of structure. Students look for structure in expressions by deconstructing them into a sequence of operations. They make use of structure to interpret an expression's meaning in terms of the quantities represented by the variables. In addition, students make use of structure by creating equivalent expressions using properties. For example, students write $6x + 6x + x + x + x + x$, $4x + 2x$, $3(2x)$, or other equivalent expressions. Students also make sense of algebraic solutions when solving an equation for the value of the variable through connections to bar diagrams and properties. For example, when there are two copies of $a + b$, this can be expressed as either $(a + b) + (a + b)$, $2a + 2b$, or as $2(a + b)$. Students use tables and graphs to compare different expressions or equations to make decisions in real-world scenarios. These models also create structure as students gain knowledge in writing expressions and equations.

MP.8

Look for and express regularity in repeated reasoning. Students look for regularity in a repeated calculation and express it with a general formula. Students work with variable expressions while focusing more on the patterns that develop than the actual numbers that the variable represents. For example, students move from an expression such as $3 + 3 + 3 + 3 = 4 \cdot 3$ to the general form $m + m + m + m = 4 \cdot m$, or $4m$. Similarly, student move from expressions such as $5 \cdot 5 \cdot 5 = 5^3$ to the general form $m \cdot m \cdot m = m^3$. These are especially important when moving from the general form back to a specific value for the variable.

Overarching Essential Question

- What do the parts of a numerical expression represent?
- Which mathematical terms describe the parts of a numerical expression?
- How do I write numerical expressions in which letters stand for numbers?
- How do I read numerical expressions in which letters stand for numbers?
- How do I evaluate numerical expressions in which letters stand for numbers?
- How can one use the properties of operations to generate equivalent expressions?
- What are some ways that two or more expressions can be proven equivalent?
- How is the solution to an equation or inequality related to a real world question?
- How do I check my solution to an equation or inequality?
- How do I prove my solution to an equation or inequality is true?
- What does a variable in an expression represent?

Include procedural skills students need to be able to do and declarative knowledge (what students need to know)

- I will be able to respond to a question by solving an equation or inequality.
- I will be able to justify my response to an equation or inequality.
- I will be able to evaluate numeric and algebraic expressions using substitution.
- I will be able to write an expression to describe a real world situation.
- I will be able to translate word problems and questions into expressions.
- I will be able to translate a real world situation to a mathematical expression.
- I will be able to select a representative expression for a given equation or inequality.
- I will be able to determine equivalent expressions based on the application of the commutative, associative, identity, inverse, and/or distributive properties.
- I will be able to identify and write the following properties: commutative, associative, identity, inverse, and distributive.
- I will be able to evaluate an expression using substitution.
- I will be able to write an algebraic expression for each verbal expression.
- I will be able to write an algebraic expression for each verbal expression.
- I will be able to solve real world problems using algebraic expressions.
- I will be able to evaluate the algebraic expression for the provided value of the variable.
- I will be able to write an equivalent expression for each expression using the distributive property and greatest common factor.
- I will be able to identify and support two expressions are equivalent.
- I will be able to check and solve a problem with expressions using inequalities.
- I will be able to apply the distributive property to an expression to produce an equivalent expression.
- I will be able to apply the identity property to determine an equivalent expression.
- I will be able to apply the identity property to determine an equivalent expression.
- I will be able to apply the associative property to determine an equivalent expression.
- I will be able to apply the commutative property to determine an equivalent expression.
- I will be able to use variables to represent numbers and write expressions when solving a real world or mathematical problem.

Understanding Standards
(Daily Objective Level)

I will determine a variable can represent an unknown number, or depending on the purpose any number in a specified set.

Students will play bingo through the use of expressions. The bingo caller will say the expression to the group and the students will then have to solve for the expression to see if the answer is on their game board.

Students will use equation mats and manipulatives to show an understanding of how to create equivalent expressions.

Algebra

algebraic expression

associative properties

base

coefficient

commutative properties

constant

defining the variable

distributive property

equivalent expressions

evaluate

exponent

factor the expression

identify properties

like terms

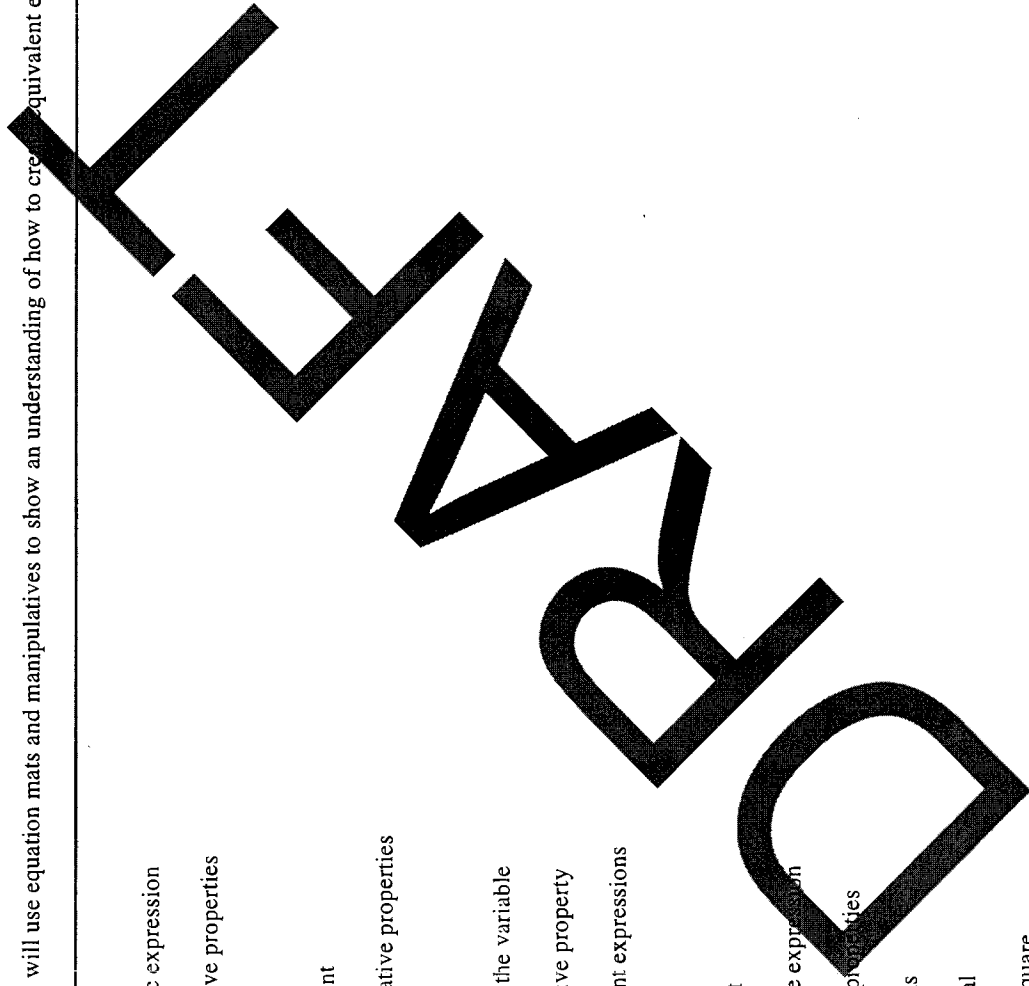
numerical

perfect square

powers

Suggested Evidence of Learning

Vocabulary



	<p>properties</p> <p>term</p> <p>variable</p> <p>Addition property of equality</p> <p>division property of equality</p> <p>equals sign</p> <p>equation</p> <p>expressions</p> <p>inverse operation</p> <p>multiplication property of equality</p> <p>solution</p> <p>solve</p> <p>subtraction property of equality</p>
<p>Standard Classifications</p>	<p>Content limits</p> <p>Test specifications</p> <p>Sample test items</p> <p>Phrasing of test items</p>
<p>Resources</p>	<p>One variable equations and inequalities:</p> <p>(6.EE.B.5) http://www.softschools.com/grades/6th_and_7th.jsp</p> <p>(6.EE.B.5) http://dontpanicmeansweris42.blogspot.com/2012/03/systems-of-equations-scavenger-hunt.html</p> <p>(6.EE.B.5) https://betterlesson.com/directory/middle_school/inequalities_(algebra)</p>

(6.EE.B.5) <http://ispeakmath.org/2011/02/24/marvelous-math-stations/>

Completion Date:

Reflection

Level of Student Mastery based on Unit Assessment:

Remediation

Students in need of remediation:

Lessons/Skills to be remediated in next unit:

Suggested Weekly Pacing

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week 1/1/16

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week 1 Unit

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

KEYWORD

Unit 7: Comparing Expressions, Representing Relationships Between Quantities, and Graphing Solutions to Real World Problems

4 weeks

Suggested Unit Frame

Focus Standards

Apply and extend previous understandings of arithmetic to algebraic expressions.

- 6.EE.A.3** Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.
- 6.EE.A.4** Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $3y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.

Reason about and solve one-variable equations and inequalities

- 6.EE.B.7** Solve real-world and mathematical problems by writing and solving equations in the form $x + p = q$ and $px = q$ for cases in which p , q , and x are rational numbers.
- 6.EE.B.8** Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Represent and analyze quantitative relationships between dependent and independent variables.

- 6.EE.C.9** Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and use the equation $d = 65t$ to represent the relationship between distance and time.

Foundational Standards

Understand and apply properties of operations and the relationship between addition and subtraction.

- 1.OA.B.3** Apply properties of operations as strategies to add and subtract. *Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also*

known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)

Understand properties of multiplication and the relationship between multiplication and division.

- 3.OA.B.5** Apply properties of operations as strategies to multiply and divide. *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ (Distributive property).*

Gain familiarity with factors and multiples.

- 4.OA.B.4** Find all factors for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Geometric measurement: understand concepts of angle and measure angle.

- 4.MD.C.5** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
- j. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between two points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a “one-degree angle,” and a unit can be used to measure angles.
 - k. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
- 4.MD.C.6** Measure angles in whole number degrees using a protractor. Sketch angles of specified measure.
- 4.MD.C.7** Recognize that whole number degrees are additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Write and interpret numerical expressions.

- 5.OA.A.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.*

Analyze patterns and relationships.

- 5.OA.B.3** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form

ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

Understand the place value system.

- 5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

Graph points on the coordinate plane to solve real-world and mathematical problems.

- 5.G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and give directions for each axis. The horizontal axis (x-axis) is far to the right from the origin in the direction of one axis, and the vertical axis (y-axis) is far from the origin in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., axis and coordinate, x-axis and x-coordinate).
- 5.G.A.2 Represent real world and mathematical problems graphically on a coordinate plane, and interpret coordinate values of points in the context of the situation.

Understand ratio concepts and use ratio reasoning to solve problems.

- 6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
 - e. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and graph pairs of values on the coordinate plane. Use tables to compare ratios.
 - f. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*

Compute fluently with multi-digit numbers and find common factors and multiples.

- 6.NS.B.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express $36 + 8$ as $4(9 + 2)$.*

Focus Standards for Mathematical Practice

MP.2

Reason abstractly and quantitatively. Students connect symbols to their numerical referents. They understand exponential notation as repeated multiplication of the base number. Students realize that 3^2 is represented as 3×3 , with a product of 9, and explain how 3^2 differs from 3×2 , where the product is 6. Students determine the meaning of a variable within a real-life context. They write equations and inequalities to represent mathematical situations. Students manipulate equations using the properties so that the meaning of the symbols and variables can be more closely related to the real-world context. For example, given the expression $12x$ represents how many beads are available to make necklaces, students rewrite $12 \square$ as $4x + 4x + 4x$ when trying to show the portion each person gets if there are three people, or $2x$ as $6x + 6x$ if there are two people sharing. Students recognize that these expressions are equivalent. Students can use equivalent expressions to express the area of rectangles and to calculate the dimensions of a rectangle when the area is given. Also, students make connections between a table of ordered pairs of numbers and the graph of those data.

MP.6

Attend to Precision. Students are precise in defining variables. They understand that a variable represents one number. For example, students understand that in the equation $4 + 4 = 12$, the variable a can only represent one number to make the equation true. That number is 8, so $a = 8$. When variables are represented in a real-world problem, students precisely define the variables. In the equation $2w = 18$, students define the variable w as weight in pounds (or some other unit) rather than just weight. Students are precise in using operation symbols and can connect operations between previously learned symbols and new symbols (3×2 can be represented with parentheses $3(2)$ or with the multiplication dot $3 \cdot 2$; similarly $3 \div 2$ is also represented with the fraction bar $\frac{3}{2}$). In addition, students use appropriate operation and terminology when communicating about expressions, equations, and inequalities. For example, students write expressions, equations, and inequalities from verbal or written descriptions. "A number increased by 7 is equal to 11" can be written as $x + 7 = 11$. Students refer to $7y$ as a term or expression, whereas $7y = 56$ is referred to as an equation.

MP.7

Look for and make use of structure. Students look for structure in expressions by deconstructing them into a sequence of operations. They make use of structure to interpret an expression's meaning in terms of the quantities represented by the variables. In addition, students make use of structure by creating equivalent expressions using properties. For example, students write $6x$ as $x + x + x + x + x + x$ or $3(2x)$, or other equivalent expressions. Students also make sense of algebraic solutions when solving an equation for the value of the variable through connections to bar diagrams and properties. For example, when there are two sides of $a + b$, this can be expressed as either $(a + b) + (a + b)$, $2a + 2b$, or as $2(a + b)$. Students use properties and operations to compare different expressions or equations to make decisions in real-world scenarios. These models also create structure for students to use in writing expressions and equations.

MP.8

Look for and express regularity in repeated reasoning. Students look for regularity in a repeated calculation and express it with a general form $m + m + m = 4 \cdot m$. Students work with variable expressions while focusing more on the patterns that develop than the actual numbers that the variable represents. For example, students move from an expression such as $3 + 3 + 3 + 3 = 4 \cdot 3$ to the general form $m + m + m + m = 4 \cdot m$, or $4m$. Similarly, student move from expressions such as $5 \cdot 5 \cdot 5 = 5^3$ to the general form $m \cdot m \cdot m = m^3$. These are especially important when moving from the general form back to a specific value for the variable.

Overarching Essential Question

Essential Questions

What are properties of operations?

What do variables in an expression represent?

How can I generate equivalent expressions?

How are properties of operation used to evaluate expressions?

How do I determine if two expressions are equivalent?

What are some ways that two or more expressions can be proven equivalent?

How can a relationship between two quantities (dependent/independent) be represented in different ways?

How do the points on a coordinate plane relate to real world and mathematical problems?

Include procedural (what students need to be able to do) and conceptual (why students need to know)

I will be able to determine the value of a variable.

I will be able to determine the properties of numbers.

I will be able to apply substitution to evaluate numeric and algebraic expressions.

I will be able to represent a real world situation as a written expression.

I will be able to write a numerical or algebraic expression based on words.

I will be able to translate a real world situation to a mathematical expression.

I will be able to choose a representative graph for a situation or inequality.

I will be able to determine equivalent expressions based on the commutative property.

I will be able to determine equivalent expressions based on the associative property.

I will be able to determine equivalent expressions based on the identity property.

I will be able to determine equivalent expressions based on the distributive property.

I will be able to determine equivalent expressions based on the application of the inverse property.

I will be able to use substitution to evaluate an expression.

I will be able to write an equivalent expression for each expression using the distributive property and greatest common factor.

I will be able to identify and support if two expressions are equivalent.

I will be able to create and solve a system of two linear equations with expressions using inequalities.

I will be able to list ordered pairs for each point on a graph.

I will be able to identify which variable is the independent variable and which is the dependent variable.

I will be able to write a real world problem involving the independent and dependent variables.

I will be able to use the four step problem solving process using equations.

*Four step process: read, plan, solve, check

Students will create a picture on a coordinate plane by solving for a given set of expressions.

Students will be given two sets of numbers and they will be able to order the numbers correctly in order to show the correct equation for a given answer.

Students will compare and contrast how all the different properties are similar and different to one another through the use of a foldable.

Unwrapped Standards
(Daily Objective Level)

Suggested Evidence of
Learning

Addition property of equality,
Division property of equality
Multiplication property of equality
Subtraction property of equality
commutative property
associative property
identity properties
distributive properties
Arithmetic sequence
dependent variable
function
function rule
function table
geometric sequence
independent variable
inequality
linear function
sequence
term

KEYWORD

Vocabulary

Standard Clarifications

Content limits

Test specifications

<p>Sample test items</p> <p>Phrasing of test items</p>	<p>Order of operations and Properties:</p> <p>(6.EE.A.3) http://msmathmadness.blogspot.com/2012/07/properties-of-math.html</p> <p>(6.EE.A.4) http://www.chariho.k12.fl.us/mathteachergradesix</p> <p>(6.EE.A.3) http://mathequalslove.blogspot.com/2012/09/teaching-distributive-property.html</p> <p>(6.EE.A.4) http://mathforum.org/teachers/middle/lessons-individual.html</p>
<p>Completion Date:</p>	
<p>Reflection</p>	<p>Level of Student Mastery based on Unit Assessment:</p>
<p>Remediation</p>	<p>Students in need of remediation:</p> <p>Lessons/Skills to be remediated in next unit:</p>
<p style="text-align: center;">Suggested Weekly Pacing</p> <p style="text-align: center;">Year 016</p>	
<p>Daily Supporting Objectives:</p> <p>Lesson planning notes:</p> <p>Remedial Skill:</p> <p>Enrichment Opportunities:</p>	

Week Two

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Three

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Week Four

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

FORWARD

Unit 8: Comparing Area and Volume Measurements, Plotting Coordinate Points on a Plane and Relating Two Dimensional Figures to Three Dimensional Figures

4 weeks

Focus Standards

Solve real-world and mathematical problems involving area, surface area, and volume.

- 6.G.A.1** Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
- 6.G.A.2** Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
- 6.G.A.3** Draw polygons in the coordinate plane given vertices for the polygons; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
- 6.G.A.4** Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Foundational Standards

Reason with shapes and their attributes

- 1.G.A.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
- 2.G.A.2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- 3.G.A.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

- 4.MD.A.3** Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. *For example, find the width of a*

rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

- 4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category and identify right triangles.

Apply and extend previous understanding of multiplication and division to multiply and divide fractions.

- 5.NF.B.4 Apply and extend previous understandings of multiplication to multiply by a fraction or whole number by a fraction.
 - a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$ and $(4/5) \times (3/2) = 6/5$. In general, $(a/b) \times (c/d) = ac/bd$.
- 5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

Geometric measurement: understand conceptual concepts of volume and relate volume to multiplication and to addition.

- 5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
 - a. A cube with side length s has a volume of s^3 cubic units. A unit cube, called “one cubic unit,” is said to have “one cubic unit” of volume and can be used to measure volume.
 - b. A solid figure, which may be composed of unit cubes, is said to have a volume of n cubic units.
- 5.MD.C.4 Measure volume by counting unit cubes, using cubic cm, cubic in., cubic ft., and improvised units.
- 5.MD.C.5 Relate the operations of multiplication and addition and solve real-world and mathematical problems involving volume.
 - a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.
 - c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.

Graph points on a coordinate plane to solve real-world and mathematical problems.

- 5.G.A.1** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x -axis and x -coordinate, y -axis and y -coordinate).
- 5.G.A.2** Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Classify two-dimensional figures into categories based on their properties

- 5.G.B.3** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*

Apply and extend previous understandings of numbers to the system of rational numbers.

- 6.NS.C.8** Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

Reason about and solve one-variable equations and inequalities

- 6.EE.B.7** Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = c$ for cases in which p , q , and x are all nonnegative rational numbers.

Focus Standards for Mathematics Practice

- MP.1** **Make sense of problems and persevere in solving them.** Students make sense of real-world problems that involve area, perimeter, and surface area. One problem will involve multiple steps without breaking the problem into smaller, simpler questions. To solve surface area problems, students will have to find the area of different parts of the polygon before calculating the total area.
- MP.3** **Construct viable arguments and critique the reasoning of others.** Students will develop different arguments as to why area formulas work for different polygons. Through this development, students may discuss and question their peers' thinking process. When students draw nets to represent right rectangular prisms, their representations may be different from their peers'. Although more than one answer may be correct, students will have an opportunity to defend their answers as well as question their peers. Students may also solve real-world problems using different methods; therefore, they may have to explain their thinking and critique their peers.
- MP.4** **Model with mathematics.** Models will be used to demonstrate why the area formulas for different quadrilaterals are accurate. Students will use unit cubes to build right rectangular prisms and use these to calculate volume. The unit cubes will be used to model that $V = lwh$ and $V = bh$, where b represents the area of the base, are both accurate formulas to calculate the volume of a

right rectangular prism. Students will use nets to model the process of calculating the surface area of a right rectangular prism.

MP.6 **Attend to precision.** Students will understand and use labels correctly throughout the module. For example, when calculating the area of a triangle, the answer will be labeled units² because the area is the product of two dimensions. When two different units are given within a problem, students know to use previous knowledge of conversions to make the units match before solving the problem. In multi-step problems, students solve each part of the problem separately and know when to round in order to calculate the most precise answer. Students will attend to precision in language when describing exactly how a region may be composed or decomposed to determine its area.

Overarching Essential Question

How are area, surface area, and volume similar to and different from one another?
 How is finding the volume of a figure by counting unit cubes similar to and different to finding the volume by multiplying edge lengths?
 How do I use a coordinate plane to form a polygon?
 What is a net of a three-dimensional figure and how can one use it to find the surface area of the figure?

Include procedural what students need to be able to do and declarative knowledge (what students need to know)

- I will be able to solve the area of a parallelogram in square units.
- I will be able to find the area of a rectangle in square units.
- I will be able to find the area of a triangle
- I will be able to find the area of a square
- I will be able to find the volume of a rectangular prism using unit cubes.
- I will be able to identify the missing dimension of a rectangular prism.
- I will be able to plot the given points and connect them to form a polygon.
- I will be able to identify the three-dimensional figure that each net represents.
- I will be able to draw a net for a three-dimensional figure.
- I will be able to identify the surface area of three-dimensional figures.
- I will be able to determine how to find the surface area of three-dimensional figures.
- I will be able to solve real world applications involving surface area and volume of geometric solids.
- I will be able to identify the radius, diameter, and center of a circle.
- I will be able to define Pi as a ratio
- I will be able to calculate circumference of a circle.
- I will be able to calculate the area of a circle.
- I will be able to determine the missing dimension of a circle, given the area or circumference.
- I will be able to calculate the perimeter of composite 2-dimensional figures.
- I will be able to determine the missing dimension of a plane figure, given the area or perimeter.
- I will be able to calculate the volume of a prism.
- I will be able to determine the missing dimension of a prism, given the volume.
- I will be able to solve real world problems involving circles, 2-dimensional figures, and prisms.

I will be able to plot, label, and graph points in the coordinate plane to create polygons.
 I will be able to name polygons and find their side lengths on a coordinate plane.
 I will be able to determine the perimeter and area of a polygon drawn in the coordinate plane.

Students will create a 3D shapes through the use of a net and find the surface area and volume of the net.

Students will create a picture of a house with basic scenery on graph paper and will be required to find the area of all the major parts of the picture.
 (House base, roof, sun, walkway, etc.)

Students will have an overall assessment on area, volume, surface area, and missing dimensions.

Base

composite figure

congruent

formula

height

parallelogram

polygon

rhombus

Cubic units

lateral face

prism

pyramid

rectangular

slant height

surface area

three-dimensional figure

Suggested Evidence of Learning

Vocabulary

KEYWORD

	<p>triangular prism vertex volume</p>
<p>Standard Clarifications</p>	<p>Content limits Test specifications Sample test items Phrasing of test items</p>
<p>Resources</p>	<p>(6.G.A.3) http://www.flocabulary.com/coordinate-plane/ (6.G.A.4) http://www.klikkomath.com/klikko-math-lesson3.html</p>
<p>Reflection</p>	<p>Completion Date:</p>
<p>Remediation</p>	<p>Level of Student Mastery based on Unit Assessment: Students in need of remediation: Lessons/Skills to be remediated in next unit:</p>
<p>Suggested Weekly Pacing Week One</p> <p>Daily Supporting Objectives:</p>	

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

REWORK

Unit 9: Representing and Displaying Statistical Data, Interpreting Data Sets in Real World Problems

Unit Title/Big Idea

4 weeks

Suggested Time Frame

Focus Standards

Develop understanding of statistical variability.

- 6.SP.A.1** Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability among students' ages.*
- 6.SP.A.2** Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
- 6.SP.A.3** Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Summarize and describe distributions.

- 6.SP.B.4** Display numerical data on a number line, including dot plots, histograms, and box plots.
- 6.SP.B.5** Summarize numerical data sets in relation to their context, such as by:
 - a. Reporting the number of observations
 - b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
 - c. Reporting quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
 - d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Foundational Standards

Perform operations with multi-digit whole numbers and with decimals to hundredths.

- 5.NBT.B.5** Fluently multiply multi-digit whole numbers using the standard algorithm.
- 5.NBT.B.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors using strategies based on

place value, the properties of operations and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Represent and interpret data.

5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

Apply and extend previous understandings of arithmetic to algebraic expressions.

- 6.EE.A.2** Write, read, and evaluate expressions in which letters stand for numbers.
- Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as $5 - y$.*
 - Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.*
 - Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when the order of operations is a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.*

Focus Standard for Mathematical Practice

- MP.1** **Make sense of problems and persevere in solving them.** Students make sense of problems by defining them in terms of a mathematical question and then determining what data might be collected in order to provide an answer to the question and therefore a solution to the problem.
- MP.2** **Reason abstractly and quantitatively.** Students pose statistical questions and reason about how to collect and interpret data in order to answer these questions. Students use graphs to summarize the data and to answer statistical questions.
- MP.3** **Construct viable arguments and critique the reasoning of others.** Students examine the shape, center, and variability of a data distribution. They communicate the answer to a statistical question in the form of a poster presentation. Students also have an opportunity to critique poster presentations made by other students.

- MP.4 Model with mathematics.** Students create graphs of data distributions. They select an appropriate measure of center to describe a typical data value for a given data distribution. They also calculate and interpret an appropriate measure of variability based on the shape of the data distribution.
- MP.6 Attend to precision.** Students interpret and communicate conclusions in context based on graphical and numerical data summaries. Students use statistical terminology appropriately.

Overarching Essential Question

How can I develop an understanding of statistical variability?
 How can I interpret data sets in real world problems?
 What are the different ways data can be displayed?

Include procedural (what students need to be able to do) and conceptual knowledge (what students need to know)

- I will be able to determine mean.
- I will be able to determine median.
- I will be able to determine mode.
- I will be able to determine range.
- I will be able to find the mean, median, mode and range from a table or graph representing a data set.
- I will be able to select the appropriate measure of central tendency that best describes a data set.
- I will be able to summarize real world data in order to describe and make valid conclusions.
- I will be able to compare two similar data sets on the same graph and compare two graphs representing the same set of data.
- I will be able to propose and justify inferences and predictions based on data sets.
- I will be able to gather statistical information with high fidelity.
- I will be able to create statistical questions that require and analyze information.
- I will be able to identify the range, mean, median, and mode in a data set.
- I will be able to identify which measure of center is more appropriate to use when looking at specific data.
- I will be able to determine which measures variability.
- I will be able to calculate the mean absolute deviation of a data set.
- I will be able to create and interpret a dot plot with a given set of data.
- I will be able to create and interpret data using box plots given a specific set of data.
- I will be able to create a frequency table and thoroughly create a histogram.
- I will be able to create and use a histogram to best display the appropriate measure of center.
- I will be able to differentiate between statistical questions and non-statistical questions.
- I will be able to formulate questions to collect information addressing differences in a sample group or population.
- I will be able to formulate questions that elicit diverse responses and open ended.
- I will be able to formulate questions that can result in a narrow or wide range of numerical values.
- I will be able to determine the mean, mode, median and range of data sets.
- I will be able to determine the mean, mode, median, and range of graphed data.

Unweighted Standards
 (Daily Objective Level)

- I will be able to determine balance points using number lines and cube stands.
- I will be able to calculate the mean and deviation from the mean of a data set.
- I will be able to calculate deviations from mean and absolute deviations.
- I will be able to calculate mean absolute deviations.
- I will be able to determine ranges of data sets.
- I will be able to construct box plots.
- I will be able to write five number summaries of data sets.
- I will be able to determine outliers of data sets.
- I will be able to compare measures of center and measures of variability in graphical displays.

The student will be able to will learn a poem that will help to know and understand the different types of central tendency. (Mean, Median, Mode, and Range)

Students will survey the class on the topic of their choice. After analyzing the data and finding all parts of central tendency for the data, the student will create at least two types of statistical graphs to represent the data.

Average

first quartile

interquartile range, mean

mean absolute deviation

measure of center

measures of variation

median

mode

outliers

quartiles

range

statistical question

third quartile

Suggested Evidence of Learning

Vocabulary



	<p>Box plot</p> <p>Cluster</p> <p>Distribution</p> <p>dot plot</p> <p>frequency distribution</p> <p>gap</p> <p>histogram</p> <p>line graph</p> <p>line plot</p> <p>peak</p> <p>symmetric</p>
Standard Clarifications	<p>Content limits</p> <p>Test specifications</p> <p>Sample test items</p> <p>Phrasing of test items</p>
Resources	<p>(6.SP.B.4) http://www.mathsclass.com/data/</p> <p>(6.SP.A.1) http://www.education.com/activities/obability-statistics/</p> <p>(6.SP.A.1) http://betterbulletinboards.blogspot.com/2011/09/statistics-suits.html</p>
Reflection	<p>Completion Date</p> <p>Level of Student Mastery based on Unit Assessment:</p>

Remediation	Students in need of remediation:	Lessons/Skills to be remediated in next unit:
Suggested Weekly Pacing Week One		
Daily Supporting Objectives: Lesson planning notes: Remedial Skill: Enrichment Opportunities:	K	
Daily Supporting Objectives: Lesson planning notes: Remedial Skill: Enrichment Opportunities:	K	
Daily Supporting Objectives: Lesson planning notes: Remedial Skill: Enrichment Opportunities:	K	
Daily Supporting Objectives: Lesson planning notes: Remedial Skill: Enrichment Opportunities:	K	
BRD Week Two		

Daily Supporting Objectives:

Lesson planning notes:

Remedial Skill:

Enrichment Opportunities:

KEYWORD

Personal Learning Plan

Student Name: _____ School Year: _____ Homeroom Teacher: _____

Previous Year's State Test/Benchmark Data (if applicable)		Winter Grade Goals							
Subject	Score	Q1 Goal	Q1 Actual	Q2 Goal	Q2 Actual	Q3 Goal	Q3 Actual	Q4 Goal	Q4 Actual
Reading/ELA	/								
Writing									
Math									
Science									
Social Studies									

WIA RIT Subtests and Goals							
Subject	RIT Score	Winter RIT Goal	Winter RIT Score	Met Goal (Y/N)	Spring RIT Goal	Spring RIT Score	Met Goal (Y/N)
Reading							
Math							
Science							

Action Steps

Quarter Grades Action Steps		Quarter 1	Quarter 2
Subject			
Reading/ELA What will I do to reach my goal?			
Writing/ELA What will I do to reach my goal?			
Math What will I do to reach my goal?			
Science What will I do to reach my goal?			
Social Studies What will I do to reach my goal?			
Parent Signature	X		X
Student Signature	X		X
Teacher Signature	X		X
Reflection How did I do?			

Quarter 3		Quarter 4
Subject		
Reading/ELA What will I do to reach my goal?		
Writing/ELA What will I do to reach my goal?		
Math What will I do to reach my goal?		
Science What will I do to reach my goal?		
Social Studies What will I do to reach my goal?		
Parent Signature	X	X
Student Signature	X	X
Teacher Signature	X	X
Reflection How did I do?		

NWEA Action Steps (based on Des Cartes)		
Subject	Winter Skills and Concepts to Develop	Spring Skills and Concepts to Develop
Reading		
Math		
Science		
Parent Signature	X	X
Student Signature	X	X
Teacher Signature	X	X
Reflection How did I do?		

KEEP RECORD



Keys Gate Charter High School
 Academic Year: 2013-2014
 Date Printed: Nov 22, 2013
 Principal: Corinne Baez
 Grade Level: 12



Keys Gate Charter High School
 Academic Year: 2013-2014
 Date Printed: Nov 22, 2013
 Principal: Corinne Baez
 Grade Level: 12

Report Card (page 1) 9-12 grades

Student Name: **Smith, John A** Grades K-1 Cumulative GPA: **3.45**

Academic & Attendance

Evaluation Key(s)		Grades 2-12	
E 90-100 Excellent	A 93-100	Attendance Summary	
S 75-89 Satisfactory	B 85-92	Term:	Q1 Q2 Q3 Q4
N 65-74 Needs Improvement	C 75-84	Days in Term:	43 43 43 43
U 0-64 Unacceptable	D 67-74	Days Absent:	4 3 5 3
N/C --- Not Covered	F 0-66	Tardy to School:	0

Terms should be adaptive, display only terms that have grades

Academic Overview

Course	Q1	Q2	E1	S1	Q3	Q4	E2	S2	E3	Final
1002020 English Honors										
1004040 Mathematics Honors										
1002020 Science Honors										
1004040 American History										
1004040 Physical Education										
1002020 English Honors										
1004040 Mathematics Honors										

Grades 2-12 should display %
 Grades K-1, display Letter

Practice, Citizenship, Absences, Tardies (current term)

Course Detail

Teacher	Pra	Cit	Abs	Tar	Teacher Comments
Agullard					(250 character limit)

Standard Name _____ **Mastery %** _____

Key ideas and details 78%

Craft and structure 78%

Integration of knowledge and ideas 78%

Range of reading and level of text complexity 78%

Reading standards for literature 78%

1004040 American History

Teacher	Pra	Cit	Abs	Tar	Teacher Comments
Agullard					

Standard Name _____ **Mastery %** _____

Key ideas and details 78%

Craft and structure 78%

Integration of knowledge and ideas 78%

Range of reading and level of text complexity 78%

Reading standards for literature 78%

1004040 Physical Education

Teacher	Pra	Cit	Abs	Tar	Teacher Comments
Agullard					

Standard Name _____ **Mastery %** _____

Key ideas and details 78%

Craft and structure 78%

Integration of knowledge and ideas 78%

Range of reading and level of text complexity 78%

Reading standards for literature 78%

Signature _____

Report Card (page 2)

1002020 English Honors

Teacher	Pra	Cit	Abs	Tar	Teacher Comments
Agullard					

Standard Name _____ **Mastery %** _____

Key ideas and details 78%

Craft and structure 78%

Integration of knowledge and ideas 78%

Range of reading and level of text complexity 78%

Reading standards for literature 78%

1004040 Mathematics Honors

Teacher	Pra	Cit	Abs	Tar	Teacher Comments
Agullard					

Standard Name _____ **Mastery %** _____

Key ideas and details 78%

Craft and structure 78%

Integration of knowledge and ideas 78%

Range of reading and level of text complexity 78%

Reading standards for literature 78%

1002020 Science Honors

Teacher	Pra	Cit	Abs	Tar	Teacher Comments
Agullard					

Standard Name _____ **Mastery %** _____

Key ideas and details 78%

Craft and structure 78%

Integration of knowledge and ideas 78%

Range of reading and level of text complexity 78%

Reading standards for literature 78%

1004040 American History

Teacher	Pra	Cit	Abs	Tar	Teacher Comments
Agullard					

Standard Name _____ **Mastery %** _____

Key ideas and details 78%

Craft and structure 78%

Integration of knowledge and ideas 78%

Range of reading and level of text complexity 78%

Reading standards for literature 78%

Signature _____



**2014-2015
Student
Progression
Plan**

INTRODUCTION

The purpose of the Student Progression Plan is to inform parents, students, and other stakeholders regarding the comprehensive plan for student progression from one grade to another towards graduation. The plan will include criteria for promotion and retention, entry and attendance regulations, and other components relevant to the appropriate progression of the student population.

INITIAL ENTRY REQUIREMENTS

In accordance with Florida Statute § 1003.21, it is the responsibility of the parent(s) of students entering the School for the first time to present evidence of the child's age at the time of registration.

Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he/she should be admitted. The principal may require evidence of the age of any child whom he/she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

- a duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;
- a duly attested transcript of a Certificate of Baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent(s);
- an insurance policy on the child's life that has been in force for at least two (2) years;
- a bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
- a passport or Certificate of Arrival in the United States showing the age of the child;
- a transcript of record of age shown in the child's school record of at least (four) 4 years prior to application, stating the date of birth;
- if none of these evidences can be produced, an Affidavit of Age sworn to by the parent, accompanied by a Certificate of Age signed by a public health officer or by a public school physician, or, if these are not available in the country, by a licensed practicing physician designated by the district school board, which states that the health officer of

physician had examined the child and believes that the age as stated in the affidavit is substantially correct.

To register, a student, the following four (4) types of documents are required¹:

- valid Birth Certificate or other documentation of birth as stated above;
- Certification of a Physical/Health Examination (submitted within 30 school days, if not available at the time of registration);
- proof of residence; and
- Florida Certificate of Immunization

According to Florida Statute § 1003.01(12) and State Board of Education Rule 6A-6.03411(1)(s), students who are without a fixed, regular, and adequate nighttime residence, are considered as children and youths who are experiencing homelessness. Pursuant to the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 (Section 725) 42 U.S.C.A. § 11432(g)(3)(A)-(C), these children are to be enrolled immediately in the school that meets the best interest of the student. Arrangements are to be made for immunizations, transportation, and all other school services. Appropriate student school and grade level placement, as well as completion of required immunizations and physical examination, shall occur within thirty (30) school days of enrollment. Refer to Florida Statute § 1003.21(1)(f) for procedures relating to the enrollment of these students.

HEALTH REQUIREMENTS

Physical Examination

All pre-K, kindergarten, and new students seeking entrance into a public school in the SDPBC are required by Florida Statute § 1003.22 to present, at the time of entry, a valid health examination documented on State of Florida *School Entry Health Exam Form* (DH 3040) performed within one (1) year prior to enrollment. [State Board of Education Rule 6A-1.0985]

¹ These are the minimum documents required. Additional documents may need to be presented at the time of registration.

EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS

STUDENTS	PHYSICAL EXAMINATION
All students	School Health Entry Exam on Form DH 3040 required for pre-K, kindergarten and 7 th grade.
All transfer students within the State of Florida (including private schools)	Review of School Health Entry Exam on Form DH 3040 (original or copy) for at least kindergarten and/or 7 th grade documentation.
All transfer students from another state or country	School Health Entry Exam Form DH 3040 (original or copy) required for all grades. Physicals presented on forms from another state are acceptable, if they include all components covered on Form DH 3040 and have the physician's signature and office stamp. Physicals must have been performed within one (1) year of enrollment, unless exempt based on a written request for religious reasons.

Immunization Requirements

All pre-K, kindergarten, and new students seeking entrance into a public school are required by Florida Statute § 1003.22 to present, at the time of entry, a valid *Florida Certificate of Immunization Form* (DH 680). In accordance with State Board of Education Rule 6A-1.0985 and Fla. Admin. Code 64D-3.046, students will not be admitted into class without proof of immunization with the physician's signature and office stamp, absent a lawful exception. If a hardship exists for parent(s) of transferring students, according to statute, it is permissible to allow thirty (30) school days for the transfer of records.

NOTE: Homeless students without immunization and physical exam documentation must be enrolled and receive a thirty (30) school day exemption.

KINDERGARTEN AND FIRST GRADE ENTRY REQUIREMENTS

Kindergarten

In accordance with Florida Statute § 1003.21(1)(a)2, entering kindergarten students must attain the age of five (5) years on or before September 1 of the school year for which entry is sought.

Florida Kindergarten Readiness Screener (FLKRS)

The Florida Kindergarten Readiness Screener (FLKRS) must be administered within the first thirty (30) school days. Upon entry, each kindergarten student shall participate in the statewide kindergarten screening [Florida Statute § 1002.69(1)] and shall be administered the FLKRS, which includes the Early Childhood Observation System™ (ECHOS™) and The Broad Screen/Progress Monitoring Tool of the Florida Assessment for Instruction in Reading-K (FAIR-K). Schools that do not use the Florida Assessment for Instruction in Reading-K (FAIR-K) for progress monitoring, only need to administer the Early Childhood Observation System (ECHOS™) and the Broad Screen of the FAIR-K.

English Language Learners (ELLs)

For ELLs, administration of the FLKRS should be conducted as close as possible to the conclusion of the 30-day administration period and after the English language proficiency test has been administered. A student identified, as ELL should be screened, unless the student has arrived in the United States in the last thirty (30) days and has sufficient difficulty speaking, reading, writing or understanding the English language.

Exceptional Student Education (ESE) Students

An ESE student, who is entering kindergarten and has a current Individual Education Plan/Education Plan (IEP/EP), as well as evaluation data necessary to determine that the student meets Florida's eligibility criteria for special

programs, will be placed immediately in the appropriate educational program(s) without temporary assignment. The receiving school must review the current IEP/EP and may revise the document as necessary, following appropriate procedures. The IEP Team will determine whether the FLKRS is appropriate for kindergarten students with disabilities.

NOTE: Students who have been retained in kindergarten are not included in the administration of the FLKRS.

First Grade In accordance with Florida Statute § 1003.21(1)(b), students entering first grade must attain the age of six (6) years on or before September 1 of the school year for which entry is sought.

Students who have been enrolled in a public kindergarten must progress according to the CSUSA Student Progression Plan. Students transferring from nonpublic kindergartens:

1. must attain the age of 6 on or before September 1 of the school year for which entry is sought; and
2. must have written verification of satisfactory completion of kindergarten requirements from the nonpublic school.

GENERAL STUDENT TRANSFER INFORMATION

A student, who transfers to a Charter Schools USA school with documentation of completed coursework from a state or regionally accredited public or private school or institution, is awarded equivalent credits. Grades earned and offered for acceptance shall be accepted at face value subject to validation. In accordance with State Board of Education Rule 6A-1.09941, if the student does not possess an official transcript or is a Home Education student, successful completion of courses shall be validated through performance during the first (1st) grading period.

KINDERGARTEN AND 1ST GRADE TRANSFER STUDENTS

Dates for the legal public school minimum entry age by State and territory (provided by the Florida Department of Education) should be used in accepting kindergarten and first grade transfer students according to State

Board of Education Rule 6A-1.0985.

The following section addresses procedures relating to the acceptance of transfer work and credit for students, as specified in 6A-1.09941.

State Board of Education Rule 6A-1.0985

Entry into Kindergarten and First Grade by Out-of-State Transfer Students

- 1) Any student who transfers from an **out-of-state public school** and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in subsection (3)
- 2) Any student who transfers from an **out-of-state nonpublic school** and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection (3)
- 3) In order to be admitted to Florida schools, such a student transferring from an out-of-state school must **provide the following data:**
 - a. official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
 - b. an official letter or transcript from proper school authority, which shows record of attendance, academic information and grade placement of the student;
 - c. evidence of immunization against communicable diseases as required in Section 1003.22, Florida Statutes;
 - d. evidence of date of birth in accordance with Section 1003.21, Florida Statutes; and
 - e. evidence of a medical examination completed within the last twelve (12) months in accordance with Section 1003.21, Florida Statutes.

GRADES 2-5 TRANSFER STUDENTS

A student in grades 2-5 who transfers from any other public or private school in the United States or a foreign country is placed in comparable classes, and

all records from the previous school are accepted.

Grade 3 students who transfer from any public or private school in the United States or a foreign country after the current year's Florida Standards Assessment ELA administration must show Good Cause for promotion prior to being promoted to 4th grade.

If the transfer occurs after the current school year, and there is proof of promotion (i.e., report card) from the previous school, the student may be promoted based on this information.

ENGLISH LANGUAGE LEARNER (ELL) TRANSFER STUDENTS

In accordance with State Board of Education Rules 6A-6.0900 and 6A-6.0905, ELLs are identified and assessed to determine eligibility for services, in accordance with State Board of Education Rule 6A-6.0902(1)(2).

The English for Speakers of Other Languages (ESOL) coordinator and the school counselor/administrator shall review the educational background of the transferring student to determine appropriate grade level, subject, and ESOL Program placement. See State Board Education Rule 6A-6-6.0902(3)(b). Parental input regarding educational background should be taken into consideration especially when transcripts, records, or report cards are not readily available. This information is documented and filed in the English Language Learners folder. Families will be assisted when necessary for language translation in order to ensure proper communication of program/course placement.

An ELL Committee meeting must be conducted under the following circumstances: a student's placement is based on age, there is a lack of information about prior schooling (no transcript or report card), or prior schooling does not meet grade level requirements. An administrator must participate in the ELL Committee and placement process.

EXCEPTIONAL STUDENT EDUCATION (ESE) TRANSFER STUDENTS

The State Board of Education Rules 6A-6.0331, 6A-6.0361, School Board Policy 5.725, and the School's Exceptional Student Education Policies and Procedures (SP&P), address the requirements for Individual Educational Plans (IEPs) or Educational Plans (EPs), as well as the requirements for students who transfer to the School within Florida and students who transfer

from outside of Florida.

ESE Students Who Transfer Within Florida

If an Exceptional Education Student (ESE) student, who had an IEP or EP that was in effect in a previous Florida school district, transfers and enrolls in a CUSA managed school, the School, in consultation with the parent(s), will provide a Free Appropriate Public Education (FAPE) to the student, which includes services comparable to those described in the child's IEP/EP from the previous Florida school district, until the School does either of the following:

- adopts the child's IEP/EP from the previous School District; or
- develops, adopts, and implements a new IEP/EP, possibly in conjunction with the Local Education Agency, that meets the applicable requirements of State Board of Education Rule 6A-6.03028 or 6A-6.03019(1).

ESE Students Who Transfer From Outside Florida

If an Exceptional Student Education (ESE) student, who had an IEP or EP that was in effect in a previous school district in another state, transfers and enrolls in a new school within the same school year, the School, in consultation with the parent(s), will provide a FAPE to the student, which includes services comparable to those described in the child's IEP/EP from the previous District, until the School does both of the following:

- conducts an initial evaluation in accordance with State Board of Education Rule 6A-6.0331 (if determined to be necessary by the School); and
- develops, adopts, and implements a new IEP/EP, if appropriate, possibly in conjunction with the Local Education Agency, that meets the applicable requirements of State Board of Education Rules 6A-6.03011 through 6A-6.0361.

ESE Students Who Transfer with Section 504 Accommodation Plans

A transferring student with an active Section 504 Accommodation Plan is a student who was previously enrolled in any other school or agency with an active Section 504 Accommodation Plan and who is enrolling in a Florida

school district. Upon notification that a transferring student is one with an active Section 504 Accommodation Plan, the receiving school must review and revise, as necessary, the existing active Section 504 Accommodation Plan and supporting documentation. Until that review is complete, the receiving school must implement the student's current Section 504 Accommodation Plan to the maximum extent reasonable in the current placement. If, following the receiving school's review, it is determined that the Section 504 Accommodation Plan is not appropriate; the school must evaluate the student consistent with Section 504 procedures, and develop and implement an appropriate Section 504 Accommodation Plan.

ATTENDANCE AND ABSENTEEISM

In accordance with Florida Statute § 1003.24, school attendance is the direct responsibility of the parent(s) and child(ren). Each parent or legal guardian of a child within the compulsory attendance age is responsible for the child's school attendance as required by law. Except as provided in Florida Statute § 1003.24 and State Board of Education Rule 6A-1.09513, all students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility.

ATTENDANCE POLICY AND PROCEDURES

The School's handbook outlines the attendance procedures, which align to the following requirements:

- Parent(s) should notify the school promptly to report any absences by submitting a written note or by telephone call. The date(s) of the absence and reason should be provided. When the child returns to school, a written excuse is required.
- School officials may require medical verification of absences. It is the responsibility of the student to make-up work missed because of absences.

Excused Absences The following situations/reasons qualify as excused absences:

- student illness (if a student is continually sick and repeatedly

absent from school, he/she must be under the supervision of a physician in order to receive an excuse from attendance);

- medical appointment;
- death in the family;
- observance of a religious holiday or service
- subpoena by a law enforcement agency or mandatory court appearance;
- field trips which are authorized by the principal; and/or
- other individual student absences beyond the control of the parent or student (as determined and approved by the principal/designee.

Unexcused Absences An unexcused absence is any absence that does not fall into one (1) of the above excused absence categories.

Make-Up Work for excused and unexcused absences, including suspensions, the student will be afforded the opportunity to make-up work without academic penalty.

Reporting Attendance Cases

When a student has accumulated at least 5 unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences or absences for which the reasons are unknown, within 90 calendar days, the case must be reported to administration or the student services coordinator. A meeting must then be convened to determine if a pattern of non-attendance is developing or exists. If deemed appropriate, interventions may be developed to support this student, which may include: frequent communication between school and family; mentoring; counseling; evaluation for alternative education program; attendance contracts; agency referral(s); or Truancy Petition. The School will adhere to all statutory requirements regarding a Truancy Petition.

Habitual Truants

Each public school principal or the principal's designee shall notify the district school board of each minor student under its jurisdiction who accumulates 15 unexcused absences in a period of 90 calendar days. The district school superintendent must provide the Department of Highway Safety and Motor Vehicles the legal name, sex, date of birth, and social security number of each

minor student who has been reported under this paragraph and who fails to otherwise satisfy the requirements of s. 322.091. The Department of Highway Safety and Motor Vehicles may not issue a driver's license or learner's driver's license to, and shall suspend any previously issued driver's license or learner's driver's license of, any such minor student, pursuant to the provisions of s. 322.091.

Students with Active Section 504 Accommodation Plans When a student with an active 504 Accommodation Plan has excessive absences, the student must be given the opportunity to demonstrate course mastery. In each case, the Multi-Disciplinary Team must meet to determine if the absences are caused by the disability of record. If the Multi-Disciplinary Team determines that the absences are caused by the student's disability, the student's placement must be reevaluated for appropriateness. [Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. Part 104] The Section 504 Accommodation Plan must address any additional accommodations, strategies, and/or interventions needed to ensure that the student has an equal opportunity to demonstrate course mastery.

Exceptional Student Education (ESE)

In the case of an ESE-eligible student with excessive absences, an IEP Team meeting must be conducted to determine whether or not the absences are related to the student's disability. Attendance data shall be reviewed and used as one (1) indicator of a student's access to instruction. Refer to State Board of Education Rule 6A-6.0331(1)(c), School Board Policy 5.725, and its referenced *Student Education Policies and Procedures (SP&P)*.

If the IEP Team determines that the excessive absences are related to the student's disability, the IEP Team must take appropriate action, which may include waiver of the attendance guidelines in determining grades, as well as a change of placement. To the maximum extent possible, the student will be educated in the least restrictive environment.

If the IEP Team determines that the student's excessive absences are not related to the student's disability, the student is treated the same as a General Education student.

Hospital/Homebound Services

If a student is confined to home or a hospital, but is able to participate in and

benefit from an instructional program, the student may be eligible for a Hospital/Homebound Services provided in collaboration with the Local Educational Agency. Complete information regarding the criteria for a Hospital/Homebound Program can be found in State Board of Education Rule 6A-6.03020 and State Board of Education Rule 6A-6.03411.

Tardies

A student is considered tardy if they are absent at the time attendance is taken provided the student is in attendance before the close of the day. Tardies will either be excused or unexcused. Acceptable documentation to excuse a tardy is the same as those for excused absences. Every 5th unexcused tardy for students in grades K - 5 will convert to an unexcused absence and can be used to meet the criteria to file a truancy petition in circuit court.

Early Pick-Up

Students in grades K - 5 who are picked up from school prior to the end of the day will be marked as tardy for the day. The tardy will either be excused or unexcused. The tardy will be excused if the parent provides written documentation that the need to leave school early was for the same reasons that an absence from school would be excused. The parent's notation in the school's early pick-up log may suffice as meeting the requirement to provide written documentation if the notation is sufficient. Every 5th unexcused tardy for students in grades K - 5 will convert to an unexcused absence and can be used to meet the criteria to file a truancy petition in circuit court.

For all students in grades K -12, once the student has accumulated 3 excused tardies or absences due to leaving school early for medical/dental reasons within a semester, the parent must provide documentation from a physician that the student had a medical/dental appointment for subsequent class absences or tardies to be excused.

The school principal or designee may approve an early pick-up or release beyond these limits after taking into consideration the reason as well as the student's attendance history, both daily and by period, and the number of early releases.

PROCEDURES FOR STUDENT WITHDRAWAL

Withdrawal During the School Year

A student who leaves before the close of the school term shall receive grades on the report card covering the terms in attendance. A student will not meet promotion requirements unless he/she enrolls in another school to complete the academic year. The parent(s) of a student who leaves school during the last two (2) weeks of the school year must show evidence that the withdrawal is necessary and the student must successfully complete examinations as appropriate. Principals may have the authorization to make arrangements for the administration of any tests or examinations as appropriate, prior to withdrawal.

Principals may determine that the requirements for early withdrawal do not have to be met when unusual/extenuating circumstances arise. Student withdrawal must be approved by the school principal.

Withdrawals for Enrollment in Home Education Program

To withdraw a student for enrollment in a Home Education Program, the custodial parent(s) must initiate the withdrawal process at the school, complete the exit interview and report to the local school district to register the student in the new program.

CURRICULUM

The School's Guaranteed and Viable Curriculum incorporates the performance standards as defined by the Florida Department of Education (FLDOE) Florida Standards and Next Generation Sunshine State Standards (NGSSS), as applicable.

The curriculum includes standards for the following content areas:

- English Language Arts
- Mathematics
- Science
- Social Studies
- World Language
- Health Education
- Fine Arts (Music/Art)

- Physical Education

These standards delineate the academic achievement for which the state will hold schools accountable. Research-based instructional materials are provided as tools to support instruction in elementary school classrooms. Please see the School's charter application/contract for more details regarding curriculum and instruction.

SPECIAL PROGRAMS

English for Speakers of Other Languages (ESOL) Programs

In accordance with State Board of Education Rules 6A-6.0902, 6A-6.0903, 6A-6.0904; 6A-6.0908, students who are identified as English Language Learners (ELLs) must be given equal access to the general curriculum. ELLs are placed in courses based on need and eligibility. The student's Individual ELL Plan documents the instructional strategies required to ensure the student an equal opportunity to master the General Education curriculum. For full explanation of services and models, refer to the School's charter application/contract.

Gifted Education Programs

Students enrolled in the Gifted Program have an opportunity to access a qualitatively differentiated curriculum, which consists of carefully planned, coordinated learning experiences that extend beyond the basic curriculum to meet the specific learning needs of the student.

Students identified as gifted, under State Board of Education Rule 6A-6.03019, have an Educational Plan (EP) that outlines goals, strengths, and weaknesses that provide direction for the instructional program. The Differentiated Instructional Program may include advanced-level content and enrichment that address the student's special abilities and interests. For more information regarding gifted education, refer to the School's charter application/contract.

Section 504 Accommodation Plans

A student is eligible for accommodations, under Section 504 of the Rehabilitation Act of 1973, if the student is determined to have a physical or mental impairment that substantially limits one (1) or more major life activity of such student. In addition, a student with either a record of impairment, or

who is regarded as having impairment, is protected from discrimination under both Section 504 and the Americans with Disabilities Act (ADA), as amended by the ADA Amendments Act of 2008, effective January 1, 2009.

A student meets the requirement of being regarded as having impairment by establishing that the student has been subjected to a prohibited act because of an actual or perceived physical or mental impairment, whether or not the impairment limits or is perceived to limit a major life activity. This provision shall not apply to a student's impairments that are transitory and minor. A transitory impairment has an actual or expected duration of six (6) months or less. A Multi- Disciplinary Team must meet as necessary to determine if an otherwise qualified student's mental and/or physical impairment substantially limits one (1) or more of the student's major life activities.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. Major life activities also include the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

An episodic or in remission impairment is a disability if it would substantially limit a major life activity when active. Impairment that substantially limits one (1) major life activity need not limit other major life activities in order to be considered a disability.

The determination of whether the impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as:

- medication, medical supplies, equipment or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
- use of assistive technology;
- reasonable accommodations or auxiliary aids or services; or
- learned behavioral or adaptive neurological modifications. However, the

ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether the impairment substantially limits a major life activity. To ensure compliance for all school decisions made under Section 504 and ADA, two (2) components are necessary. First, the parent(s) must always be notified of any meeting scheduled to determine eligibility or subsequent meetings to make changes to the Section 504 Accommodation Plan. Secondly, service, accommodation, and placement decisions must be made by a Multi-Disciplinary Team. A Section 504 Accommodation Plan cannot be changed without proper parental notice and a Multi-Disciplinary Team Meeting. The individual student's Section 504 Accommodation Plan documents the accommodations and/or modifications that are required to ensure that the student has an equal opportunity to access the General Education curriculum. [Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104]

Exceptional Student Education (ESE) Programs

Pursuant to State Board of Education Rule 6A-6.03028, Individual Education Plans (IEPs) for students with disabilities enrolled in an Exceptional Student Education (ESE) Program must specify the specially designed instruction and related services that are necessary to meet each student's unique needs. Refer to Florida Statutes §§ 1003.57, 1003.571, and 1003.5715.

All students must be given access to the general curriculum, as is appropriate, in relation to their unique needs and abilities and as delineated on each student's IEP. For the majority of these students, the General Education standards should be the basis of their curriculum. For some students, modified standards and/or benchmarks in one (1) or more content areas may be more appropriate. The Florida Core Content/Connectors/Access Points are expectations for students with significant cognitive disabilities when accessing the General Education curriculum. Core Content Connectors/Access Points reflect the core intent of the standards with reduced levels of complexity. (Refer to State Board of Education Rule 6A-1.09414 for course descriptions).

In all cases, the IEP Team, which must include the parent(s), makes special program placements and educational decisions. The IEP must include a statement of measurable annual goals, including benchmarks or short-term objectives related to meeting the student's needs that result from the

student's disability. As appropriate, the IEP should enable the parent(s) and student to be involved in determining how the student will be involved/progress in the general curriculum, and how the student will participate in appropriate activities. The IEP shall also address how each of the student's other educational needs (that result from the student's disability) will be met. [State Board of Education Rule 6A-6.03028(3)(h)2]

The IEP Team must draft benchmarks and short-term objectives for students with disabilities who take the alternative assessments aligned to alternative achievement standards. The IEP Team has the discretion to also draft benchmarks and short-term objectives for other students with disabilities. [State Board of Education Rule 6A-6.03028]

The IEP may specify whether accommodations/modifications are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations/modifications do not include modifications to the curriculum descriptions/frameworks or student performance standards. The IEP must be implemented as drafted by the IEP Team. The IEP must contain an explanation of the extent, if any, to which the student will not participate with non-disabled students in the General Education class. (Refer to *Student Education Policies and Procedures (SP&P)* for details.)

In compliance with the least restrictive environment mandate, a student with a disability may be removed from the General Education environment, only if the nature and/or severity of the disability are such that education in General Education classes, with the use of supplementary aids and services cannot be achieved satisfactorily. [*Student Education Policies and Procedures (SP&P)*]

The School shall establish procedures that provide the opportunity for one (1) or both of the student's parent(s) to participate in meetings and decisions concerning the student's IEP. A written notice of the meeting must be provided to the parents and must indicate the purpose, time, and location of the meeting, as well as whom, by title or position, will be attending.

Virtual Instruction

As a school of choice, it is understood how important it is to provide a variety of curriculum and instructional options for students. As such, virtual courses have been integrated into the curriculum that will be monitored and supported at the school center by teachers. These "on-site" virtual courses are all state approved and will provide students with multiple course options and

direct support and monitoring by the School’s teachers. All virtual courses are fully and completely part of the School’s educational program.

A complete list of virtual courses offered is available at the School. Since each course, traditional and virtual alike, are uniquely incorporated into our proven curriculum, virtual options are limited to the extensive list of courses. If you have any questions regarding virtual course offerings, you may contact the School.

Enrichment Opportunities

The School will provide multiple opportunities for advanced students to participate in enrichment activities. Students in middle school who are eligible can take advanced courses in which they will earn high school school credit. The possible courses offered and their prerequisites are listed below.

Eligibility Criteria for High School Credit

EOC	Prerequisite
Algebra 1	FSA Math Level 4 or 5 (past two years)
Geometry	Algebra 1 EOC Level 4 or 5
Biology	FSA ELA and Math Level 4 or 5
U.S. History	FSA ELA Level 4 or 5

To accommodate learners that need enrichment, teachers can differentiate in three ways: with the content students are learning, the process in which the material is being taught, and the product that is developed to demonstrate learning. Specific strategies include, but are not limited to:

- Marzano’s Thirteen High Probability instructional strategies

- Cross-curricular instruction and learning
- Multiple intelligences
- Project-based learning
- Cooperative learning

As a tool to support differentiation, the School will also utilize blending learning strategies that include:

- Opportunity to learn content that may not be offered in a traditional brick and mortar classroom (i.e. students can take a variety of world languages or electives to meet student interest).
- Unlimited access to work at the student's pace and time.
- Additional programs might be available for advanced (enrichment) academics through programs such as Cambridge International Examinations.

Whole-Grade and Midyear Promotion

The school will adhere to all statutory requirements regarding mid-year promotion for retained third grade students according to State Board Rule 6A-1.094222 Standards for Mid-Year Promotion of Retained Third Graders. In all other grade levels, students will progress according to the Student Progression Plan and will not promote mid-year or allow students to skip a year of instruction.

STATEWIDE ASSESSMENTS

Florida Standards Assessment and Florida Comprehensive Assessment Test (FCAT) 2.0

In accordance with Florida Statute § 1008.22(3)&(6) and State Board of Education Rule 6A- 1.09422, all eligible elementary students in grades 3 and above must participate in all regular state and district assessments for accountability purposes, except as prescribed by the Commissioner of Education. The Florida Standards Assessment and FCAT 2.0 are the current statewide assessments.

End-of-Course Assessments

All elementary grade students enrolled in any of the courses that require an

End-of-Course (EOC) Assessment shall participate in the EOC Assessment administration that is specific to that course.

The following table from the FLDOE shows the assessment administered for each grade level and subject area, current as of 2014-2015:

Florida Standards Assessments (FSA)	
Assessment	Grade Level
FSA English Language Arts	3-11
FSA Mathematics	3-8
FSA End-of-Course Assessments	
Algebra 1, Geometry, Algebra 2	
Next Generation Sunshine State Standards (NGSSS) Assessments	
Assessment	Grade Level
FCAT Mathematics Retake and FCAT 2.0 Reading Retake	Retained 10-AD
FCAT 2.0 Science	5 and 8
NGSSS End-of-Course Assessments	
Algebra 1 Retake, Biology 1, Civics, Geometry Retake, U.S. History	

The Florida Alternate Assessment (FAA)

The FAA provides options to those students for whom participation in the Florida Standards Assessment (FSA) is not appropriate, even with accommodations, as identified in the student’s Individualized Education Plan

(IEP). It is expected that only students with the most significant cognitive disabilities who are eligible under the Individuals with Disabilities Education Act (IDEA) will participate in the FAA.

NOTE: Each student who does not meet specific levels of performance in reading, writing, mathematics, and science for each grade level, as determined by the School and the Commissioner of Education on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. [Florida Statute § 1008.25(4)(a)]

OTHER ASSESSMENTS

Listed below are measurement tools that will be used for assessment purposes to monitor progress throughout the year. These are all used to determine the progress of students with regard to mastery of the standards and reaching a level of proficiency on the FSA/FCAT 2.0. The listed assessment tools do not preclude the School from incorporating other measures that may be determined necessary to support the mission of the School.

- Benchmarks tests, which include three administrations in the areas of English/language arts, mathematics, and science. The Northwest Evaluation Association (NWEA) currently provides the Measures of Academic Progress (MAP) and the MAP for Primary Grades (MPG).
 - NWEA MAP: tests students with engaging, ability-appropriate content. NWEA is an adaptive assessment; therefore as a student responds to questions, the test difficulty adjusts to the level of the student.
 - NWEA MAP for Science: Aligned with science state standards, test items are helpful for assessing students up to and including 10th grade, prior to more specialized science curriculum in upper high school, and measures the following critical areas: 1) General Science, which covers specific science concepts within the three major domains of science: life sciences, earth and space sciences, and physical sciences. 2) Concepts and Processes, which measure a student's performance in both the processes used in science and the major themes underlying the science disciplines. Administration of MAP for Science is required in grades 5 and 8, but the School will have the option of offering this assessment to other grade levels if necessary.

- **Common Assessments:** monthly assessments provided by the ESP which are created from a data bank and disseminated to schools to gauge students' progress on mastery of the GVC. The assessments are aligned to state standards, and include short-term review, as well as spiral review, to check for mastery. This is to provide a uniform tool to all schools in the network to monitor progress more frequently between benchmark assessments administered by NWEA.
- **Instructional Focus Plan (IFP) Assessments:** Tests aligned to specifications of Florida Standards and assessments that measure mastery of competencies within the GVC, given minimally every two weeks. IFP instruction and assessments match the skills and concepts each class needs to work on in order to reach mastery.
- **Weekly Standards-Based Assessments:** Formative assessments that are designed to evaluate whether a student has mastered a specific standard. Each weekly assessment will measure the academic performance of each student on a particular standard, based on content that has been introduced and practiced multiple times. These can be teacher-created or from purchased resources and are used in all subjects.

ACCOMMODATION FOR SPECIAL PROGRAM STUDENTS

The following section specifies the accommodations requirements for Special Program students (i.e., ELLs and Students with Disabilities) when taking School/State assessments.

Accommodations for English Language Learners (ELLs)

ELLs must take all required State and District achievement tests unless they have an IEP, which indicates otherwise. However, active ELLs are eligible to receive accommodations during testing. Permissible accommodations may include:

- flexible setting;
- flexible scheduling (including additional time);
- State-approved Heritage Language Dictionary; and
- assistance in the Heritage Language.

In accordance with State Board of Education Rule 6A-6.09091, ELLs must have

access to a State English-to-Heritage Language translation dictionary and/or Heritage Language-to-English translation dictionary, such as those made available to ELLs in instructional settings. When a student qualifies for both the ESOL and ESE programs, all appropriate accommodations listed on the IEP, as well as the ELL Plan must be offered. Parent(s) are notified in writing of all accommodations offered to their child. A copy of this document is maintained in the ELL folder.

Assessments for Students with Disabilities

The following section complies with State Board of Education Rules 6A-1.0943, and 6A-1.09422(12).

Absent an exemption, as stated earlier in this Plan, all students with disabilities, as defined by Florida Statute § 1003.01(3)(a) or State Board of Education Rule 6A-19.001(6), will participate in the statewide assessment program based on state standards, pursuant to State Board of Education Rule 6A-1.09401, without accommodations unless:

- the Individual Educational Plan (IEP) Team, or the team that develops the plan required under Section 504 of the Rehabilitation Act, determines and documents that the student requires allowable accommodations during instruction and for participation in a statewide assessment; or
- the IEP Team determines that a student with a significant cognitive disability meets the criteria for participating in the statewide alternate assessment.

Assessment Accommodations for Students with Disabilities The following section complies with Florida Statute § 1003.01(3)(a) and State Board of Education Rules 6A-1.0943 and 6A-6.0331 as well as School Board Policy 5.725; Exceptional Student Education Policies and Procedures (SP&P).

Accommodations are authorized for any student who has been determined to be an eligible student with a disability and has a current IEP, or who has been determined to be a student with a disability under State Board of Education Rule 6A-19.001(6). The accommodations must be identified on the student's IEP or the plan developed under Section 504 of the Rehabilitation Act. Accommodations categories are defined as:

- adjustments to the presentation of the statewide assessment questions;

- methods of recording exam responses to the questions;
- scheduling for the administration of a statewide assessment to include the amount of time for administration;
- settings for administration of a statewide assessment; and/or
- the use of assistive technology/devices.

Accommodations that negate the validity of a statewide assessment are not allowable. Within the limits specified in this rule, allowable statewide assessment accommodations are based on current instructional accommodations and accessible instructional materials used by the student in the classroom.

Unique accommodations for use on a statewide assessment not outlined in the statewide assessment test administration manuals must be submitted to the Department of Education for approval by the Commissioner of Education. [State Board of Education Rule 6A-1.0943(3)]

The School is required to implement the accommodations in a manner that ensures that the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading the student to a particular response. In no case shall the accommodations authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item. [State Board of Education Rule 6A-1.0943(3)(d)]

Participation in the Statewide Alternate Assessment

In accordance with State Board of Education Rule 6A-1.0943(4), the decision that a student with a significant cognitive disability will participate in the statewide alternate assessment is made by the IEP Team and recorded on the IEP. Pursuant to State Board of Education Rule 6A- 1.0943(4), all of the following criteria must be met:

- the student is unable to master the grade-level general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials;
- the student is participating in a curriculum based on the state standards access points for all academic areas; and

- the student requires direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings.

Extraordinary Exemption for Students with Disabilities

In accordance with Florida Statute § 1008.212, students with disabilities; extraordinary exemption, a student with a disability may be eligible for an exemption from participation in the statewide assessment. The School will adhere to all statutory requirements regarding exemption for Students with Disabilities.

National and International Education Comparisons

Pursuant to Florida Statute § 1008.22 (2), Florida school districts shall participate in the administration of the National Assessment of Educational Progress, or similar national or international assessments, both for the national sample and for any state-by-state comparison programs that may be initiated, as directed by the Commissioner. The administration of such assessments shall be in addition to, and separate from, the administration of the statewide, standardized assessments.

PERFORMANCE LEVELS FOR STUDENT PROMOTION (READING, WRITING, MATHEMATICS, AND SCIENCE)

The School must define specific levels of performance in reading, writing, mathematics, and science for each grade level. These levels of performance will be used to identify students who must receive remediation and may be retained. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement, as referenced in Florida Statute § 1008.25(6)(a). No student may be retained solely on the basis of standardized assessments. Students shall meet the appropriate performance levels for Next Generation Sunshine State Standards (NGSSS) or Florida Standards, as set forth in State Board of Education Rule 6A-1.09401.

Various indicators, including but not limited to, multiple measures using appropriate grade level assessments, as well as teacher judgment, will be used to determine performance levels. Each elementary school shall regularly assess the reading ability of each student in grades K-5.

Teacher Judgment for Promotion

The teacher must provide compelling, verifiable evidence when student performance on appropriate grade level assessments is not believed to be indicative of daily classroom performance. Teacher judgment factors may include, but are not limited to the following:

- previous retentions;
- level of text at which student is independently successful;
- observations;
- checklists;
- student portfolios;
- classroom assessments; and/or
- current grades/marks.

K-5 STUDENT PERFORMANCE LEVEL CHARTS

The student performance level charts show identified performance levels as they relate to FSA ELA and Mathematics, as well as other assessments and indicators. As stated above, all grade levels can take into consideration multiple factors with regard to promotion and retention. This chart is a guide for teachers and administrators to appropriately target students who may be eligible for retention. The teacher, parent, MTSS, and principal will work together to ensure a plan is in place to prevent retention during the school year, but the ultimate decision for promotion or retention is made by the principal.

KINDERGARTEN

Student Performance Level	Measurement Criteria		Decision
Above Grade Level	Reading Running Records ²	E+	Promote
	NWEA	148+	
At Grade Level	Reading Running Records	D	Promote
	NWEA	138-147	
Below Grade Level (needs short-term intervention)	Reading Running Records	C	Promote with Progress Monitoring Plan
	NWEA	127-137	
Below Grade Level (needs intensive intervention)	Reading Running Records	Below C	Retention Considered
	NWEA	Less than 127	

FIRST GRADE

² If using an alternative equivalent assessment, utilize a CSUSA approved conversion chart to determine the appropriate correlated level.

Student Performance Level	Measurement Criteria		Decision
Above Grade Level	Reading Running Records	K+	Promote
	NWEA	166+	
At Grade Level	Reading Running Records	J	Promote
	NWEA	155-165	
Below Grade Level (needs short-term intervention)	Reading Running Records	I	Promote with Progress Monitoring Plan
	NWEA	142-154	
Below Grade Level (needs intensive intervention)	Reading Running Records	Below I	Retention Considered
	NWEA	Less than 142	

SECOND GRADE

Student Performance Level	Measurement Criteria		Decision
Above Grade Level	Lexile Level	516+	Promote
	NWEA	184+	
At Grade Level	Lexile Level	365-515	Promote
	NWEA	169-183	
Below Grade Level (needs short-term intervention)	Lexile Level	130-364	Promote with Progress Monitoring Plan
	NWEA	153-168	
Below Grade Level (needs intensive intervention)	Lexile Level	Less than 129	Retention Considered
	NWEA	Less than 153	

THIRD GRADE

Student Performance Level	Measurement Criteria		Decision
Above Grade Level	Lexile Level	710 +	Promote
	NWEA	198+	
	FSA Reading and Math	Level 4 or 5	
At Grade Level	Lexile Level	534-709	Promote
	NWEA	184-197	
	FSA Reading and Math	Level 3	
Below Grade Level (needs short-term intervention)	Lexile Level	355-533	Promote with Progress Monitoring Plan
	NWEA	168-183	
	FSA Reading and Math	Level 2	
Below Grade Level (needs intensive intervention)	Lexile Level	Less than 354	Retention Considered
	NWEA	Less than 168	

FSA Reading and Math	Level 1
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FOURTH GRADE

Student Performance Level	Measurement Criteria		Decision
Above Grade Level	Lexile Level	856+	Promote
	NWEA	207+	
	FSA Reading and Math	Level 4 or 5	
At Grade Level	Lexile Level	720-855	Promote
	NWEA	193-206	
	FSA Reading and Math	Level 3	
Below Grade Level (needs short-term intervention)	Lexile Level	508-719	Promote with Progress Monitoring Plan
	NWEA	178-192	
	FSA Reading and Math	Level 2	

Below Grade Level (needs intensive intervention)	Lexile Level	Less than 507	Retention Considered
	NWEA	Less than 178	
	FSA Reading and Math	Level 1	

FIFTH GRADE

Student Performance Level	Measurement Criteria		Decision
Above Grade Level	Lexile Level	975+	Promote
	NWEA	214+	
	FSA Reading and Math	Level 4 or 5	
At Grade Level	Lexile Level	836-974	Promote
	NWEA	201-213	
	FSA Reading and Math	Level 3	

Below Grade Level (needs short-term intervention)	Lexile Level	655-835	Promote with Progress Monitoring Plan
	NWEA	186-200	
	FSA Reading and Math	Level 2	
Below Grade Level (needs intensive intervention)	Lexile Level	Less than 654	Retention Considered
	NWEA	Less than 186	
	FSA Reading and Math	Level 1	

CREDIT REQUIREMENTS FOR MIDDLE SCHOOL PROGRESSION

Students must pass each semester with a grade of "D" or higher in both semesters in the following core subject areas to be promoted to 9th grade. The credit requirements are as follows:

English

Three middle school or higher courses³. (Six Semesters) These courses shall emphasize literature, composition and technical text.

Mathematics

Three middle school or higher courses in mathematics. (Six Semesters) Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit.

³ This is the minimum requirement for promotion. The CSUSA model allows for two periods of ELA courses in the schedule to emphasize the importance of literacy.

To earn high school credit for Algebra 1, a middle school student must pass the Algebra 1 EOC assessment. The Algebra I EOC will count for 30% of the student's grade.

To earn high school credit for Geometry, a middle school student must take the Geometry EOC assessment. The Geometry EOC will count for 30% of the student's grade.

Science

Three middle school or higher courses. (Six Semesters)

Social Studies

Three courses (Six Semesters), one of which must include the study of State and Federal Government and Civic education. One of these courses must be at least one semester of a civics education course. The EOC for Civics counts as 30% of the student's academic grade for that course.

In addition, the following options may be used as alternate documentation of successful completion of required courses:

- Student has successfully completed the course through a virtual school program or comparable computer-based program.
- Student has scored an acceptable level (3, 4, or 5 in Reading, Math or Science, Algebra I Geometry, or Civics) on subject related FCAT or EOC.
- Student has completed the course through a summer or tutorial program.
- Student is a transfer student demonstrating mastery as outlined in Statute 6A-1.09942, State Uniform Transfer of Students in Middle Grades.
- Student has documented mastery of course requirements by receiving a grade of C or better on a final exam, semester exams, or an end-of-course exit exam.

Students completing eighth grade will be promoted to ninth grade following successful completion of the above requirements. Students will be retained in eighth grade if any of the above requirements are not met. If a student does

not pass a required core semester class in sixth, seventh or eighth grade, and does not meet one of the alternate documentation methods, parents will be notified that the student will not be eligible for promotion to high school and will be retained in 8th grade unless the courses are successfully completed through credit recovery options. The final decision regarding grade placement is the responsibility of the principal.

Electives will also be offered to middle school students in the areas of reading, art, music, world language, and others. Elective options will be determined based on teacher certification and student interest. Students that are participating in course recovery to meet promotion criteria may waive their elective course.

Middle schools students must have the equivalent of one class period per day of physical education for one semester of each year (225 minutes). Students in grade K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

- The student is enrolled or required to enroll in a remedial course
- The student's parent indicates in writing to the school that the parent requests the student be enrolled in another course from among the courses offered as options by the school district
- The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement

Students must complete one course with a career and education planning component. The course must be internet-based and customizable for each student. This research based class will assist students in identifying educational and career options as well as setting goals including an emphasis on entrepreneurship skills. The course may be taken during 6th, 7th or 8th grade. The course may be taught by any member of the instructional staff; must include career exploration. The course must result in the completion of a personalized academic and career plan and emphasize technology or the application of technology in career fields. The academic and career plan must be signed by the student and the student's parent.

For each year in which a student scores at Level 1 or 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required math course.

CREDIT REQUIREMENTS FOR HIGH SCHOOL GRADUATION

Students entering grade nine as of 2014-2015 need to complete the requirements below from the Florida Department of Education in order to graduate. Students will be offered the 24 credit standard diploma option, as well as the Advanced International Certificate of Education (AICE) curriculum.

CREDIT REQUIREMENTS	
English Language Arts (ELA) - 4 credits	ELA I, II, III, IV ELA Honors, Advanced International Certification of Education (AICE) and/or Advanced Placement/AP courses may satisfy this requirement
Mathematics - 4 credits	Must include Algebra 1 and Geometry
Social Studies - 3 credits	1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
Science - 3 credits	Must include Biology 1, and two equally rigorous science courses Two of three required credits must have a laboratory component
OTHER REQUIREMENTS	
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts	
1 Credit Physical Education (to include the integration of health)	
8 Elective Credits	
1 Online Course	
Students must earn a 2.0 grade point average on a 4.0 scale	

The School will offer courses made available by Florida Department of Education. The courses listed will be connected with course codes out of the Florida Department of Education course code directory as provided on their website at <http://www.fldoe.org/articulation/CCD/files/1415CCDBasic9-12.pdf>.

COURSE RECOVERY

Students in grades 6-12 may validate mastery of the content standards in the failed courses through the following options:

- Retaking the course through course recovery or participating in an on-line, competency-based course. The students will waive the right to an elective course and enroll in the appropriate remedial course(s).
- On-line competency based course in the summer on school grounds
- Repeating the course at the school during the elective period.

PROGRESS MONITORING PROGRESS MONITORING PLAN (PMP) PROCESS

The Progress Monitoring Plan was designed to provide students, parents, teachers, and administrators with specific academic intervention information for students who are performing below grade level in each grade. This is included as part of the RTI process. The PMP lists students' areas of academic weakness and describes interventions that can be implemented in the areas of writing, reading, mathematics or science. Each student performing below grade level must have a PMP. The PMP must also be reviewed by all stakeholders after at least 12 weeks of instruction, in order to assess whether implemented strategies are increasing student achievement in the identified area.

Student data will be compiled which identifies students below grade level in the School from benchmark data and individual student FSA and FCAT 2.0 scores. The data is generated in order to assist teachers in targeting students who need immediate remedial instruction. The benchmark test will be given within the first month of school so that individual student strengths and weaknesses can be identified quickly and a PMP generated in order to make sure classroom instruction is geared toward meeting the needs of every student. This allows students, parents, teachers, and administrators to re-evaluate individual student's academic achievement in a more time efficient manner. Recognizing areas of strengths and weaknesses in a timely manner is vital to ensure students have enough instructional time and practice to solidify their understanding before reassessment occurs. If a student should need multiple specialized plans, such as PMPs for reading intervention, Individual English Language Learner Student Plans, Educational Plans for Gifted Students, or Individual Education Plans for ESE Students, members of committees will overlap so that communication among members and alignment of plans can be ensured.

Components to be included in the PMP are:

- Student assessment data
- Targeted interventions
- Frequency and setting of interventions
- Other information deemed necessary to track progress

The PMP is to be signed by the classroom teacher, parent, and administrator, as well as guidance counselor and ESOL designee or ESE teacher, as appropriate.

English Language Learners (ELLs) If a student has an ELL Plan, this Plan may include strategies and the student may not need a PMP. However, if the ELL Plan does not include the required strategies to remediate the student's deficiency, a PMP can be written. An ELL Plan can be amended to include the strategies so that a PMP would not be necessary.

Exceptional Student Education (ESE) Students The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 requires that the Individual Education Plan (IEP) for each child with a disability include a statement of measurable annual goals, including academic and functional goals. The IEP must meet the child's needs that result from the disability to enable the child to be involved in and make progress in the General Education curriculum. If the student is not progressing toward IEP goals, the IEP Team shall convene to review the IEP. The student's IEP must address the student's priority educational needs including the student's below grade level performance. The IEP Team may consider a PMP to address the student's educational need in reading, writing, mathematics, and/or science.

REMEDICATION AND RETENTION

This school has established a comprehensive program for student progression which must include specific levels of performance in reading, writing, mathematics, and science for each grade level, including the levels of performance on statewide assessments which a student must receive remediation, or be retained within an intensive program. This intensive program must be different from the previous year's program and must take into account the student's learning style. School personnel must use all available resources to achieve parent understanding and cooperation regarding the student's grade placement.

Remedial and supplemental (academic) instruction resources must be allocated to students based on student data and the needs of the school.

READING REMEDIATION

Any student in kindergarten through 3rd grade who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments or through teacher observations, must be given intensive reading instruction, immediately following the identification of the reading deficiency.

If a school is within the 100 lowest-performing elementary schools in the State, on the State Reading Assessment, the school must provide an additional hour of instruction beyond the normal school day for each day of the entire school year for intensive reading instruction for the students in the school. This additional hour of instruction must be provided only by teachers or reading specialists who are effective in teaching reading. Students with Level 5 assessment scores (on the Reading FCAT 2.0) may participate in the additional hour of instruction on an optional basis. [Florida Statute § 1011.62(1)(f)(2)]

K-3 READING DEFICIENCY AND PARENTAL NOTIFICATION

Pursuant to Florida Statutes §§ 1002.20(11) and 1008.25(5)(c)1, the parent(s) of any grade K-3 student who exhibits a deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten, 1st grade, 2nd grade, 3rd grade, or based on teacher observations, must be immediately notified in writing. In addition to informing the parents that their child has been identified as having a substantial deficiency in reading (per Florida Statute § 1008.25(5)(c)), the following information must be provided:

- a description, understandable to the parent(s), indicating the exact nature of the difficulty in learning and lack of achievement in reading [Florida Statute § 1002.20(11)];
- a description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency (Florida Statute § 1008.25(5)(c)3);

- a description of the current services that are provided to the student (Florida Statute § 1008.25(5)(c)2);
- the School's specific criteria and policies for midyear promotion (Florida Statute § 1008.25(5)(c)7);
- that if the child's reading deficiency is not remediated by the end of 3rd grade, the child must be retained unless he/she is exempt from mandatory retention for Good Cause;
- that the Florida Comprehensive Assessment Test, or new state mandated assessment, is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school in knowing when a child is reading at or above grade level and ready for grade promotion (Florida Statute §1008.25(5)(c)6); and
- strategies for parent(s) to use in helping their child succeed in reading proficiency. Florida Statute § 1008.25(5)(c)4, the child must be retained unless he/she is exempt from mandatory retention for Good Cause, if the student's reading deficiency is not remediated by the end of 3rd grade. The parent(s) will be aware of and consulted in the development of the strategies and interventions of the PMP at the school. [Florida Statute § 1008.25(4)(b)]

MATHEMATICS REMEDIATION

Students in grades K-5 who are identified as being more than 6 months below grade level in kindergarten through 2nd grade, or Level 1 or Level 2 in grades 3-5, as indicated on the *Student Performance Level Charts*, must receive remediation in one (1) of the following ways:

- remediation in a before or after school tutorial program;
- small group instruction, based on documented student deficiencies;
- one-on-one instruction, based on documented student deficiencies; and/or
- computer software programs that work on fluency in basic skills

INTENSIVE INSTRUCTION SERVICES FOR 3rd GRADE

Grade 3 students retained for reading must be provided intensive instructional services and supports to remediate the identified areas of reading deficiency, including participation in 3rd Grade Summer School at the district. In accordance with Florida Statute § 1008.25(7)(b)1, these services and supports include a minimum of ninety (90) minutes of daily, uninterrupted, scientifically research-based reading instruction, an additional thirty (30) minutes of daily intensive immediate intervention, and other strategies, which may include, but are not limited to the following:

- small group instruction;
- integration of science and social studies content within the ninety (90) minute block;
- reduced teacher-student ratios;
- more frequent progress monitoring;
- tutoring or mentoring;
- transition classes containing 3rd grade and 4th grade students; and/or
- extended school day, week, or year.

Third (3rd) grade students retained for reading must have a highly effective teacher as determined by the teacher's performance evaluation. [Florida Statute § 1012.34]

GOOD CAUSE EXEMPTION

In accordance with Florida Statute § 1008.25(6)(b), students in 3rd grade who score Level 1 on the FCAT 2.0 Reading **must** be retained unless exempted from retention for Good Cause as described in State Board of Education Rule 6A-1.094221, which provides that students who score at Level 1 on the Grade 3 FCAT 2.0 Reading may be promoted to 4th grade, if designated Good Cause criteria is met.

Exemptions from Retention (3rd Grade Only)⁴

Florida Statute § 1008.25 addresses reading and requires remediation of deficiencies in grades -3. If the student's reading deficiencies are not remedied by the end of 3rd grade, as demonstrated by scoring at Level 2 or higher on the statewide reading assessment for 3rd grade, the student must be retained. This statute specifies the conditions for granting exemptions for Good Cause. Good Cause Exemptions shall be limited to the following six (6) scenarios:

1. English Language Learners (ELLs) who have had less than two (2) years of instruction in English for Speakers of other Languages (ESOL) Program.
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program (FCAT 2.0) is not appropriate, consistent with the requirement of State Board of Education Rule.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
4. Students who demonstrate, through a student portfolio, that he/she is reading on grade level as evidenced by demonstrating mastery of applicable state standards in reading, which is equal to at least a Level 2 on FCAT 2.0 Reading. (See *Good Cause Portfolio* below.)
5. Students with disabilities who participate in the FCAT 2.0 Reading and who have an IEP or a Section 504 Accommodation Plan that reflects that the student has received intensive remediation in reading for more than two (2) years, but still demonstrates a deficiency and was previously retained in kindergarten, 1st grade, 2nd grade, or 3rd grade. (NOTE: This applies to students with disabilities who participate in the FCAT 2.0, but still demonstrate a deficiency in reading after more than two (2) years of intensive remediation, and were previously retained in kindergarten, 1st grade, 2nd grade, or 3rd grade.)
6. Students who have received intensive remediation in reading for two (2) or more years, but still demonstrate a deficiency and who were

⁴ The Good Cause Exemptions reference the reading assessment as FCAT 2.0. When the state of Florida updates the good cause exemptions to incorporate the new Florida Standards Assessment, the School will adhere to those exemptions accordingly.

previously retained in kindergarten, 1st grade, 2nd grade, or 3rd grade, for a total of two (2) years. A student may not be retained more than once in third grade.

Good Cause Portfolio (3rd Grade Only)

In accordance with State Board of Education Rule 6A-1.094221(3)(a-e), the student portfolio must meet the following criteria:

- be selected by the student's teacher;
- be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
- include evidence that the benchmarks assessed by the Grade 3 FCAT 2.0 Reading benchmarks have been met. Evidence is to include multiple choice items and passages that are approximately sixty percent (60%) literary text and forty percent (40%) information text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the School's adopted core reading curriculum that are aligned with the Next Generation Sunshine State Standards (NGSSS) or teacher assessments that are aligned with the NGSSS;
- be an organized collection of evidence of the student's mastery of the NGSSS Benchmarks for Language Arts that are assessed by the Grade 3 FCAT 2.0 Reading. For each benchmark, there must be at least three (3) examples of mastery as demonstrated by a score of seventy percent (70%) or above; and
- be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Third (3rd) Grade Good Cause Exemption Documentation

The classroom teacher must provide the principal with documentation that indicates the student should be promoted based on one (1) of the Good Cause Exemption criteria listed above. This documentation should consist only of the existing Individual Education Plan (IEP), 504 Accommodation Plan and/or Progress Monitoring Plan (PMP), the report card, or the student portfolio. Documentation for Exemptions 3 and 4 shall be consistent with Florida Statute § 1008.25(6)(c).

In the case of Good Cause Exemptions due to academic performance (mandatory retention at 3rd grade only), the teacher will complete the Third Grade Reading Assessment Portfolio Recording Sheet for each student (Florida Statute § 1008.25(6)(c)(1)). The school principal and district superintendent shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. In accordance with Florida Statute § 1008.25(6)(c)2,

Mid-Year Promotion of Retained Third Grade Students

In accordance with State Board of Education Rule 6A-1.094222 and district policy, students retained in 3rd grade that can demonstrate that he/she is a successful and independent reader and performing at or above grade level in reading and language arts may be promoted midyear. Midyear promotions should occur during the first semester of the academic year. Documentation for midyear promotion should include successful completion of portfolio elements that meet State/District criteria or satisfactory performance on a locally selected standardized assessment. [Florida Statute § 1008.25(7)(b)3]

A student portfolio (described above) that is used to document during-the-school-year promotion to grade 4 must have evidence of the student's mastery of 3rd grade Language Arts Florida Standards and beginning mastery of the 4th grade standards/benchmarks.

CONSIDERATIONS FOR SPECIAL PROGRAM STUDENTS

English Language Learners (ELLs)

In accordance with State Board of Education Rules 6A-6.0902, 6A-6.0903, and 6A-1.09432(6), students identified as English Language Learners (ELLs) must meet the levels of performance indicated on the Student Progression Charts. Promotion for an ELL shall be based on the student's academic performance, regardless of the level of English Language proficiency. Retention of these ELL students requires the review and recommendation of the ELL Committee and may not be based solely on lack of English proficiency, demonstration of grade level content knowledge in English, or on a score on any single assessment instrument. ELLs are required to meet student performance standards for the appropriate grade level. However, ELLs who have been in an approved English for Speakers of Other Languages (ESOL)

Program for less than two (2) complete school years are exempt from having to demonstrate the standards in English. The Consent Decree and Title III requirement is to measure the student's ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's home language.

An ELL Committee must meet to determine whether an ELL should be retained. Adequate progress, as defined in the ELL Plan and at least one (1) other criterion, shall be used by the Committee as grounds for promotion. An ELL may be retained, if the ELL Committee determines that the student has not progressed satisfactorily according to his/her ELL Plan.

Active Section 504 Accommodation Plans

As outlined in Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104, a student's Section 504 Accommodation Plan documents each of the accommodations required to ensure the student receives a Free Appropriate Public Education (FAPE) and has an equal opportunity to access the General Education curriculum in the least restrictive environment. If a Section 504 Team decides to make any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan, such alteration must be documented in the student's 504 Accommodation Plan. A parent of a student with an active Section 504 Accommodation Plan must be notified of any proposed changes to the 504 Accommodation Plan. In addition, a parent must be given the opportunity to provide input on decisions made by the 504 Team.

A student with an active Section 504 Accommodation Plan must meet the School's levels of performance in order to be promoted. Parent(s) must be notified if a student with a 504 Accommodation Plan is being considered for retention. The Team must determine if the reason(s) for retention is/are caused by the disability of record on the active Section 504 Accommodation Plan. If the Team determines that the below grade level performance is caused by the disability, the student's placement must be re-evaluated.

The re-evaluation must include a review of the student's: records, the intellectual and academic abilities, and other pertinent information provided by the teachers. Comprehensive documentation regarding student placement must be provided each time re-evaluation occurs.

If the Section 504 Team determines that the below grade level performance is not caused by the disability, the student is treated in the same manner as any General Education student.

Exceptional Student Education (ESE) Students

In order to be promoted to the next grade level, a student with a disability who is enrolled in an ESE program must meet the School's performance indicators for the grade level in which he or she is enrolled. The primary responsibility for determining each student's level of performance is that of the Special Program teacher and the General Education teacher. The principal may (upon recommendation of the instructional staff and the IEP Team) determine that the promotion requirements have been satisfied.

Other factors that may be considered to determine if promotion requirements have been met may include the following:

- previous retention history;
- current goals and objectives on the student's IEP;
- social/emotional behavior;
- attendance;
- placement and a possible change in the current placement;
- grades; and/or
- current accommodations/modifications/services.

In accordance with Florida Statute § 1008.25(1), it is the responsibility of the School to provide all students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. Pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), the IEP for each child with a disability must include a statement of measurable annual goals, including academic and functional goals. The IEP must meet the child's needs that result from the disability to enable the child to be involved in and make progress in the General Education curriculum. The IDEA requires the School

District to provide a Free Appropriate Public Education (FAPE) to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade-to-grade. Generally, a FAPE must be available to all children with disabilities residing in the State between the ages of three (3) and twenty-one (21), inclusive, including children with disabilities who have been suspended or expelled from school. [34 C.F.R. § 300.101(c) (1)] State law requires that ESE students who are included in the General Education curriculum must meet the School's and/or State levels of performance for student progression; unless the student's IEP Team determined that the student should follow a modified curriculum aligned with ESE course requirements and benchmarks.

State law prohibits social promotion for any public school student, including ESE students. Social promotion occurs when a student is promoted based on factors other than the student achieving School District and state levels of performance for student progression. The law mandates that "No student may be assigned to a grade level based solely on age or other factors that constitute social promotion." [Florida Statute § 1008.25(6)(a)]

This law includes specific Good Cause Exemptions to the state's promotion requirements. With specific reference to ESE students, the law exempts "Students with disabilities whose Individual Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule." [Florida Statute § 1008.25(6)(b)(2)]

ESE students must participate in statewide assessments, unless their current IEP indicates that participation in statewide assessments is not appropriate, consistent with applicable State Board of Education requirements. (Refer to Florida Statute § 1008.212 as to the extraordinary exemption that must be granted by the Education Commissioner to exempt the student from taking the assessment.)

Likewise, ESE students must meet the School's and/or state's performance standards, unless their current IEP specifies that they are unable to meet the grade level performance standards because of the following:

- A student's demonstrated cognitive ability and/or behavior prevent the student from completing required class work and achieving the Next

Generation Sunshine State Standards (NGSSS), even with appropriate and allowable class work modifications.

- A student is unable to apply or use academic skills at a minimal competency level in the home or community. Each student's IEP must address the student's priority educational needs, including the student's below grade level performance. When an IEP Team determines that an ESE-eligible student is not progressing towards the goals of the IEP, the IEP Team shall be convened to review the IEP. Where appropriate, the IEP Team may recommend a Progress Monitoring Plan (PMP) to address a student's educational need(s) in reading, writing, mathematics, and/or science. In order to be promoted to the next grade level, a student with ESE students must meet the School's performance indicators for the grade level in which he or she is enrolled. An ESE student's Special Program teacher and the General Education teacher have primary responsibility for determining the student's present level of performance and achievement. In all cases, the IEP Team must work to reach consensus. A school principal may, upon recommendation of the student's instructional staff and consensus of the IEP Team, determine that a student has satisfied the School District's promotion requirements.

SUMMER READING ACADEMY

In accordance with Florida Statute § 1008.25(7)(a)&(7)(b), the purpose of the Third Grade Summer Reading Academy, provided by the local school district, is to provide extended instructional services and support to students who score Level 1 on Grade 3 Florida Comprehensive Assessment Test (FCAT) 2.0 Reading, by providing them with extended intensive interventions that must include effective instructional strategies, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

Extended School Year (ESY) for Exceptional Student Education (ESE) Students

Extended School Year (ESY) services means specially designed instruction and related services that are provided to an ESE student beyond the normal school year of the School District in accordance with the student's IEP. ESY services must meet State Educational Standards and are always at no cost to the

parent.

In accordance with State Board of Education Rule 6A-6.03028(3)(g)(11), at least annually, an IEP Team for each ESE student must consider whether ESY services are necessary for the provision of a Free Appropriate Public Education (FAPE) to the student. ESY services must be provided if a student's IEP Team determines, on an individual basis, that the services are necessary for the provision of a FAPE to the student. The IEP Team will determine the goals and objectives using the current IEP and documentation of progress. ESY services may not be limited to particular categories of disability or unilaterally limit the type, amount, or duration of those services. An ESE student who fails a General Education course may attend a scheduled General Education summer school.

ELEMENTARY (K-5) STUDENTS

REPORTING STUDENT PROGRESS

The School will utilize a proprietary report card to keep parents informed of their child's academic growth. The report card will give parents a comprehensive overview of a their child's current skill level and a measure of his/her progress toward attaining mastery of the standards, as it contains both a practice grade and a mastery grade. It also includes a component regarding citizenship, aligned with integrated character education, which measures student performance based on conduct, participation, and effort. Attendance reports will also be included, noting absences and tardies.

PARENT NOTIFICATION REQUIREMENTS

Parent(s) must be notified in writing of the District's promotion requirements. Parent(s) of English Language Learners (ELLs) must be notified using the appropriate translated version of the District's promotion requirements.

All notifications to parent(s) who are not proficient in the English Language shall be in the language or other mode of communication commonly used by the parent(s) unless such communication is clearly not feasible.

School personnel will notify parent(s) in writing of student progression requirements within ~~five~~ two (2) months of school. The requirements may be included in the parent/student handbook or sent home in some other

written form. [Florida Statute § 1008.25]

The parent(s) of a student who is not making adequate progress will be notified in writing each marking period in the comment section of the student's report card. As outlined in Florida Statute § 1008.25(8)(a), an annual written report must be provided to the parent of each student on the student's progress toward achieving proficiency:

FREQUENCY OF GRADE REPORTS/PROGRESS REPORTS

All students in grades K-5 will receive the Report Card at the end of each marking period. The Progress Report will be distributed to families at the mid-point of every quarter.

Parent(s) of students with disabilities enrolled in Exception Student Education (ESE) must also be informed of their child's progress toward his or her annual Individual Education Plan (IEP) goals at least as often as their non-disabled peers receive progress reports and report cards. A statement specifying the method and frequency of the progress of an ESE student with a disability is reported and included in the student's IEP.

GRADING SCALE

Academic Grades

Kindergarten through 2nd Grade

Grades 3 - 12

Scale: E, S, N, U

E = Excellent (90-100)

S = Satisfactory (75-90)

N = Needs Improvement (65-74)

U = Unacceptable (0-64)

Scale: A, B, C, D, F

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

*Note: Second grade teachers will see ESNU in the gradebook, but percentages are what appear on the student's report card.

Citizenship Grades

The Citizenship Grade is comprised of three personal development skills: conduct, effort, and participation.

Scale: E, S, N, U

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unacceptable



CSUSA Standard School Technology Plan (2014)

The following Standard School Technology Plan is a guideline to provide CSUSA schools with the tools, services and support necessary for success. The recommendations below do not imply strict adherence to these standards nor are CSUSA schools limited from going beyond these recommendations. Variations in school size, community interest, budgetary concerns and educational focus are taken into consideration when implementing technology in our schools. Regardless of school differences, the mission and vision remains the same.

Mission Statement:

The mission of CSUSA's Information Technology department for its schools is to leverage technology to:

- Enable the most efficient and effective means of facilitating student learning
- Enable CSUSA stakeholders to live, learn, and work successfully in an increasingly complex and information-rich society

CSUSA's Technology Vision:

- All CSUSA teachers have the training and support they need to use technology to enhance student learning
- All CSUSA stakeholders are technologically literate
- All CSUSA stakeholders have access to advanced/state of the art technology
- Effective software and online learning resources will be an integral part of every school's curricula
- Technology is used to communicate ideas and provide a network of support to and among all CSUSA stakeholders
- Technology is used to improve efficiency, increase manageability and reduce cost
- All CSUSA stakeholders use technology in a safe, legal, ethical and socially responsible manner

Connectivity

In order to have the connectivity necessary to operate in a safe and efficient manner, each CSUSA school will have the following:

- Internet access with sufficient upload and download bandwidth to support the school in both size and activity
- Phone service to support sufficient simultaneous calls in and out of the school

- An appropriate number of standard POTS lines to support faxes, alarms, elevator phones, etc. as needed
- A secure, high-speed connection to other CSUSA schools for communication, distribution and support needs
- Connection to District or sponsor systems as needed

Physical Network

The physical network consists of the internal wiring and essential equipment necessary for network-based services to operate. Although each school may require different physical layouts, CSUSA standards require the following:

- Category 6 (Cat-6) twisted pair wiring throughout the building to enable Gigabit Ethernet network traffic
- 802.11g/n-compatible wireless access points in sufficient quantity and appropriate locations to cover both area and bandwidth requirements
- Layer 2/3 Gigabit Ethernet switches to enable VoIP and network traffic at acceptable service levels
- Gigabit Ethernet connections between services and essential equipment
- Fiber optic connections between buildings and floors

Security

Security is vital in a school environment both for safety, privacy and compliancy. To accomplish these goals, CSUSA employs hardware-, software- and procedural-based security including the following:

- A closed TCP/IP-based network protected externally through a firewall
- Virtual local access networks (VLANs) to separate network traffic and avoid service interruptions
- Implementation of best practices to prevent unauthorized access to network equipment
- SSL encryption on CSUSA-based Internet services
- WPA2 encryption on all wireless access points
- Anti-virus/anti-malware software on all computers
- Content filtering to protect against inappropriate access
- Individual accounts with passwords
- Network-based permissions assigned to individuals and/or groups
- Computer- and network-based configurations to minimize alterations that could lead to security compromises and/or loss of functionality
- Limited access to network equipment and servers
- Security cameras throughout the school with recording and search capabilities
- Visitor screening and pass equipment or services located in the front office
- Strict policies and procedures on accessing accounts and information

In addition to the above, all staff, students and parents are subject to CSUSA's Computer System and Internet Policy. This policy outlines access restrictions, acceptable use and consequences of violating the policy. This policy is part of CSUSA's Employee Handbook and part of a student's registration packet and is a requirement of employment or enrollment in a CSUSA-operated school or corporate office.

Communication

Communication is essential to normal operation of a school and critical in emergencies. CSUSA provides multiple methods for communication within and outside of the classroom. Among these are the following:

- Voice over IP (VoIP) phone system to simplify wiring infrastructure, minimize utility needs and expenses and provide remote manageability
- PA system, intercom and/or phone system in every classroom, office and other gathering areas to allow for school-wide announcements and communication to the main office
- Callout system or service to alert parents and/or staff of important or emergency information
- Method to create and distribute internal video broadcasts throughout the school
- Access to CSUSA authorized Student Information System (SIS)
- A custom school website

Network-Based Tools and Services

An internal network provides the infrastructure necessary to allow all users to access resources and services required to perform standard business and instructional activities. Each school runs a stand-alone school-based network following CSUSA's standard network configuration. This configuration is the result of many years of onsite experience at the school level in addition to best practices for manageability and support and includes functionality such as the following:

- File management including access to public and private folders for storage and security of data
- Print management to enable printing network-based printers and/or copiers
- Scripting to facilitate access to resources
- Security permissions to prevent access to unauthorized resources or to permit access to shared resources

While CSUSA employs a standard design for internal networks, each school is unique in the applications and services that are used. Those applications and services are implemented in a standard way to maintain manageability and support.

To establish a local network, one or more servers are required. These servers incorporate the necessary resources and capabilities required to operate a local network and provide

room for expansion. In addition, manageability features such as redundancy and rapid on-site support warranties avoid or eliminate unscheduled interruptions in service.

Business Tools

CSUSA provides all staff and student computers with access to standard business tools. CSUSA aims to standardize software versions, provide cross platforms to reduce support costs and enable users to easily move from one system to another. Free and open-source software is used where feasible. Some of the typical business tools provided are the following:

- CSUSA's authorized SIS to provide tools for various school needs
- Microsoft Office-compatible office productivity suite including applications for word processing, presentations and spreadsheets
- Application supporting reading writing and/or reading of Adobe PDF formatted documents
- Web-based email for standard business communication to enable platform independence and reduce training
- Standard browser plug-ins and stand alone applications to provide access to common multimedia formats

Educational Tools and Services

Although educational tools and services are individual to each school, CSUSA schools will typically use a common set of tools and services that have been proven to be effective. In addition, schools within a region may have common tools and services provided by a District, state or sponsor. CSUSA's IT Department is charged with providing recommendations and support for all such educational tools and services in order to ensure success.

Standardized Testing

As more state standardized tests are becoming computer-based, it is essential that schools have computer equipment that meets testing requirements and in sufficient numbers to accommodate simultaneous testing. Typically student classroom computers, media center and/or mobile computing lab equipment will be repurposed during these testing periods, as necessary, to minimize inventory and costs while providing this essential need.

In addition to the number of testing-approved devices, sufficient bandwidth must be available for successful testing. There are several factors for sufficient bandwidth including total Internet bandwidth, wireless coverage and wireless density. There are many methods to address these issues, depending on the connectivity of devices, location and equipment availability.

Classroom Equipment

Classrooms are the primary focus of school technology and to a large degree determine the infrastructure needs of the school. CSUSA promotes the use of technology in the classroom through versatile and interactive equipment in combination with valuable content and services. A standard CSUSA classroom typically contains the following:

- 1 teacher laptop to provide full and mobile access to resources and services
- 1 multimedia display with interactive capabilities sufficiently large enough for a classroom setting
- 1 document camera for display of physical documents and items
- A minimum of 4 student computers to provide sufficient access to resources and services for small groups or a minimum of 7 for online textbooks and curriculum
- Headphones with microphone for all student computers
- Multimedia stations for small groups to enhance reading comprehension (for primary grades)
- Access to printing in a convenient but cost-effective and supportable manner
- A system with sufficient access for all students in the class to provide instant feedback for teachers.
- Public Announcement (PA) system
- In-room phone and voicemail to allow parent/teacher communication
- Access to in-house and external video feeds

Teacher Workroom

A dedicated teacher workroom provides space for teachers to work outside of the classroom, collaborate with peers and access resources without disrupting class. Teacher workrooms typically include:

- Multiple teacher stations with power for laptop use
- Networked printers and/or copiers for printing capabilities

Computer Lab Equipment

The primary function of a computer lab is to provide all students in the classroom with their own computer. For this reason, each computer lab requires additional infrastructure in place, such as additional power, data and air conditioning to support equipment. Full computer labs are the preference for middle and high school grade levels. Typical to a computer lab is the following:

- 1 teacher laptop to provide full and mobile access to resources and services
- 30 student desktops to provide full access to resources and services with sufficient power, storage capacity and usability needed for a wider variety of specialized software not typically available in classrooms
- Headphones for all student computers

- 1 multimedia display with interactive capabilities
- 1 document camera for display of physical documents and items
- Access to a dedicated workgroup-class printer to provide convenience and durability
- Screen and application sharing software to allow teachers to display one or more student computers to the class and/or allow for monitoring

Mobile Computer Labs

Mobile computer labs provide schools with the ability to provide classrooms with a computer for each child without the need to utilize the computer lab itself. The number of mobile labs is dependent on the school with the recommendation that one mobile lab is present for each standard computer lab. A mobile lab is the preference for elementary grade levels. A typical mobile lab will include the following:

- 25-30 laptops or portable computers
- A cart with sufficient storage and recharging capabilities with consideration for ease of use to minimize time to load and unload
- A dedicated wireless access point is preferred to provide sufficient dedicated bandwidth for online activity and testing

Media Center Equipment

Media centers are typically a hybrid of a traditional library and a small computer lab. As such, the infrastructure needs of a media center are similar to computer labs but are geared for individual research and presentations rather than instruction. Media centers will typically have the following:

- 1 media specialist desktop to provide full access to research materials and services while usable for significant online reading
- 6-12 student desktops to provide access to research materials and services while usable for significant online reading
- Headphones and microphones for all student computers
- Access to a dedicated workgroup-class color printer to provide convenience and durability
- Projector, screen and sound system to enable presentations to small to medium sized groups
- Library system equipment and/or services, as necessary

Multimedia Production Room

The multimedia production room houses the necessary equipment for TV and internet-based creation, editing and distribution consisting of one or more computers, cameras and various software titles.

- Digital camera for school events

- Workstation with enough memory to provide video editing
- Multiple large monitors to allow multiple video feeds
- Video Transmission hardware to every classroom
- Cable/Satellite receivers for TV reception

Multi-Purpose Room Equipment

Besides providing a space for students to eat, cafeterias are often used for medium and large group presentations. To accommodate this, special presentation equipment is required to provide sufficient capabilities to larger groups. In addition, require equipment for processing of meal service payments. Typical multi-purpose room equipment includes:

- High quality projector for picture size, quality and brightness requirements in a large room with connection capability for TV, cable, satellite, DVD and/or computer and Internet access
- Large screen that is motorized or manually hidden from view during normal meal service operation
- Sound system that covers the entire area and includes sufficient microphone capabilities
- Lunch system equipment, as necessary

Administration and Office Staff Equipment

Staff members, whether located in the front office or in an individual office located elsewhere in the building will typically be provided the following:

- 1 desktop computer per staff member to provide full access to resources and services while usable for significant online operation and reading
- Access to shared workgroup-class printers or copiers for convenient and high capacity printing needs
- Access to shared color workgroup-class printers or copier for convenient and high capacity printing needs for front office staff

Exceptions to this are for key positions such as Principal, Assistant Principal, Deans and Business Administrators who are typically provided the following:

- 1 laptop to provide full and mobile access to resources and services
- 1 tablet computer to provide mobile access to resources (for Principals, Assistant Principals and Business Administrators)
- 1 dedicated individual printer or multifunction printer (for business administrators/office managers) for convenience and privacy

Personal Electronic Devices

Charter Schools USA recognizes that staff and students wish to bring their own electronic devices on campus. CSUSA is currently developing a BYOD (Bring Your Own Device) Policy to enable staff and students to utilize those devices to further the educational experience. We are working with various groups to establish this policy to ensure that such devices can be accommodated while meeting the legal and logistical requirements of operating a school.

Deployment

Equipment deployment is performed with experienced and skilled CSUSA technicians. Installations and configurations are coordinated to have minimal disruption to the standard operation of a school. Deployments are arranged according to each situation and may involve staged or partial rollouts as necessary.

Professional Development and Training

Schools USA is committed to providing training and instruction to ensure that provided equipment, software and/or services can be used effectively. The methods of such training, such as a train-the-trainer model or online videos, will depend on several factors including complexity, timeframe required, budget available, customer experience, among others. It is critical that such training is available in a timely manner, whether that is prior to the start of the school year, prior to a scheduled roll-out or as new employees come on board. Proper and timely training can improve efficiency and/or quality as well as reduce stress and avoid wasted resources of idle equipment. Evaluation of training further improves results by identifying potential areas for improvement, which can then be applied to future training.

In addition to standard training, continued professional development increases the effectiveness of staff in utilizing new equipment, software, services or procedures to increase educational outcomes. CSUSA encourages and supports the administrative staff at each school in seeking out and incorporating professional development as a routine. The methods to do so are subject to each school's administration, budget, education and technology vision.

Disaster Prevention and Recovery

CSUSA is aware that any technology can fail. To combat this possibility, CSUSA utilizes a combination of hardware, software, services and procedures to guard against data loss. Among the techniques and process utilized for disaster prevention and recovery are:

- High-quality equipment for reliability
- Sufficient warranties for rapid replacement of critical equipment
- Internet- and network-based services to reduce likelihood of local data loss

- Offsite and routine backups of key information
- Written documentation of data recovery procedures and equipment configurations
- Uninterrupted Power Supplies (UPS) on key equipment
- Surge protection on all computer equipment

Technology Refresh

Computer equipment is expected to be in service for a number of years. It is therefore important that such equipment is both durable and has sufficient warranties to repair issues for the entire lifespan of the equipment. It is also critical that equipment be replaced in a timely manner.

CSUSA recommends the following typical lifespan for equipment:

Desktops:	3-4 years
Laptops:	2-3 years
Tablet Computers:	3-4 years (estimated)
Servers:	3-4 years
Switches:	4-5 years
Interactive whiteboards:	5-6 years
Projectors:	3-4 years
Document Cameras:	3-4 years

Technology refresh cycles ensure that equipment is still viable. In addition, a set technology refresh cycle allows for budgets to be normalized to guard against spikes for large-scale purchases and avoid, as much as possible, the unexpected expenses of equipment failure for old equipment. Steps should be made to provide similar equipment to all schools during a refresh cycle.

Technology is to be replaced in the least disruptive way possible, usually during breaks during the school year. Older equipment is redeployed where possible and equipment taken out of service is properly logged and prepared for disposal using government standard data procedures.

Funding and Budget

Fiscal responsibility is a key component of long-term success and Charter Schools USA maintains this as one of its core values. In addition to a multi-year budget, CSUSA prepares an annual technology budget, in collaboration with school administration, education and finance representatives and other stakeholders. This budget includes hardware, software, services, licenses and maintenance and support costs for both new acquisitions and current items to meet the educational and operational needs of the school. The budget is subject to fiscal constraints and long-term costs are factored into decisions. Budgets are not finalized until approval of the appropriate Board or authorizer.

Funding is not unlimited, of course, and alternative funding sources are used to supplement the budget. Charter Schools USA actively pursues funding through grants, fundraising, donations and other sources. Additionally, CSUSA participates in the E-rate program, providing significant discounts to eligible technology equipment and services. Such funding frequently requires additional oversight, documentation and compliancy.

Vendors

CSUSA utilizes only established and reputable vendors for equipment and services. Vendor selection is done through a Request for Proposal (RFP) and/or vendor selection criteria matrix that includes critical factors such as company reputation, ability to fully deliver on time and that will extend necessary credit. The number of vendors used is kept to a minimum to maintain manageability and accountability. This, in combination with the purchasing power of multiple schools, allows CSUSA to realize significant savings in equipment and services to benefit all schools. In addition to these savings, CSUSA strives to achieve cost benefits through value-added services, such as pre-imaged equipment, which reduce expenses associated with deployment and configuration. These extra services allow large-scale installations to take place rapidly with minimal disruption.

Support

CSUSA provides support to all schools to maintain the infrastructure, provide and maintain business and instructional tools and address current and future needs. One or more of the following are used to provide this support:

- CSUSA's online Help Desk that provides staff with access to support at any time
- Onsite support to provide customers with individual service and address issues that cannot be resolved remotely
- Remote software to enable technicians to rapidly assist from off-site locations or to provide support to multiple customers at once
- Content filter reporting to monitor network performance as well as provide insight to potential issues
- Network performance monitoring tools to ensure optimal network operation and troubleshoot issues
- Documentation on common applications, questions and procedures
- Support monitoring and planning to proactively mitigate potential support issues

Evaluation and Adjustments to the Technology Plan

Technology is dynamic and new trends in technology or education can drastically change the recommendations outlined in this Plan. To ensure that resources are used effectively and efficiently, this Plan is re-evaluated on an annual basis by various school- and corporate-level stakeholders. The review includes feedback on industry trends, curriculum support needs, utilization and effectiveness evaluation results and support demand in addition to pilot program results, Principal recommendations and other information. Adjustments are made to the plan to eliminate unnecessary or ineffective technology and updated to include new requirements or recommendations. As a result, the latest Technology Plan incorporates the latest information and thinking.

Charter Schools USA

Charter Schools USA continues to grow and new schools are added each year. All newly approved schools will be covered under this Plan and subsequent updates in addition to any applicable Technology Plan approved by the District approving the charter or hosted District.



Palm Beach County 2015-2016 Sample School Year Calendar

July 27-August 6	New Teacher Induction
August 7	Summit
August 10-14	Returning Teacher Orientation
August 17	First Day for Students
September 7	Labor Day - Schools Closed
September 25	Teacher Professional Development Day/ Student Holiday
October 16	End 1st Quarter
October 19	Teacher Professional Development Day/ Student Holiday
October 20	Begin 2nd Quarter
November 3	Teacher Professional Development Day/ Student Holiday
November 11	Veterans Day - Schools Closed
November 25 - 27	Thanksgiving Break - Schools Closed
December 18	End 2nd Quarter
Dec 21 - Jan 1	Winter Break - Schools Closed
January 4	Teacher Professional Development Day/ Student Holiday
January 5	Start 3rd Quarter
January 18	Martin Luther King, Jr. Day - Schools Closed
February 15	Presidents' Day - Schools Closed
March 11	End 3rd Quarter
March 14-18	Spring Break - Schools Closed
March 21	Teacher Professional Development Day/ Student Holiday
March 22	Begin 4th Quarter
April 1	Teacher Professional Development Day/ Student Holiday
May 30	Memorial Day - Schools Closed
June 2	Last Day for Students
June 3	Teacher Professional Development Day/GVC Workshop

Total Days: 180

Code of Student Conduct

for
Elementary Students



The School District of Palm Beach County, FL

The School Board of Palm Beach County is committed to excellence in education and preparation of all our students with the knowledge, skills and ethics required for responsible citizenship and productive employment.

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**The School District of Palm Beach County
Code of Student Conduct**

Introduction

The Code of Student Conduct is the District's policy that creates a safe learning environment to ensure academic success. If this objective is to be accomplished, it is necessary that the school environment be a safe and supportive community.

To assist students, parents, guardians, administrators, and school personnel in maintaining a safe and supportive environment, the *Code of Student Conduct* will:

- describe rights and responsibilities of all students and parents/guardians;
- describe the responsibilities of District staff;
- identify prevention strategies;
- identify classifications of incidents and describe corrective strategies for minor behavioral incidents and disciplinary consequences involving suspension or expulsion for egregious incidents;
- standardize procedures for administering disciplinary actions;
- describe rights of disabled students related to discipline; and
- codify the protections for ELL students and LEP families related to discipline

The "reculturing" of a school to a positive school climate supports academic achievement and promotes fairness, civility, acceptance of diversity, as well as mutual respect. The School Board of Palm Beach County has adopted and is implementing the framework of School-wide Positive Behavior Support (SwPBS) to assist in these efforts.

SwPBS is a proven, research and evidence-based discipline program that emphasizes school-wide systems of supports. SwPBS emphasizes teaching students to behave in ways that contribute to academic achievement and school success that supports a safe school environment where students and school staff are responsible and respectful. SwPBS also emphasizes the need for school staff to promote appropriate behaviors by teaching, modeling, and reinforcing appropriate behaviors and by treating minor mis-behaviors as "teaching moments".

This document will address the role of the parents, guardians, students, and school personnel, as well as address core values and model student behavior, rights and responsibilities.

To this effort, the District promotes the following *Universal Guidelines* and *Behavioral Expectations*:

- **Be Safe**
- **Be Respectful**
- **Be Responsible**

Each school center shall create its own *Universal Guidelines* and *Behavioral Expectations*. Samples of some *Universal Guidelines* or *Matrices of Expectations* are found at the end of this document.

Required instruction under F.S. § 1003.42 includes Character Education which has transitioned to Ethics in Action. The School Board recognizes students exhibiting model behavior through Ethics in Action.

Schools shall ensure ELL students and their parents are also provided the opportunity to fully understand behavior expectations and consequences in a language that they understand. Furthermore, in working within the Code of Student Conduct, school administration and staff must be sensitive to cultural differences a student may exhibit.

Students, parents, and school employees are encouraged to read the Code of Student Conduct and become familiar with its content. Related School Board Rules may be found on the Palm Beach Website at <http://www.palmbeachschools.org/policies>.

Scope of the *Code of Student Conduct*

The *Code of Student Conduct* is intended to outline a range of appropriate responses for inappropriate behaviors:

- Poor academic achievement is not an act of misconduct. Therefore, the *Code of Student Conduct* must not be used to discipline students for poor academic achievement or failure.
- A parent's failure to appropriately support his/her child's education cannot be considered misconduct on the part of the child.
- The *Code of Student Conduct* applies to all students. However, discipline for students with disabilities shall be administered in accordance with federal and state law.
- In working within the Code of Student Conduct, school administration and staff must be sensitive to cultural differences a student may exhibit.

The *Code of Student Conduct* applies to actions of students during the time:

- students are waiting for school transportation, being transported to and from school at public expense.
- students are attending school.
- students are participating in school-sponsored activities.
- commission of off campus conduct which substantially disrupts the school learning environment.

Student Conduct and Behavior

1. Every student, pre-school through adult, has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. This will be achieved through the adoption and implementation of a consistent *Code of Student Conduct* and through the implementation of a SwPBS Plan in all schools.
2. The SwPBS Plan emphasizes teaching students to behave in ways that contribute to academic achievement, school success, and support a school environment where students and school staff are responsible and respectful.
3. The SwPBS Plan will include: teaching school rules, reinforcing appropriate student behavior, using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.
4. Palm Beach County (PBC) schools are established for the benefit of all students. The educational purposes of the schools are accomplished best in a positive school climate that teaches, models, and reinforces student behavior that is socially acceptable and conducive to the learning and teaching process. There must also be a consistent continuum of consequences for ongoing student misconduct across PBC schools.
5. The School Board supports the administrative staff and teachers in taking all necessary and reasonable steps to implement the *Code of Student Conduct* and administrative policies to maintain appropriate student behavior. Important among these policies and directives are those in the areas of conduct, involving behavioral interventions and supports, enhancing the climate for learning, and policies governing suspensions and expulsions.
6. The policies herein serve as the code governing student conduct and discipline and are applicable to all students. These policies shall constitute the *Code of Student Conduct*, which are incorporated as Board policy pursuant to Florida Statute. Copies of these documents are available in Spanish, Haitian Creole, Portuguese, Q'anjob'al and Mam languages on the District web site, on file in the Board Minutes Office, the Public Affairs Department, and shall be available at each school and each Area Superintendent's office.

7. The School Board recognizes that the *Code of Student Conduct* must be consistent with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act (Section 504). Therefore, students eligible for services under IDEA or Section 504 will be disciplined in accordance with these acts and are governed by those *Code of Student Conduct* provisions, which specify that they apply to students covered under IDEA and 504 students.
8. The School Board establishes guidelines for the conduct and discipline of students. The Superintendent shall recommend, based on these policies, a *Code of Student Conduct* for adoption by the School Board annually, in accordance with Florida Statute. The *Code of Student Conduct* will be available in Spanish, Haitian Creole, Portuguese, Q'anjob'al and Mam to all elementary or secondary teachers, school personnel, students, and parents or guardians and discussed at the beginning of every school year.
9. The School Board adopts the *Code of Student Conduct* in accordance with Florida Statute and will include:
 - a. Establishing policies and specific grounds for disciplinary action, including in-school suspension, out-of-school suspension, expulsion, and any other disciplinary action that may be imposed for the possession or use of alcohol on school property or while attending a school function or for the illegal use, sale, or possession of controlled substances, as defined in Chapter 893, F.S.
 - b. Establishing procedures to be followed for acts requiring discipline and establishing procedures for the assignment of violent or disruptive students to an alternative educational program.
 - c. Defining and explaining the responsibilities and rights of students with regard to attendance, respect for persons and property, knowledge and observation of rules of conduct, the right to learn, free speech, student publications, assembly, privacy, and participation in school programs and activities.
10. These policies recognize that pursuant to 18 U.S.C. § 922(q)(1)(I)(2)(A) (The Gun-Free School Zones Act), "It shall be unlawful for any individual, knowingly, to possess a firearm...at a place that the individual knows, or has reasonable cause to believe, is a school zone" and 18 U.S.C. § 922(q)(3)(A) "...[I]t shall be unlawful for any person, knowingly or with reckless disregard for the safety of another, to discharge or attempt to discharge a firearm...at a place that the person knows is a school zone."
11. These policies recognize that pursuant to § 893.13(1)(c), F.S. (The Drug Free School Zone), it shall be unlawful for any person to sell, manufacture, or deliver, or possess with intent to sell, manufacture, or deliver a controlled substance in, on, or within one thousand (1,000) feet of the real property comprising a child care facility as defined in § 402.302, F.S., or public or private elementary, middle, or secondary school, between the hours of 6 a.m. and 12 a.m.
12. In addition, pursuant to Florida Statute 1006.07, notice is provided that:
 - a. "...[P]ossession of a firearm, a knife, or a weapon, by any student while the student is on school property or in attendance at a school function is grounds for disciplinary action and may also result in criminal prosecution."
 - b. "[A]ny student who is determined to have brought a firearm...to school, to any school function, or on to any school-sponsored transportation will be expelled, with or without continuing educational services, from the student's regular school for a period of not less than one (1) full year and referred for criminal prosecution."
 - c. "... [I]llegal use, possession, or sale of controlled substances, as defined in Chapter 893, by any student while such student is upon school property or in attendance at a school function is grounds for disciplinary action by the school and may also result in criminal penalties being imposed."
 - d. "... [V]iolence against any school district personnel by a student is grounds for out-of-school suspension, expulsion, or imposition of other disciplinary action by the school and may also result in criminal penalties being imposed."
 - e. "...[V]iolation of district school board transportation policies, including disruptive behavior on a school bus or at a school bus stop, by a student, is grounds for suspension of the student's privilege of riding on a school bus and may be grounds for disciplinary action by the school, and may also result in criminal penalties being imposed."

- f. "...[V]iolation of the district school board's sexual harassment policy by a student is grounds for in-school suspension, out- of-school suspension, expulsion, or imposition of other disciplinary action by the school, and may also result in criminal penalties being imposed."
 - g. "... [A]ny student who is determined to have made a threat or false report, as defined by §§ 790.162 and 790.163, [F.S.], respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity will be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year and referred for criminal prosecution."
13. To the extent that any definition, recommended disciplinary action or any provision in the policies serving as the basis for code governing student conduct are contrary to state law or state board of education rule, the law or state board rule shall control.
 14. Grievance Against Schools
 - a. Students, parents, or guardians are required to follow the District's established procedure for addressing discipline grievances against the school.
 - b. The Superintendent shall establish procedures by which students and parents may present discipline grievances to appropriate school authorities.
 15. Each school center shall be required to submit any site level policies (i.e. dress code) to district staff for review.
 16. Schools shall ensure ELL students and their parents are also provided the opportunity to fully understand behavior expectations and consequences in a language that they understand. Furthermore, in working within the Code of Student Conduct, school administration and staff must be sensitive to cultural differences a student may exhibit.

For schools to be safe and orderly everyone has a responsibility. Every student, parent/guardian, teacher, administrator, support staff and district personnel has a role. The following are some of each group's responsibilities:

Responsibilities of Students

- Attend school and all classes daily as scheduled.
- Follow the Code of Student Conduct.
- Be accepting of individual differences between people.
- Show respect by using respectful language and actions.
- Do not be a bystander when bullying and/or harassment occur. Report any bullying and/or harassment to an administrator.
- Respect the rights of other students, parents, faculty, staff, school visitors, school property and the property of others.
- Work hard and do your best.
- Ask teachers, counselors, support staff, parents, school administrators, and other adults for help in solving problems.

~~South Palm Beach Charter Schools~~
Responsibilities of Parents/Guardians

- Make sure your child comes to school every day on time and ready to learn.
- Visit your child's school, as necessary, to evaluate his/her academic and/or behavioral progress.
- Read the Code of Student Conduct.
- Support your child in following the Code of Student Conduct.
- Take an active role in supporting the implementation of School-wide Positive Behavior Support.
- Teach your child to respect the rights of others.
- Teach your child to respect school property and the property of others.
- Seek available resources to support your child within the school and the community.

Responsibilities of Teachers

- Define, supervise, teach, model, and support appropriate student behaviors to create positive school environments.
- Use appropriate classroom management strategies to maintain a learning environment that supports academic success.
- Teach and review the Code of Student Conduct in appropriate languages.
- Teach and model the Universal Expectations, behavior matrix and classroom rules in language that students comprehend.
- Provide a positive classroom and school environment.
- Provide corrective feedback and re-teaching of a behavioral skill when a student demonstrates challenging behavior or when misconduct occurs.
- Address infractions through a variety of interventions, including positive behavior interventions and supports.
- Provide Interventions/corrective strategies that would not be humiliating or demeaning.
- Use professional judgment to prevent minor incidents from becoming major challenges.
- Follow any Behavior Intervention Plan (BIP) for identified students.
- Report the behavior to the appropriate school administrator at the school for a student who engages in ongoing misconduct, despite appropriate interventions.
- Review discipline data to make informed decisions.
- Request additional training or staff development as needed.
- Refer students to School Based Team who are in need of additional support.

Responsibilities of School Administrators

- Define, teach, model, reinforce, and support appropriate student behaviors to create positive school environments.
- Monitor, support and sustain the effective implementation and maintenance of School wide Positive Behavior Support (SwPBS).
- Expand the adoption and implementation of Alternatives to Suspension at the school.
- Distribute the Code of Student Conduct to students, parents and all school personnel.
- Implement the Code of Student Conduct in a fair and consistent manner.
- Review each discipline referral and ensure that appropriate interventions and/or corrective strategies/consequences are developed and implemented in accordance with the Code of Student Conduct.
- Use professional judgment to prevent minor behavioral incidents from becoming major challenges.
- Identify appropriate training and resources as needed to implement positive behavior interventions and supports.
- Implement all Palm Beach County School Board policies in a fair and consistent manner.
- Maintain accurate personal discipline data of students.
- Ensure that behavior support plans for at risk youths are implemented with high levels of integrity and compliance.
- Review Discipline data (EDW and TERMS) to assist with data based decision making.

Responsibilities of Exceptional Student Education (ESE) Contacts

- Initiate and facilitate an IEP meeting to address behavioral challenges a student may be exhibiting.
- Ensure IEPs contain appropriate measurable behavior goals when a student's behavior is inhibiting his/her learning or the learning of others.
- Obtain consent to complete a Functional Behavior Assessment (FBA) when a student's behavior is inhibiting his/her learning or the learning of others and/or when a student has been suspended for a total of (7) days.
- Ensure a Behavior Intervention Plan is developed and implemented when a student's behavior is inhibiting his/her learning or the learning of others and/or when a student has been suspended for a total of (7) days.
- Monitor suspension days and facilitate a manifestation determination hearing for all suspensions exceeding 10 days per school year.

Responsibilities of Community Language Facilitators (CLF)

- Ensure students understand behavior expectations, rules and consequences upon enrollment in school.
- Ensure parents also understand behavior expectations, rules and consequences upon enrollment in school.
- Ensure a student's due process rights (notice and opportunity to be heard) when being disciplined or during a behavioral investigation.
- Ensure parents understand their appeal rights for suspensions and/or expulsions and assist in their appeal via translation and/or interpretation services.

Responsibilities of District Administrators

- Provide appropriate training and resources to implement positive behavior interventions, and supports at each school.
- Utilize individual school discipline data to target and allocate professional development services for school administrators and staff in SwPBS.
- Assist parents who are unable to resolve issues at the school-level.
- Expand the adoption and implementation of Alternatives to Suspension across the District (i.e. -Alcohol Tobacco or other Drugs).
- Review and revise the District Code of Student Conduct annually.
- Make recommendations for expulsions to the Superintendent.
- Conduct expulsion hearings.

In an effort to fully implement School-wide Positive Behavior Support (SwPBS) and reduce the loss of instructional time the School District of Palm Beach County expects that each school will utilize a wide variety of corrective strategies. Teachers must utilize and document a minimum of two research based interventions prior to writing and submitting a discipline referral on a minor offense. Some examples are provided below.

Sample Classroom/ Teacher Interventions Prior to Discipline Referral

Corrective Strategy	DESCRIPTION
Apology Restitution	Student makes amends for negative actions by taking responsibility to correct the problem created by the behavior through verbal or written declaration of remorse.
Check in/Check Out	Daily contact with an assigned adult on campus. Student should see the adult before school starts each day, as well as at the end of the day.
Conference With Parent(s)	Teacher communicates with student's parent(s) by phone, email, written notes, or in person about the problem.
Conference With Student	Private time with a student to discuss behavior interventions/ solutions. This can include direct instruction in expected or desirable behaviors.
Corrective Assignment Restitution	Student completes a task that compensates for the negative action and triggers a desire not to revisit the negative behavior. (i.e., clean-up, helping another person).
Detention	Required attendance for a monitored period of time, generally an hour after school, during lunch, or Saturday.
Home/ School Plan	Parent(s) and teacher agree on a consistent approach. The plan should be consistent with SwPBS practices, emphasizing teaching and rewarding of appropriate behaviors and using consistent consequences for problem behaviors. The home/school plan should be explained to the student by the parent(s) and teacher, as appropriate.
In-Class Time Out	Predetermined consequence for breaking classroom rules of short duration (five minutes or less, usually separated from group, but remains in class) or brief withdrawal of attention and other reinforcers (a time for student to reflect on his or her action).
Mentoring	An agreed upon adult or student who provides consistent support, guidance, and concrete help to a student who is in need of a positive role model.
Out-of-Class Time out	Student is assigned to another supervised environment for a period of time out (i.e., another classroom), slightly longer duration than in-class time out (30 minutes or less). Student must comply with rules of exclusion time out. Time-out procedure must be taught to students before implementing.
Privilege Loss	Incentives given for positive behavior are lost, (i.e., five minutes off computer time).
Reflective Assignment	Help student realize why his misbehavior was wrong by asking him/her to compose a reflective essay
Teach/Reteach Student Expectations	Teach and model behavioral expectation that students are having difficulty with adherence
Written Contract	Student, teacher, and parent(s) may formulate a document expressing the student's intention to remediate or stop further occurrences of a problem behavior. Written contract should be positive in tone and it should include incentives but may also include consequences for misbehavior.

Any writing assignment or communication to home must be in a language that students and parents can fully understand.

Administrative Prevention and Early Intervention

Prior to a student receiving a suspension it is the administrator’s responsibility to ensure that the student has had two interventions that address the student misbehavior. These interventions must be DOCUMENTED. Exceptions to this are offenses, which are most serious in nature (Level 3 and Level 4), and have occurred with no prior opportunity to provide early interventions.

<i>Corrective Strategies</i>	<i>DESCRIPTION</i>
Behavior Contract	A written/verbal contract or plan for the student with stated goals, objectives, and outcomes for the student to develop the necessary skills to address the stated incident
Community Service	Donated service or activity that is performed by student for the benefit of the public or its institutions.
Conference With Parent(s)	Administrator and teacher communicate with student’s parent(s) by phone, email, written notes, or person to person about the problem.
Conference With Student	Private time with a student to discuss behavior interventions/solutions. This can include direct instruction in expected or desirable behaviors.
Daily / Weekly Report	A progress report and/or assignment sheet which gives the student and parent the opportunity to track the student's academic and behavioral progress in each of his/her classes for a specified period of time.
Detention	Required attendance for a monitored period of time, generally an hour after school, during lunch, or Saturday.
Loss of Privileges (during school hours)	The loss of a privilege(s) during school hours such as assemblies, field trips, and incentive activities. (The loss of an academic field trip should only occur when safety is a concern.)
Mentoring	An agreed upon adult or student who provides consistent support, guidance, and concrete help to a student who is in need of a positive role model.
Parent/Guardian Attends Class with Child	Parent/Guardian agrees to shadow child and/or attends class with their child at school for an agreed upon time during the child's school day.
Plan Meeting (IEP, LEP, 504)	Student recommended to the necessary department/group for discussion and development of a course of action/interventions for the student.
Referral for Admin Mediation	Referral to Mediation with an Administrator for stated incident.
Referral for Peer Mediation	Referral to Mediation with a Peer for stated incident.
Referral to School Based Team	The referral to the School Based Team for possible interventions.
Referral to School Guidance	Counseling of the student by the guidance counselor to assist the student in developing or utilizing the necessary skills to address the stated incident.

Restorative Justice	A structured process guided by a trained facilitator in which the participants in an incident examine the intended and unintended impact of their actions and decide on interpersonal remedies to repair harm and restore relationship.
Schedule Change (change of regular classes)	A permanent change in the student's regular class schedule.
School Service Work (during school hours)	Work assistance, provided by the student, to any staff member during school hours, assistance could include campus or hallway clean-up
Silent Lunch / Lunch Detention	A separate facility and/or seating arrangement for the student during a regularly scheduled lunch period. Additionally, the administrator may request some cafeteria clean-up assistance from the student such as sweeping, wiping tables, and/or assisting with other clean-up activities.
Temporary Classroom Change (short-term)	The temporary removal of a student from their regular classroom to a different classroom. The student will be given the opportunity to complete his or her regular class work in the alternative setting.
Temporary Removal from Classroom	The temporary removal of a student from the traditional learning environment to a separate, individual learning environment for a short period of time
Voluntary Restitution / Self-Designed Action(s)	Student makes amends for negative actions, taking responsibility to correct the problem, through a written or verbal apology.

- Any writing assignment or communication to home must be in a language that students and parents can understand.

What is the Discipline Guide?

The DISCIPLINE GUIDE is a **tool** for administrators to respond appropriately when students have committed discipline infractions, per the *Code of Student Conduct*. This tool is designed to offer consistency at all levels across the District so that students are disciplined fairly from school to school when their behavior requires discipline beyond the classroom.

The DISCIPLINE GUIDE does not apply to classroom management as assigned by the teacher, but rather as a progressive step when a student has broken the rules requiring a principal and/or his designee to assign consequences. Certain violations of the rules such as weapon possession, assault, sexual harassment, **require immediate initial administrative action.**

The DISCIPLINE GUIDE is designed to assist you and your child in understanding the consequences of violating school rules. While most parents will have no need to be familiar with the discipline guide (pages 14-31), the School Board and the district want to ensure that parents are knowledgeable about the actions of its school administrators when students misbehave. The DISCIPLINE GUIDE enables administrators to assign consequences consistently, regardless of the school your child attends. When a student has multiple violations in one incident, such as fighting with a weapon, the administrator will impose the more *severe consequences*.

Like the *Code of Student Conduct*, the GUIDE is reviewed annually by District stakeholders, including parents, teachers, administrators, counselors, and other community representatives.

Discipline Referral Incidents in Palm Beach County are classified as Level 1, Level 2, Level 3 or Level 4 infractions. When deciding what disciplinary action should be taken, the Principal or designee shall consider the student's age, exceptionality, ELL status, previous conduct, intent, and severity of the incident.

Administrators are asked to administer discipline in a progressive manner. The underlying principle is to use the least severe action that is appropriate for the misbehavior. Administrators would increase the severity of the action if the misbehaviors continue.

Level 1 Incident Codes and Descriptions

Discipline incidents that have been addressed by the teacher and now warrant a discipline referral or administrative assistance. Infractions in this category require corrective strategies prior to referral.

ATTENDANCE INCIDENTS	
Leaving School Grounds Without Permission	Unauthorized leaving of the school grounds.
Out of Assigned Area	Out of assigned area without permission and/or in a restricted access area without permission.
Tardiness, Habitual	A consistent failure to be in a place of instruction at the assigned time.
Truancy /Unexplained Absence	An absence from class or school for which the reason or excuse is inadequate or does not meet the criteria for an excused absence.
RULES VIOLATIONS INCIDENTS	
Cheating	The unauthorized use and/or the sharing, distributing, publicizing or duplicating of any instructional materials, copied or written information obtained by any means that is intended to be used for academic or personal gain. (This would not include copying another student's work, the use of cheat sheets, or any cheating violation that can be resolved by the classroom teacher.
Computer/Technology Misuse - Minor	Minor inappropriate use of a computer and/or technology without malicious intent. (Refer to Computer Misuse – Major if offense is more serious in nature.)
Disobeying Rules on the School Bus	Violation of the posted or written rules of conduct for the bus that are not necessarily disruptive behaviors; (i.e., not in assigned seat, eating or drinking on the bus, getting on or off the bus at the wrong bus stop. (Refer to Bus Disruption for disruptive behavior on the bus.)
Dress Code Violation	Dress in a manner that violates the school's dress code policy and/or in a manner that would constitute a safety hazard (F.S 1006.07).
Failure to Comply with Class/School Rules	Violation of specific posted or written school or class rules that are not necessarily disruptive behaviors (ex: repeated gum chewing)
Public Displays of Affection	Engaging in overtly amorous contact or language not appropriate in a school setting.

DISRUPTIVE INCIDENTS	
Bullying (Level 1)	Inflicting physical hurt or psychological distress on one or more students and may involve: teasing or social exclusion.
Cellular Telephone/Technology violation	The use of wireless communication devices including but not limited to cellular telephones, camera telephones, MP3 players, iPods, readers and other electronic devices in violation of the time, place,

	and manner as outlined in the <i>Code of Student Conduct</i> (SB Policy 5.183).
Confrontation	A verbal confrontation, or the encouraging or inciting of a confrontation that has the propensity to escalate into a fight.
Disrespectful Language	Written or verbal remarks or gestures that show a lack of respect, rudeness or are inappropriate. The use of words or acts which demean, degrade, antagonize, or humiliate a person or group of persons.
Disobedient/Insubordination	Failure to obey a reasonable instruction or request by a staff member.
Disruptive (Unruly) Behavior or Play	Behavior by its nature that disrupts the educational process, but is not criminal. Conduct that interferes with the process of teaching/learning, or disrupts the orderly environment of the classroom or learning environment. <i>Examples: student(s) engaging in rowdy, rough behavior in the classroom</i>
Harassment (Level 1)	Any threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct.
Inappropriate Activity	Any activity that is disruptive and tends to interfere with the process of teaching and learning that cannot be coded in another Level 1 incident.
Lying /Misrepresentation	Intentionally providing false or misleading information to, or withholding valid information from, a school staff member.
Prohibited items, Non-criminal and Unauthorized use of Medication	Possession and/or use of items or contraband designated by the school as inappropriate materials AND any other items that causes distraction or damage to persons or property or otherwise interfere with the learning process (included would be matches and lighters). Unauthorized possession or use of one's own prescription medication or over-the-counter <i>mild pain medication</i> including but not limited to items such as Aspirin, Advil, Aleve, Midol, NoDoze, or herbal supplements without parental approval AND school notification. (Refer to Level 3 and Level 4 for weapons, drugs, alcohol, tobacco, obscene materials or other articles which may require law enforcement intervention.)
Unauthorized Sale/Distribution of Materials (non-criminal)	Unauthorized selling or distributing of materials during school, e.g. candy, magazines

LEVEL 1

<p align="center">Behaviors</p> <p>Level 1 Incidents are acts that disrupt the orderly operation of the classroom, school, transportation or extracurricular activities</p>	<p align="center">Range of Corrective Strategies Prior to Administering Discipline</p>	<p align="center">Range of Discipline Actions</p> <p>The principal or designee <u>may</u> select at least one of the following from Level 1 Actions. Principals may authorize use of Level 2 Actions for repeated, serious, or habitual Level 1 Incidents.</p>
<p align="center"><u>LEVEL 1 INCIDENTS</u></p> <ul style="list-style-type: none"> ➤ Tardiness, Habitual* ➤ Truancy ➤ Out of Assigned Area ➤ Leaving School Grounds w/out permission ➤ Dress Code Violations ➤ Public Displays of Affection ➤ Cheating ➤ Failure to comply with School Rules ➤ Bus Rules Violation ➤ Computer/Technology Misuse (Minor) ➤ Harassment * ➤ Disruptive (Unruly) Behavior or Play ➤ Disrespectful Language ➤ Bullying * ➤ Confrontation ➤ Lying/Misrepresentation ➤ Cellular Telephone/Technology Violation ➤ Prohibited Items, Unauthorized Use of Medications ➤ Unauthorized Sale/Distribution of Materials ➤ Inappropriate Activity ➤ Disobedient/Insubordination 	<ul style="list-style-type: none"> ➤ Review of Matrix of Expectations ➤ Re-teach Behavior ➤ Coaching ➤ Reflective Assignment ➤ Apology Letter 	<p align="center">Administrative Responsibilities</p> <ul style="list-style-type: none"> ➤ Parent/Guardian Contacted (M) ➤ Conference with Student (M) <p align="center"><u>LEVEL 1 ACTIONS</u></p> <ul style="list-style-type: none"> ➤ Conference with Parents ➤ Referred to School Guidance ➤ Referral for Peer Mediation ➤ Referral for Administrative Mediation ➤ Behavior Contract ➤ Plan Meeting (IEP, 504, LEP) ➤ Daily Weekly Report ➤ Schedule Change ➤ Parent Guardian attends school w/student ➤ Voluntary Restitution ➤ Assigned Bus Seat ➤ Silent Lunch/Lunch Detention ➤ After School Detention ➤ Extended or Multiple Detention ➤ Saturday School Detention ➤ Confiscation ➤ Conflict Resolution ➤ Mentoring ➤ Referral to Outside Agency
<p>*Referral to School Based Team Mandatory</p>		<p align="center">M = Mandatory</p>

Level 2 Incidents and Definitions

Level 2 Incidents are more serious than Level 1 because they significantly interfere with learning and/or the well-being of other students and members of the school community.

DISRUPTIVE/PHYSICAL/VERBAL INCIDENTS	
Bus Disruption	Behavior that disrupts and/or distracts the driver from safely operating the school bus.
Hazing	Hazing is considered to be any willful act done by a student for the purpose of subjecting another student to humiliation, intimidation, physical abuse or threat of abuse, social or other ostracism, shame, or disgrace. Permission, consent, or assumption of the risk by a student subjected to hazing does not affect the violation of this policy.
Physical Aggression (not involving Law Enforcement)	Brief exchange of physical contact which could include pushing or shoving that doesn't result in significant injury AND does not require significant adult intervention to separate or restrain. <i>(NOTE: If a physically aggressive act results in serious bodily injury then the incident should be coded Physical Battery on a Student/Person)</i>
Profane/Obscene Language (Use of Abusive Language, Obscene gestures)	Abusive, profane, obscene, or vulgar language (verbal, written, or gestures) or conduct in the presence of another person.
Repetitive Bullying	Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or persuasive enough to create an intimidating, hostile or offensive environment, or unreasonably interfere with the individual's school performance or participation, , and as defined in SB Policy 5.002.
Repetitive Disobedience/Open Defiance / Insubordination	Repeated referrals (3 or more) for disobedience, defiance, and insubordination.
Repetitive Disruptive Behaviors	Repeated referrals (3 or more) for Level 1 disruptive behaviors including disruptive play, disrespectful language, and any other repetitive behaviors that create a disruptive learning environment.
Repetitive Harassment	Any threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct. that (1) places a student or school employee in reasonable fear or harm to his or her person or damage to his or her property, (2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or (3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person, that causes substantial emotional distress in such a person and serves no legitimate purpose, and as defined in SB Policy 5.002.
Threat, non-criminal	A statement which does not meet the criteria of a criminal assault. A low level threat that poses a minimal risk to the victim and public safety. The threat is vague and indirect; the information contained within the threat is inconsistent, implausible or lacks detail; the threat lacks realism; and the content of the threat suggests the person is unlikely to carry it out. (Refer to Menacing Statement, Verbal Assault,

	and Threat of Violence, High Level for more serious threats)
PROPERTY INCIDENTS	
Abuse of School Property/Minor Vandalism	To use wrongly or improperly, or to maltreat any school equipment or property. [Refer to Vandalism more than \$1000 (includes materials and labor) for significant damage or destruction]
Petty Theft / Stealing (less than \$300)	The unlawful taking, carrying, leading, or riding away of property less than \$300 in value from the possession, or constructive possession, of another person. [Refer to Stealing (more than \$300) for more serious thefts]
RULES VIOLATIONS INCIDENTS AND OTHER SERIOUS INCIDENTS	
Firecrackers/Poppers	Possession, use, sale, storage, or distribution of firecrackers, poppers or associated devices as long as the object is not used as a weapon or is not considered a weapon by Florida statutes. (Refer to - Possession of Other Potentially Dangerous Items and - Possession, Use, Sale, Storage, or Distribution of an Explosive Device for more dangerous fireworks)
Forgery of a Document or Signature	To fashion or reproduce the signature of another for fraudulent purpose.
Gambling	One who participates in games of chance or skill for money, profit, or anything of value.
Menacing Statements	A medium level of threat which could be carried out, although it may not appear entirely realistic. The threat is more direct and more concrete than a low level threat; the wording in the threat suggests that the aggressor has given some thought to how the act will be carried out; there may be a general indication of a possible place and time (though these signs still fall well short of a detailed plan). There is no strong indication that the aggressor has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to the possibility.
Possession/Use of Tobacco Products	Possession, use, sale, storage, or distribution of tobacco products on school district property. Tobacco products include, but are not limited to cigarettes, cigars, snuff, dip, pipe tobacco, and chewing tobacco.
Severe/Repetitive Inappropriate Activity	Any Level 2-type activity that is disruptive and/or inappropriate in a school setting that does not fit into another Level 2 category.
Sexual Harassment	Unwanted or repeated verbal or physical sexual behavior that is offensive and objectionable to the recipient causes discomfort or humiliation or creates a hostile environment. (undesired sexual behavior towards another)
Unserviced Detention (Regular)	Unexcused absence from a scheduled regular detention.
Unserviced Detention (Saturday)	Unexcused absence from a scheduled Saturday detention.

Level 2

Behaviors	Administrative Responsibilities	Range of Discipline Actions
<p>Level 2 Incidents are more serious than Level 1 Incidents. These behaviors significantly interfere with the learning process and/or the wellbeing of others</p>	<ul style="list-style-type: none"> ➤ Investigation ➤ Witness Statements 	<p>Where appropriate Principals or designees should apply discipline in a progressive manner.</p>
<p style="text-align: center;"><u>LEVEL 2 INCIDENTS</u></p> <ul style="list-style-type: none"> ➤ Repetitive Harassment * ➤ Bus Disruption ➤ Profane or Obscene Language ➤ Threat, non-criminal * ➤ Physical Aggression * ➤ Repetitive Disruptive Behaviors * ➤ Repetitive Disobedience ➤ Repetitive Bullying * ➤ Hazing * ➤ Vandalism <1000 ➤ Petty Theft or Stealing <300 ➤ Possession of Tobacco Products ** ➤ Un-served Detentions (Regular) ➤ Un-served Detentions (Saturday) ➤ Firecrackers/Poppers * ➤ Forgery of Document of Signature ➤ Gambling * ➤ Sexual Harassment * ➤ Menacing Statements, Non-Criminal * ➤ Severe/Repetitive Inappropriate Activity * 	<p style="text-align: center;">Range of Corrective Strategies Prior to Administering Discipline</p> <ul style="list-style-type: none"> ➤ Investigation ➤ Witness Statements ➤ Review of Matrix of Expectations ➤ Coaching ➤ Reflective Assignment ➤ Apology Letter ➤ Check in-Check Out ➤ Restorative Justice ➤ Ripple Effects ➤ Stay Away Agreement ➤ Victim Safety Plan 	<p>The principal or designee <u>can</u> select one of the strategies from Level 1, as well as one action from Level 2.</p>
<p><i>*Referral to School Based Team Mandatory</i></p>		<p style="text-align: center;"><u>Administrative Responsibilities</u></p> <ul style="list-style-type: none"> ➤ Parent/Guardian Contacted (M) ➤ Conference with Student (M) <p style="text-align: center;"><u>LEVEL 2 ACTIONS</u></p> <ul style="list-style-type: none"> ➤ Mediation ➤ Behavior Contract ➤ Plan Meeting (IEP, 504, LEP) ➤ Daily Weekly Report ➤ Voluntary Restitution ➤ Restorative Justice ➤ Community Service ➤ Loss of Privileges ➤ Confiscation ➤ In-School Intervention ➤ In-School Suspension ➤ Days Held in Abeyance ➤ Tobacco Alternative Program ** ➤ Bus Suspension ➤ Out of School Suspension for 1-3 days <p>** 1st Offense – Parent Conference, Afterschool Detention, Referral to School Guidance</p> <p>** 2nd Offense - Parent Conference, 1 day OSS, Counseling Materials</p> <p>**3rd Offense – Parent Conference, 3 days OSS</p> <p>M = Mandatory</p>

Level 3 Incidents and Definitions

Discipline incidents that significantly interfere with other's safety and learning, damage property, and are of a threatening or harmful nature, and warrant administrative interventions.

CRIMES AGAINST PERSONS INCIDENTS	
Extortion / Blackmail /Coercion	The use of threat or intimidation to obtain anything of value from another person, including, but not limited to, money. (Refer to <i>Bullying/ Harassment or Repetitive Bullying, Harassing, Intimidating, or Threatening Behavior</i> for minor offenses that do NOT require law enforcement intervention)
Fighting	Mutual participation in a hostile, physical encounter; mutual participation in an altercation involving physical violence. <i>(NOTE: Self-Defense is described as an action to restrain or block an attack by another person or to shield yourself from being hit by another person. Retaliating by hitting a person back is not self-defense and will be considered as fighting.)</i>
Physical Aggression on a Student / Person (Non-School Board Employee)	The willful and unlawful use of force or violence upon the person of another that does not result in serious bodily injury and the individual is not fighting back. Law enforcement should be notified; criminal charges may or may not be filed.
Physical Aggression on a School Board Employee	A physically-aggressive act such as pushing, pulling, or striking toward a School Board employee. Generally, the physical act does not result in injury. Law enforcement should be notified; criminal charges may or may not be filed. <i>(NOTE: IF A RECOMMENDATION FOR EXPULSION IS PROPOSED, then the level 4 code # 96, Battery on SBE, should be used.)</i>
Robbery	The taking or attempting to take anything of value that is owned by another under confrontational circumstances by force or threat of force of violence and/or by putting the victim in fear. A key difference between robbery and larceny is that a threat of battery is involved in robbery.
Verbal Assault on a Student /Person	Any intentional, unlawful threat, by word or act, to do violence to another person, coupled with an apparent ability to do so, and performing some act that creates a well-founded fear of imminent violence to another person
Verbal Assault on School District Employee	Any intentional, unlawful threat, by word or act, to do violence to a School Board employee, coupled with an apparent ability to do so, performing some act that creates a well-founded fear of imminent violence to another person.

PROPERTY INCIDENTS	
Arson	To willfully and unlawfully, or while in the commission of any felony, by fire or explosion, damage or cause to be damaged: any dwelling, whether occupied or not, or its contents; any structure, or contents thereof, where persons are normally present; and any other structure that the person knew or had reasonable grounds to believe was occupied by a human being (F.S. 806.01 (1) (a)-(c)).
Breaking and Entering/Burglary (Illegal entry into a facility)	The unlawful entry with or without force into a building or other structure, remaining behind or conveyance with the intent to commit a crime to property.
Computer/Technology Misuse-Major	The inappropriate use of technology, including, but not limited to, breaking into restricted accounts or networks, modifying, or destroying files without permission, illegally copying software, and entering or distributing or printing unauthorized files. Accessing or entering unauthorized internet sites; distributing inappropriate electronic messages.
Counterfeit / Misrepresented Document / Other Major Incident	To fashion or reproduce a document, money, or other items with the intent to defraud; includes counterfeit money or documents; Also, any Level 3-type incident that is inappropriate in a school setting and does not fit into another Level 3 category. Included in this category is culpable negligence, exposing another person to personal injury.
Motor Vehicle Theft	The theft or attempted theft of a motor vehicle. Examples include theft of a car, truck, motorcycle, golf cart, dune buggy, RV or anything that is self-propelled.
Reckless Vehicle Use	The use of any motorized or self-propelled vehicle on school grounds in a reckless manner or so as to threaten the health, safety, welfare of others, or to disrupt the educational process.
Stealing more than \$300	The unauthorized taking or concealing the property of another person, without threat, violence or bodily harm, with the intent to prevent or deprive the rightful owner of its use. This includes taking of property or taking property from a vehicle on school property. Law Enforcement is involved. (Refer to Petty Theft / Stealing for property less than \$300 in value.)
Vandalism more than \$1000 (includes materials and labor)	The willful and/or malicious destruction, damage, or defacement of public or private property, real or personal, without the consent of the owner or the person having custody or control of it. This category, which includes graffiti, should be coded when the amount of damage to the property, including materials and labor, exceeds \$1000 to repair, remove, and/or replace. Law Enforcement is involved. (NOTE: If the damage to the property, including materials and labor, is less than \$1000 to repair, then the event should be coded as <i>Abuse of School Property/Minor Vandalism</i> unless Law Enforcement intervention is necessary)

ALCOHOL AND DRUG INCIDENTS	
Possession, Use, Manufacture, Sale, Storage, or Distribution of Alcohol or Intoxicating Beverages	The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages. Use should be reported only if the person is caught in the act of using, or is discovered to have used in the course of the investigation.
Possession, Use, or Storage of Drugs or Imitation Drugs Represented as Drugs	To store, possess, purchase, use, or be under the influence of any mood-modifying substance and/or dangerous substance listed in Florida Statutes 893, , including, but not limited to, marijuana, hallucinogens, inhalants, as well as any substance represented to be an illegal substance, such as "designer drugs," or caffeine pills, tablets, or caplets, or any substance which is represented to be any such substance while on school property or jurisdiction of the School District of Palm Beach County.
Possession, Use, Sale, Storage, or Distribution of Drug Paraphernalia	To possess, use, sell, store, or distribute any device or equipment used for the purpose of preparing or taking drugs, including, but not limited to, items listed in Florida Statute 893.145, and items which may be determined to be drug paraphernalia under the criteria set out in Florida Statute 893.146.
Unauthorized Possession or Misuse of Prescription Medication	To possess, use, store, or be under the influence of another person's substance which requires a physician's prescription, to misuse one's own prescription medication, or to possess, store or use any over-the-counter medication (other than those listed in Prohibited items) without parent approval and school notification.
Use of Intoxicants	The inhaling or ingestion of intoxicants, including but not limited to, glue, solvents, butane, and whip cream, for the purpose of obtaining a mood-modifying experience.

DISORDERLY CONDUCT/WEAPONS INCIDENTS	
Bomb Threat	Intentionally making a false report to any person, including school personnel, concerning the placement of any bomb, dynamite, explosive, or arson-causing device.
Disruption of a School Function	Any act which substantially disrupts the orderly conduct of a school function; behavior which substantially disrupts the orderly learning environment or poses a threat to the health, safety, and/or welfare of students, staff, or others.
False Fire Alarm / 911 Call	Whoever, without reasonable cause, by outcry or the ringing of bells, or otherwise makes or circulates, or causes to be made or circulated, a false alarm of fire or 911 call.
Inappropriate, Lewd, or Obscene Act	The use of oral or written language, electronic messages, pictures, objects, gestures, or engaging in any physical act considered to be offensive, socially unacceptable, or not suitable for an educational setting. Included in this category are indecent exposure (exposure of private body part(s) to the sight of another person in a lewd or indecent manner in a public place), and obscenity (conduct which by the community standards is deemed to corrupt public morals by its indecency and/or lewdness such as phone calls or other communication or unlawful manufacture, publishing, selling, buying or possessing materials such as literature or photographs.

<p>Possession of a Knife</p>	<p>The possession of any knife that may inflict harm on another person, or could be used to intimidate another person, including, but not limited to, fixed blade knives, folding knives, switch blade knives, razor knives, and box cutters. (NOTE: If a weapon is used during an incident, that incident should be coded including an appropriate corresponding weapons-related entry and disciplinary action may increase substantially.</p>
<p>Possession of Other Potentially Dangerous Items</p>	<p>Any instrument or object, other than firearms, handguns or knives that could be deliberately used to inflict harm on another person, or could be used to intimidate any person. Included in this category are BB-guns and toy or replica guns represented as real guns. Also, included in this category is the possession or storage of items which are prohibited at school, including, but not limited to ammunition clips, bullets or cartridges, flammable liquids, combustible materials, poisonous substances, mace, pepper spray, and any other items which may result in injury. (NOTE: If a weapon is used during an incident, that incident should be coded including an appropriate corresponding weapons-related entry AND disciplinary action may increase substantially)</p>
<p>Sexual Misconduct</p>	<p>Engaging in a sex act or physical conduct of a sexual nature; sexual intercourse, sexual contact or other behavior or conduct intended to result in sexual gratification without force or threat or coercion.</p>
<p>Trespassing</p>	<p>To enter or remain on a public school campus, school board facility, or at a school function without authorization or invitation and with no lawful purpose for entry, including students under suspension or expulsion; to enter or remain on a public school campus, school board facility, or at a school district facility sponsored activity without authorization after being directed to leave by the chief administrator or designee of the facility, campus, or function.</p>

LEVEL 3

Behaviors	Administrative Responsibilities	Range of Discipline Actions
<p>Level 3 Incidents are more serious than Level 2 Incidents. These behaviors cause significant disruptions with the learning process. These incidents cause health and/or safety concerns, or damage to school property.</p> <p style="text-align: center;">LEVEL 3 INCIDENTS</p> <ul style="list-style-type: none"> ➤ Fighting ➤ Verbal Assault on an Student/Person ➤ Verbal Assault on School Board Employee ➤ Physical Aggression on a Student / Person (non-School Board Employee) ➤ Extortion/Blackmail/Coercion ➤ Robbery ➤ Physical Aggression on School Board Employee ➤ Stealing >300 ➤ Vandalism >1000 ➤ Breaking and Entering/Burglary ➤ Computer/Technology Misuse (Major) ➤ Reckless Vehicle Use ➤ Motor Vehicle Theft ➤ Arson **** ➤ Counterfeit or Misrepresented Document ➤ Unauthorized use of Prescription Medications*** ➤ Use of Intoxicants*** ➤ Alcohol *** ➤ Drug Paraphernalia *** ➤ Drugs/Imitation Drugs Represented as Drugs (possession/use/storage)*** ➤ Disruption of a School ➤ Trespassing ➤ False Fire Alarm/ 911 Call ➤ Bomb Threat **** ➤ Inappropriate Lewd, or Obscene Act ➤ Sexual Misconduct ➤ Possession of a Knife or Other Potentially Dangerous Item 	<ul style="list-style-type: none"> ➤ Investigate (M) ➤ Witness Statements (M) ➤ Notify School Police (M) ➤ Referral to School Based Team (M) 	<p>Principals must select at least one of the non-mandatory Level 3 Actions.</p> <p style="text-align: center;">Administrative Responsibilities</p> <ul style="list-style-type: none"> ➤ Parent/Guardian Contacted (M) ➤ Student Conference (M) <p style="text-align: center;">LEVEL 3 ACTIONS</p> <ul style="list-style-type: none"> ➤ Confiscation (where applicable) ➤ Restorative Justice ➤ Community Service ➤ Loss of Extra Curricular Activities ➤ In School Suspension ➤ Days Held in Abeyance ➤ Suspension from School 1-5 days ➤ Recommended for Expulsion **** <p style="text-align: center;">Alcohol and Other Drugs Offenses</p> <p>*** 1st Offense – 5 days OSS/3 in Abeyance with attendance at an approved Alcohol Other Drug(AOD) program</p> <p>*** Repeated AOD offense – 10 days OSS/5 in Abeyance with attendance at an approved AOD program</p> <p><u>Principals can request to convene a Discipline Screening Committee on any infraction that is unique in nature.</u></p> <p>M= Mandatory</p>

LEVEL 4 Incidents and Definitions

Discipline incidents that significantly interfere with the safety of others, and are of a threatening or harmful nature. These are the most serious offenses that can occur on school campuses and warrant police intervention and recommendations for expulsions from school.

CODE CRIMINAL INCIDENTS	
Aggravated Assault	An assault with a deadly weapon without intent to kill; or with an intent to commit a felony. "Assault" is an intentional, unlawful threat by word or act to do violence to the person of another, coupled with an apparent ability to do so, and doing some act which creates a well-founded fear in such other person that such violence is imminent. (F.S. 784.011 and 784.021)
Battery or Aggravated Battery on a Student/ Person (Non-School Board Employee)	Intentionally or knowingly causing great bodily harm, permanent disability, or permanent disfigurement or using a deadly weapon while committing a battery. A battery is the actual and intentional touching or striking of another person against his or her will or intentionally causing bodily harm to an individual who is not fighting back. (F.S. 784.03 & 784.045).
Armed Robbery	The taking of money or other property which may be the subject of larceny from the person or custody of another, with intent to either permanently or temporarily deprive the person or the owner of the money or other property, when in the course of the taking there is the use of force, violence, assault, or putting in fear with the use of a firearm or other deadly weapon (F.S. 812.13 (1) & (2) (a)).
To Attempt a Criminal Act Against a Person	Any person who attempts to commit, or who solicits another to commit, or who agrees, conspires, combines, or confederates with another person or persons to commit the offense of a Battery, Robbery, Homicide, Kidnapping, or Sexual Battery against another person or persons, and in such attempt does any act toward the commission of such offense, but fails in the perpetration or is intercepted or prevented in the execution of the offense (F.S. 774.04).
Battery or Aggravated Battery on a School District Employee	A battery or aggravated battery, as defined above, on any person that the student knows, or has reason to know, is an elected official or school district employee whether it is committed on school property, on school sponsored transportation, during a school-sponsored activity or while the elected official or employee is on official school business (F.S. 1006.13(4)).
Homicide - Murder	The unlawful killing of a human being (Florida Statute 782.04) and manslaughter - the killing of a human being by the act, procurement, or culpable negligence of another, without lawful justification (F.S. 782.07).
Imminent Threat of Violence, High Level	High level of threat is a threat that appears to pose an imminent and serious danger to the safety of others; the threat is direct, specific, and plausible; the threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating that the aggressor has acquired or practiced with a weapon or has had the victim under surveillance.

Kidnapping or Abduction	Forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against his or her will and without lawful authority.
Possession of a Firearm	Possession or sale of any firearm, excluding handguns, on school property, school sponsored transportation or during a school-sponsored activity. A firearm, excluding handguns, is any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, any destructive device, or any machine gun, rifle, or shotgun. The term firearm does not include an antique firearm unless the antique firearm is used in the commission of a crime. A destructive device is any bomb, grenade, mine, rocket, missile, pipe-bomb, or similar device containing some type of explosive that is designed to explode and is capable of causing bodily harm or property damage. (NOTE: If a weapon is used during an incident, that incident should be coded including an appropriate corresponding weapons-related entry)
Possession of a Handgun	Possession or sale of a handgun on school property, school sponsored transportation or during a school sponsored activity. (NOTE: If a handgun is used during an incident, that incident should be coded including an appropriate corresponding weapons-related entry)
Possession, Use, Sale, Storage, or Distribution of an Explosive Device (not firecrackers, poppers)	An explosive is any chemical compound or mixture that has the property of yielding readily to combustion or oxidation upon application of heat, flame, or shock. This includes but is not limited to dynamite, nitroglycerin, trinitrotoluene, or ammonium nitrate when combined with other ingredients to form an explosive mixture, blasting caps, and detonators (F.S. 790.001 (5)). (NOTE: If an explosive device is used during an incident, that incident should be coded including an appropriate corresponding weapons-related entry)
Sale, Possession with Intent to Sell or Distribute, or Distribution of Drugs, Imitation Drugs Represented as Drugs, or Prescription Medications	To sell or distribute any mood-modifying substance and/or dangerous substance listed in F.S. Chapter 893,, including, but not limited to, marijuana, hallucinogens, inhalants, as well as any substance represented to be an illegal substance, such as "designer drugs," or caffeine pills, tablets, or caplets, or any substance which is represented to be any such substance while on school district property, school transportation, or at a school related function.
Sexual Battery	Attempted or actual forcible penetration, forced oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object (F.S. 794.011 (1) (h)). Would also include the above sexual act if student was placed under the influence of drugs or alcohol with the purpose of committing such act.

LEVEL 4

Behavior	Administrative Responsibilities	Discipline Consequences
<p>These behaviors are the most serious acts of student misconduct and threaten life</p> <p style="text-align: center;">LEVEL 4 INCIDENTS</p> <ul style="list-style-type: none"> ➤ Imminent Threat of Violence, High Level**** ➤ Attempt a Criminal Act Against a Person**** ➤ Possession of a Firearm**** ➤ Possession of a Handgun**** ➤ Possession, Use, Sale, Storage or Distribution of an Explosive Device**** ➤ Sale, Intent to Sell, or Distribution of Drugs, Imitation Drugs Represented as Drugs, or Prescription Medications**** ➤ Aggravated Assault**** ➤ Battery or Aggravated Battery on a Student/Person (Non-School Board Employee) **** ➤ Armed Robbery**** ➤ Battery or Aggravated Battery on School Board Employee**** ➤ Sexual Battery **** ➤ Kidnapping or Abduction**** ➤ Homicide**** 	<ul style="list-style-type: none"> ➤ Investigate (M) ➤ Witness Statements (M) ➤ Notify Area Supt. (M) ➤ Notify Safe Schools (M) ➤ Notify School Police (M) 	<p>Principal or designee must use the following Level 4 Actions</p> <p style="text-align: center;">LEVEL 4 ACTIONS</p> <ul style="list-style-type: none"> ➤ Parent/Guardian Contacted (M) ➤ Student Conference (M) ➤ Confiscation (if applicable) (M) ➤ Suspension from School 10 days (M) <p>****Recommendation for Expulsion (M)</p> <p>Principals can request to convene a Discipline Screening Committee on any infraction that is unique in nature.</p> <p>M= Mandatory</p>

Disciplinary Consequences Defined

Apology Letter	Student makes amends for negative actions by taking responsibility to correct the problem created by the behavior through written declaration of remorse.
Behavior Contract or Plan	A written/verbal contract or plan for the student with stated goals, objectives, and outcomes for the student to develop the necessary skills to address the stated incident
Bus, Assigned Seat	The temporary or permanent assignment to specified seat on the school bus.
Bus, Probation	An alternative to a Bus Suspension. A student placed on Bus Probation will, very likely, be suspended from the school bus if another bus violation occurs.
Bus, Suspension	Suspension of bus riding privileges for a specified period of time. (Consequences for violations of transportation policies, rules, or standards of conduct are not limited to the suspension of bus riding privileges. Other sanctions, up to and including out of school suspension and expulsion may be imposed when warranted).
Check In – Check Out	Daily contact with an assigned adult on campus. Student should see the adult before school starts each day, as well as at the end of the day.
Conference with Student/Warning	Administrative conference with student and warning about stated incident.
Confiscation	The confiscating of an item(s) not permitted on school grounds. Depending on the item(s), the item(s) could be turned over to law enforcement, held until parent/guardian came to retrieve it, or returned to the student after a specified period of time.
Conflict Resolution	An umbrella term for a variety of activities that result in resolution of problems and normalized relationships.
Daily / Weekly Report	A progress report and/or assignment sheet which gives the student and parent the opportunity to track the student's academic and behavioral progress in each of his/her classes for a specified period of time.
Days Held in Abeyance	Out of School suspension days issued, but not enforced if an alternative plan is completed. Examples include tobacco, alcohol, or drug education classes.
Detention	Additional time a student must stay at school after other students have gone for the day, or on Saturday.
In-School Alternative to Suspension	An alternative to an out-of-school suspension that prevents a student from attending all or some classes. During the period of an alternative to suspension, the student is assigned to a self-contained alternative classroom.
Investigation: Bullying	Allegations of bullying will be investigated; Founded incidents will generate other actions
Loss of Privileges (During School Hours)	The loss of a privilege(s) during school hours such as assemblies, and incentive activities. (NOTE: If the activity is academically oriented, the student

	MUST be given an alternative assignment with an opportunity to receive the same information and grade)
Loss of Privileges (Outside of School Hours)	The loss of privileges such as attending events not during school hours, removal from an athletic team or club, and/or exclusion from a specified activity.
Mentoring	An agreed upon adult or student who provides consistent support, guidance, and concrete help to a student who is in need of a positive role model. Every effort should be made to match students with someone who speaks the same language.
Out-of-School Suspension for Days Held in Abeyance	An out-of-school suspension code specifically designated to address additional suspension days due to non-compliance of an Alternative to Suspension program. This out-of-school suspension is a temporary removal of a student from school for a period of days equal to the days held in abeyance for the particular event. During the out of school suspension, the student is prohibited from attendance at school or any school-related functions. (NOTE: F.S. 1006.09(1) (b) establishes that no secondary or elementary school student may be suspended out of school for unexcused tardies, lateness, absence, or truancy.)
Out-of-School Suspension	The temporary removal of a student from school for a period of 1 to 10 days. During the out-of-school suspension, the student is prohibited from attendance at school or any school-related functions. (NOTE: F.S. 1006.09(1) (b) establishes that no secondary or elementary school student may be suspended out of school for unexcused tardies, lateness, absence, or truancy.)
Parent/Guardian Attends Class with Child	Parent/Guardian agrees to shadow child and/or attends class with their child at school for an agreed upon time during the child's school day.
Parent/Guardian Conference with Administrator/Teacher(s) at School	Administrative conference with a parent/guardian of the student.
Parent/Guardian Contact	Contacting parent/guardian either by telephone, in person, or by some other means to inform them of the stated incident.
Parent/Guardian Contact by a Language Facilitator	Contact by a language facilitator to a parent/guardian.
Plan Meeting	Student recommended to the necessary department/group for staffing and development of a course of action (interventions) for the student.
Referral for Mediation	Referral to Mediation (Peer or Adult) for stated incident.
Referral to School Based Team	The referral to the school's School Based Team for possible interventions.
Referred to School Guidance Counselor	Counseling of the student by the guidance counselor to assist the student in developing or utilizing the necessary skills to address the stated incident
Referral to Outside Agency	Parent is provided information regarding Agencies that are appropriate for the students identified areas of concern
Reflective Assignment	Help student realize why his/her misbehavior was wrong by

	asking him/her to compose a reflective essay
Restitution	Repayment for damages or loss.
Restorative Justice	A structured process guided by a trained facilitator in which the participants in an incident examine the intended and unintended impact of their actions and decide on interpersonal remedies to repair harm and restore relationship.
Ripple Effects	A media program that is structured towards the area of behavioral concern, allowing students to work at their own pace.
Schedule Change (change of regular classes)	A permanent change in the student's regular class schedule.
Silent Lunch / Lunch Detention	A separate facility and/or seating arrangement for the student during a regularly scheduled may request some cafeteria clean-up assistance from the student such as sweeping, wiping tables, and/or assisting with other clean-up activities.
Stay Away Agreement	A formal agreement regulating the movements of the victim and offender in incidents of bullying.
Student Misconduct, Alternative to Suspension Program	A program designed to educate the student about anger management and to deter future student misconduct. Generally, this is used as an alternative to an out-of-school suspension and to reduce the number of days of a student suspension.
Tobacco / Alcohol / Drug Alternative	A program designed to educate the student about tobacco, alcohol, and/or drugs and to deter future use. Generally, this is used as an alternative to an out-of-school suspension and/or to shorten the length of the suspension.
Voluntary Restitution / Self-Designed Action(s)	Student designs and implements a plan to correct errors made, apologizes, and/or replace/repair property.
Victim Safety Plan	A formal agreement specifying the actions students and school officials will take to protect the victims of bullying.

District Imposed Consequences

Consequences that schools can recommend but only district staff can impose.

Alternative Placement Pending Expulsion - The assignment by the District to an alternative school pending an expulsion. *(NOTE: This is likely a change of placement rather than a number of days.)*

Assignment to Special Program/ Alternative School/ Alternative Program (District-placed) - The assignment by the District to an alternative school for a specified period of time. (Pursuant to School Board Policy 8.13)

Expulsion – The removal of the right and obligation of a student to attend a public school under conditions set by the District School Board and for a period of time not to exceed the remainder of the term or school year and 1 additional year of attendance. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly. F. S. § 1003.01(6).

Felony Suspension Incident - This incident code should be used for a student who has been felony suspended per F.S. § 1006.09(2) and SBER 6A-1.0956, and is assigned to an alternative program until the student is adjudicated. If the student is adjudicated guilty, the principal may recommend expulsion.

Honoring an Expulsion from another District - The expulsion of a student in which the expulsion honors the expulsion from another district.

IAES – Interim Alternative Educational Setting for an ESE student for up to forty five (45) calendar days without parental consent for:

- a. Possession of dangerous weapons in school or at school functions; or
- b. Possession, use, sale or solicitation of a controlled substance while at school or at a school function; or
- c. Serious Bodily Harm.

Long-Term Suspension (District approved and entered) – F.S. § 1006.09(1) (b) permits the Superintendent to extend a suspension beyond ten (10) school days if the student is being recommended for expulsion.

Refer to Courts or Juvenile Authorities - A referral of a student through some type of action for any reason either to the courts or juvenile authorities.

Authorization for Suspension (F.S. § 1006.09(1) (b))

Suspension of a student from school for committing any of the infractions warranting suspension under the Palm Beach County *Code of Student Conduct* shall be employed only if the offense is related to school activity or school attendance.

These offenses may occur at any time, including, but not limited to, while on school grounds; while utilizing school transportation; or during a school-sponsored activity. Bus suspensions can also be warranted for infractions that occur on school transportation vehicles. ONLY Suspensions for Level 3 and Level 4 offenses may carry from one school year to the next.

Whenever a student has been suspended during a school year for **ten (10)** cumulative school days, the appropriate Area Superintendents Office shall be notified and the student referred to the School Based Team for necessary discussion and possible interventions.

Informal suspension (i.e., a parent is told to keep a child at home under the supervision of the parent, or a student is sent home without benefit of a conference and of official documentation) is a violation of Florida's compulsory attendance laws, the Individual's with Disabilities Education Act (IDEA), and District policy. It is prohibited.

Appeal Process for Suspension from School or Transportation

The principal is to advise parents or guardians, in their native language, of the appeal procedures for an out-of-school suspension. The appeal must first be made to the school principal. A decision by the school principal must be made within 24 hours of receipt of the appeal. If the parents do not agree with the principal's decision they may appeal to the Area Superintendent or designee. The conference shall be arranged as soon as possible following the parents' request; during the period of appeal, the suspension remains in effect for the length of time designated.

The results of the appeal may include, but are not limited to:

1. Sustaining the suspension in all respects.
2. Modification of penalties imposed.
3. Rescinding the suspension and expunging the suspension from the student's records.

The parents shall be notified of the appeal decision.

Provision for Academic Make-Up Work while on OSS/ISS

Students are permitted to make up, for full credit, any academic work missed during the current school year while on an out-of-school suspension. Missed class assignments, homework, quizzes, tests, and exams shall be made up in a timely manner for the student to receive full credit. However, the absences will be coded as a suspension. Students who are assigned in-school suspension are expected to be in school, teachers must provide any and all classwork that students must complete. Work must be turned in daily in order to receive full credit. These absences will be coded as in-school suspension.

****Note:** It is the student's responsibility to make specific arrangements with each teacher for completing make-up work. At a minimum, the student shall have the number of days while suspended to complete and hand in make-up work for credit. A zero will be assigned for any work not made up in a timely manner.

Discipline for Students eligible for services under the Individuals with Disabilities Education Act (“IDEA”)

1. Statutes and Rules

- a. The discipline of all students with disabilities (“ESE”) is governed by federal statutes and regulations under the Individuals with Disabilities Education Act (“IDEA”) as well as Florida Statutes and State Board of Education Rules.
- b. If the district knows, or should know that a student may be eligible for special education and related services, but has not yet determined such eligibility, that student may assert all or any of the protections stated within this policy.

2. Suspension

- a. Suspension is the temporary removal of a student from all classes of instruction on public school grounds and all other school-sponsored activities, for a period not to exceed ten (10) cumulative school days per year. Any removal from school, even if the necessary paperwork for a formal suspension is not initiated or completed, counts toward the 10 day rule. All days a student with a disability spends out of school as a result of school action, whether formal or informal, apply towards the 10 day limit.
- b. A principal/designee may remove a student eligible for services under the IDEA for up to **ten (10) cumulative school days per calendar year** for disciplinary infraction(s).
- c. Prior to consideration of suspension, the school must have made and documented reasonable attempts to use less restrictive alternatives and/or interventions to decrease the inappropriate behavior.
- d. Educational services may be provided during the ten (10) days, but are not required.
- e. If an ESE student is arrested on campus **and** suspended those days count towards the cumulative ten (10) days allowed each year school year.
- f. The IEP team must meet no later than the **tenth (10th)** day of the cumulative suspension to:
 - i. Determine if the student’s behavior is a manifestation of the student’s disability.
 - ii. Initiate a FBA or review the student’s current FBA and behavior intervention plan.
 - iii. If the behavior is a manifestation of the disability, review the student’s IEP.
- g. The Manifestation Determination Review (MDR) must be conducted at the IEP meeting.
 - i. When making a manifestation determination, the district, parent, and relevant members of the Team shall review and take into consideration the student’s present program and case history, including all relevant information in the student’s file, the student’s accommodation plan, any teacher observations, and any relevant information provided by the parents.
 - ii. The team shall then determine: (a) If the conduct in question was caused by, or had a direct and substantial relationship to, the student’s disability; or (b) If the conduct in question was the direct result of failure to implement the IEP. A consensus of the members of the team shall make these determinations and such determination will be based upon the information reviewed by the Team. If either (a) or (b) is applicable the conduct shall be determined to be a manifestation of the student’s disability.
- h. The student’s custodial parent/guardian must be invited to participate as a member of this IEP Team and the principal/designee must take reasonable steps to ensure that one or both of the parents of a child with a disability are present at the meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed on time and place. If neither parent can attend an IEP Team meeting, the principal/designee shall use other methods to ensure parent participation, including individual or conference telephone calls. The custodial parent/guardian must be provided with a copy of procedural safeguards.
- i. A school cannot make a parent conference mandatory prior to the ESE student being returned to campus after suspension. A conference may be suggested, but the student maintains the

right of access to education under the IDEA after ten (10) cumulative days per school year, even if the parent does not attend the conference.

- j. If the student's behavior is a manifestation of the student's disability, the IEP Team shall conduct a functional behavioral assessment and implement a behavior support plan, which includes the provision of Positive Behavior Interventions and Supports, if such assessment for conduct was not completed prior to the behavior. If a behavior support plan has been developed, the committee shall review the IEP, modify it, as necessary, to address the behavior and include the provision of Positive Behavior Interventions and Supports, and *return the student to the placement from which he or she was removed*. Nothing herein shall be construed as preventing the team from proposing another placement, so long as the placement is appropriate and in the least restrictive environment.
 - k. If the IEP Team determines that the student's behavior is not a manifestation, then the student may be suspended from school in the same manner students not eligible for services under the IDEA. Nevertheless, such student shall continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP, and receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.
3. **Bus Suspension.** Suspension of ESE students from the bus must be counted as part of the cumulative ten (10) days if transportation is needed for the student to access FAPE and an alternative means of arriving to school is not available.
 4. **In-School Suspension**
 - a. In-school suspension is the temporary removal of a student from the student's regular school program and placement in an alternative program, such as that provided Florida Statute, under supervision of district personnel, not to exceed ten (10) school days.
 - b. A student's IEP must continue to be delivered while assigned to in-school suspension.
 - c. Repeated removals of a student from the regular/ESE classroom to an in-school suspension are prohibited.
 5. **Expulsion**
 - a. Expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the board, for a period not to exceed the remainder of the term or school year and one additional year of attendance.
 - b. Expulsion cannot be considered for students eligible for services under the IDEA because it would constitute a cessation of educational services for that period of time.
 6. **Exclusion**
 - a. An ESE exclusion is the removal of the right and obligation of a student to attend a public school under conditions set by the board, and for a period not to exceed the remainder of the term or school year and one additional year of attendance, provided however, that appropriate educational services developed through an Individual Education Plan ("IEP") will continue to be provided through some alternative means.
 - b. The educational services must enable the child to continue to participate in the general education curriculum, although in another setting, and to make reasonable progress toward meeting the goals set out in the child's IEP, and include, as appropriate, a functional behavioral assessment, behavioral intervention services modifications, that are designed to address the behavior that gave rise to the violation so that it does not recur.
 7. **A Manifestation Determination Review (MDR).** MDR is a process by which parents and the school meet to determine if the student is being subjected to a disciplinary change in placement for behavior that is a manifestation of his or her disability. Whenever a student with a disability is subjected to a

disciplinary change of placement (e.g. suspension or expulsion), the school district must conduct an MDR within 10 days of the decision to remove the student from school.

8. Disciplinary Action for Drugs and Weapons

A student with a disability may be placed in an Interim Alternative Educational Setting ("IAES for up to forty five (45) calendar days without parental consent for:

- Possession of dangerous weapons in school or at school functions; or
- Possession, use, sale or solicitation of a controlled substance while at school or at a school function; or
- Causing serious bodily injury

A dangerous weapon is defined as a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such item does not include a pocket knife with a blade of less than two and one-half inches (2-½") in length.

Serious Bodily Injury is defined as bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

9. Interim Alternative Educational Setting ("IAES") Placement is a very restrictive placement which is permitted if the circumstances set for in paragraph 5(a) above exist:

- a. Placement in an IAES may occur pursuant to paragraph 5(a) above whether the behavior is or is not a manifestation of the student's disability.
- b. Under the circumstances set forth in paragraph 5(a) above, placement in an IAES may occur at the request of the principal.
- c. An IEP meeting must be scheduled within the first ten (10) days of placement. The principal/designee will take reasonable steps to ensure that one or both of the parents of a child with a disability are present at the meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed on time and place. If neither parent can attend an IEP Team meeting, the principal/designee shall use other methods to ensure parent participation, including individual or conference telephone calls.
- d. A meeting may be conducted without a parent in attendance if the principal/designee is unable to convince the parents that they should attend. In this case, the district will keep a record of its attempts to arrange a mutually agreed on time and place.
- e. The custodial parent/guardian must be provided a copy of their procedural safeguards.
- f. A MDR must be conducted at the IEP meeting.
- g. When making a manifestation determination, the district, parent, and relevant members of the Team shall review and take into consideration the student's present program and case history, including all relevant information in the student's file, the student's accommodation plan, any teacher observations, and any relevant information provided by the parents.
- h. The team shall then determine: (a) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or (b) If the conduct in question was the direct result of failure to implement the IEP. A consensus of the members of the team shall make these determinations and such determination will be based upon the information reviewed by the Team. If either (a) or (b) is applicable the conduct shall be determined to be a manifestation of the student's disability.
- i. A Functional Behavioral Assessment ("FBA") must be initiated within ten (10) days of placement. Staff from both the student's current and previous schools will participate in the FBA.

- j. A Behavior Intervention Plan (“BIP”) must be developed immediately upon completion of the FBA.
- k. Educational services to be determined within ten (10) days of placement must:
 - i. Enable student to appropriately progress in the general curriculum;
 - ii. Enable the student to appropriately advance towards IEP goals; and
 - iii. Include, as appropriate, a functional behavioral assessment, behavioral intervention services, and modifications that are designed to address the behavior that gave rise to the violation so that it does not recur.

Discipline for Students eligible for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and Americans with Disabilities Act (“ADA”)

1. This Policy for discipline of students eligible for services under Section 504 is designed to comply with State Board of Education Rule 6A-6.0331(8), the Section 504 Regulations at 34 C.F.R. Part 104, and 29 U.S.C. § 794 (“Section 504”). The phrase “eligible for services under Section 504” refers to students with active Section 504 accommodation plans and students with disabilities who require Section 504 plans. *However, for purposes of this policy, if the student’s sole impairment is drug or alcohol dependence, the student is not eligible for protection under Section 504 or the ADA if the student is currently a user of illegal drugs or alcohol. Such students may be disciplined in the same manner as other students for use or possession of illegal drugs or alcohol under Policies 5.1812 or 5.1813 [and Policy 5.1815] and will receive the same due process and substance-abuse assistance as other students under those Policies.*
2. **Definitions.** The words suspension and expulsion of students eligible for services under Section 504 shall have the following meanings through this policy:
 - a. **Suspension.** Pursuant to Fla. Stat. § 1003.01(5) (a) [and Policy 5.1815], suspension, also referred to as out-of-school suspension, is defined as the temporary removal of a student from all classes of instruction on public school grounds, except as authorized by the principal/designee, for a period up to ten (10) cumulative school days and remanding of the student to the custody of the student’s custodial parent with specific homework assignments for the student to complete. *Any removal from school, even if the necessary paperwork for a formal suspension is not initiated or completed, counts toward the 10 day rule. All days a student with a disability spends out of school as a result of school action, whether formal or informal, apply toward the 10 day limit.*
 - b. **Expulsion.** As defined in Fla. Stat. § 1003.01(6), and Policy 5.1817, expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the Board, and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance. Expulsions may be imposed with or without continuing educational services (subject to Section (4) (f) below) and shall be reported accordingly.
 - c. **Re-evaluation.** Students with active Section 504 accommodation plans who are recommended for suspension in excess of ten (10) days, or expulsion, must have a re-evaluation prior to a significant change in placement, as required by 34 C.F.R. § 104.35(d). Students with disabilities, suspected of being eligible for services under Section 504, who are recommended for suspension in excess of ten (10) days, or expulsion, must be evaluated prior to a significant change in placement, as required by 34 C.F.R. § 104.35(b).
3. **Suspension of Students under Section 504/ADA.** Unless otherwise indicated by their accommodation plans, students eligible for services under Section 504 are expected to follow the rules of the student conduct code. Students who are eligible for services under Section 504/ADA may be suspended for

infractions as defined for all students pursuant to Policies 5.1812 or 5.1813 [and Policy 5.1815], with the following limitations:

- a. **Suspension for Ten (10) Cumulative Days or Less.** Unless otherwise indicated by their accommodation plans, student suspension procedures [in Policy 5.1815] will be followed for students who are eligible for services under Section 504/ADA and recommended for suspension for ten (10) cumulative days or less.
- b. **Any Suspension beyond Ten (10) Cumulative Days.** No student who is eligible for services under Section 504/ADA shall be suspended beyond ten (10) cumulative days per school year, except through the following procedure. It is the responsibility of the principal/designee to monitor all serial/cumulative suspensions. **NOTE:** If a student has been referred for ESE evaluation prior to or during the Section 504 manifestation determination, the student is then protected under the IDEA for discipline provisions. Therefore, the manifestation team must treat the student as an ESE student. The principal/designee shall notify the 504 Multi-Disciplinary Team immediately when a student who is or may be eligible for services under Section 504/ADA violates the student conduct code and will be considered for suspension for more than ten (10) cumulative days per school year.
 - i. Within twenty-four (24) hours of the recommendation for the extended suspension, the principal/designee shall provide written notice to the custodial parent/guardian and the student of the proposed suspension, alleged misconduct, and time and date of the scheduled 504 Multi-Disciplinary Team meeting. Notification of purpose, participants and location of the meeting will be included. The custodial parent/guardian shall also be notified that the 504 Multi-Disciplinary Team will also serve as a 504 plan team and may change the student's Section 504 plan. The custodial parent/guardian shall be given a copy of the Section 504/ADA Procedural Safeguards.
 - ii. The principal/designee will take reasonable steps to ensure that one or both of the parents of a child with a disability are present at the meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed on time and place. If neither parent can attend an IEP Team meeting, the principal/designee shall use other methods to ensure parent participation, including individual or conference telephone calls.
 - iii. *Conducting a meeting without a parent in attendance.* A meeting may be conducted without a parent in attendance if the principal/designee is unable to convince the parents that they should attend. In this case, the district will keep a record of its attempts to arrange a mutually agreed on time and place.
 - iv. The notice and copy of Section 504/ADA Procedural Safeguards shall be delivered by registered or certified mail (return receipt requested) or personally delivered by the principal/ designee at least twenty-four (24) hours prior to the meeting. A signed receipt of delivery must be obtained.
 - v. Before the student can be removed from the campus for the suspension recommendation, the principal/designee will arrange a 504 Multi-Disciplinary Team review of the incident that was the basis for the recommendation for suspension.
 - vi. Members of the Committee must include the following personnel:
 1. A school psychologist as the person knowledgeable of the evaluation procedures pursuant to the disability.
 2. If the disability of record is a medical disability, the school nurse should be present to consult with the psychologist.
 3. A teacher, counselor, or appropriate person knowledgeable of the student.
 4. An administrator (not the recommending administrator) as the person who is knowledgeable of the suspension/expulsion process.

- vii. The 504 Multi-Disciplinary Team will review the case and determine whether the student's conduct was or was not a manifestation¹ of the disability for which the student has a Section 504 plan. A Manifestation Determination Review (MDR) is a process by which parents and the school meet to determine if the student is being subjected to a disciplinary change in placement for behavior that is a manifestation of his or her disability. Whenever a student with a disability is subjected to a disciplinary change of placement (e.g. suspension or expulsion), the school district must conduct an MDR within 10 days of the decision to remove the student from school.
- viii. When making a manifestation determination, the district, parent, and relevant members of the Team shall review and take student's accommodation plan, any teacher observations, past disciplinary referrals/infractions and any relevant information provided by the parents.
- ix. The team shall then determine: (a) if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or (b) if the conduct in question was the direct result of failure to implement the Section 504 Accommodation Plan. A consensus of the members of the team shall make this determination and such determination will be based upon the information reviewed by the Team. If either (a) or (b) is applicable the conduct shall be determined to be a manifestation of the student's disability.
- x. "PBSD 2209 the Manifestation of Disability Determination Process for Students with Section 504 Plans"
- xi. If the 504 Multi-Disciplinary Team determines that the student's behavior is not a manifestation, then the student may be suspended from school in the same manner students not eligible for services under Section 504. Nevertheless, such student shall continue to receive education services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's Section 504 accommodation plan, and receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.
- xii. If it is determined that the student's behavior is a manifestation of the student's disability, the Multi-Disciplinary Team shall conduct a functional behavioral assessment and implement a behavior intervention plan, which includes the provision of Positive Behavior Interventions and Supports, if such assessment for conduct was not completed prior to the behavior. If a behavior support plan has been developed, the committee shall review the plan, modify it, as necessary, to address the behavior and include the provision of Positive Behavior Interventions and Supports, and return the student to the placement from which he or she was removed. Nothing herein shall be construed as preventing the team from proposing another placement, so long as the placement is appropriate and in the least restrictive environment.

4. Expulsion of Students under Section 504/ADA

- a. Students eligible for services under Section 504/ADA may be recommended for expulsion as defined for all students.
- b. The principal/designee shall notify the 504 Multi-Disciplinary Team immediately when a student with a Section 504 plan is being recommended for expulsion.
- c. In addition to procedures under Policy 5.1817, within twenty-four (24) hours of the recommendation for expulsion, the principal/designee shall provide written notice to the

¹ Manifestation of the Disability: A manifestation of the disability is the exhibition of behaviors which are considered to be a component of the individual student's disability.

custodial parent/guardian and the student of the proposed expulsion and the date and time of the scheduled 504 Multi-Disciplinary Team meeting to determine manifestation of disability. The procedures for *conducting a MDR and for ensuring parental participation* shall apply to proposals for expulsions.

- d. The notice, procedural safeguards, and a copy of this Policy shall be delivered by certified mail (return receipt requested) or the principal/designee shall personally deliver it and obtain a signed receipt.
- e. If it is determined that the misconduct is not a manifestation of the student's disability, the student may be expelled in the same manner as students not eligible for services under Section 504. *Nevertheless, such student shall continue* to receive educational services, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's Section 504 accommodation plan, and receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior that gave rise to the violation so that it does not recur.
- f. If it is determined that the student's misconduct is a manifestation of the student's disability, federal law does not permit a school district to cease all educational services. If it is determined that the student's behavior is a manifestation of the student's disability, the Multi-Disciplinary Team shall conduct a functional behavioral assessment and implement a behavior intervention plan, which includes the provision of Positive Behavior Interventions and Supports, if such assessment was not completed prior to the behavior. If a behavior intervention plan has been developed, the committee shall review the plan, modify it, as necessary, to address the behavior and include the provision of Positive Behavior Interventions and Supports. In either case, the student shall be returned to the placement from which he or she was removed. Nothing herein shall be construed as preventing the team from proposing another placement, so long as the placement is appropriate and in the least restrictive environment.

GLOSSARY of Acronyms

ATOD = Alcohol, Tobacco and Other Drugs

AOD = Alcohol or other Drugs

ESE = Exceptional Student Education

ELL = English Language Learners

EP= Education Plan

IEP = Individual Education Plan

LEP = Limited English Proficiency


MDR = Manifestation Determination Review

PBC = Palm Beach County

SwPBS = School-wide Positive Behavior Support

APPENDIXES of Universal Expectations and Matrixes


Forest Hill Elementary OWLS



The Owl Way

All Forest Hill Owls will be...

- **Respectful** of self, others, and surroundings.
- **Responsible** and prepared at all times.
- **Ready** to learn by following directions and procedures at all times.

Expectation	ALL SETTINGS	CLASSROOM	HALLWAY & STAIRS	CAFETERIA	PARENT PICK-UP	PLAYGROUND
Respectful	Respect school property Keep hands and feet to self Listen attentively to the teacher Stay in assigned area Use kind words Greet teachers and staff	Listen to each other Respect other students' property	Voice level 0 Use quiet feet	Raise your hand for help Use level 2 voice Talk only to people at your	Sit cross-across Stay in personal place Stay on sidewalk	Share equipment
	Be on time for class Be in dress code Follow code of conduct	Complete assigned class work and homework on time Be prepared with materials Have agenda signed daily	Walk in straight line three tiles from the wall Hands should be free without pencils or pens	No sharing food Food stays in cafeteria Wear your name tag or know your pin number Sit at assigned table Keep food and drink on tray Stay seated at all times	Listen for name	Take turns Inform teacher of incident
Safe	Follow code of conduct Walk in the hallways and on staircases When in line face forward and be 3 tiles from the wall	Use materials properly Keep your area clean Have chair on all 4 legs	Face forward Walk on right side One hand on rail One step at a time	Walk in the cafeteria Keep hands and feet to self No sharing food	Stay with your teacher and class Sit and walk behind the red line Use crosswalk to cross the street	Use equipment correctly
	Use kind words Ask an adult for help Think before you act Resolve conflict with voice level 1	Show respect and kindness to others Work cooperatively	Maintain personal space	Wait your turn in line Respect personal space and property of others	Talk with others Keep hands and feet to self Use words to communicate	Share equipment Share and take turns
Green	Pick up garbage Dispose of items properly Follow correct procedures for using yellow/blue bins	Turn lights off when you leave Conserve materials		Hope Centennial Elementary School-wide Expectations Matrix Handout 6a		

Code of Student Conduct

for
Secondary Students



The School District of Palm Beach County, FL

The School Board of Palm Beach County is committed to excellence in education and preparation of all our students with the knowledge, skills and ethics required for responsible citizenship and productive employment.

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The School District of Palm Beach County
Code of Student Conduct

Introduction

The Code of Student Conduct is the District's policy that creates a safe learning environment to ensure academic success. If this objective is to be accomplished, it is necessary that the school environment be a safe and supportive community.

To assist students, parents, guardians, administrators, and school personnel in maintaining a safe and supportive environment, the *Code of Student Conduct* will:

- describe rights and responsibilities of all students and parents/guardians;
- describe the responsibilities of District staff;
- identify prevention strategies;
- identify classifications of incidents and describe corrective strategies for minor behavioral incidents and disciplinary consequences involving suspension or expulsion for egregious incidents;
- standardize procedures for administering disciplinary actions;
- describe rights of disabled students related to discipline; and
- codify the protections for ELL students and LEP families related to discipline

The "reculturing" of a school to a positive school climate supports academic achievement and promotes fairness, civility, acceptance of diversity, as well as mutual respect. The School Board of Palm Beach County has adopted and is implementing the framework of School-wide Positive Behavior Support (SwPBS) to assist in these efforts.

SwPBS is a proven, research and evidence-based discipline program that emphasizes school-wide systems of supports. SwPBS emphasizes teaching students to behave in ways that contribute to academic achievement and school success that supports a safe school environment where students and school staff are responsible and respectful. SwPBS also emphasizes the need for school staff to promote appropriate behaviors by teaching, modeling, and reinforcing appropriate behaviors and by treating minor mis-behaviors as "teaching moments".

This document will address the role of the parents, guardians, students, and school personnel, as well as address core values and model student behavior, rights and responsibilities.

To this effort, the District promotes the following *Universal Guidelines* and *Behavioral Expectations*:

- **Be Safe**
- **Be Respectful**
- **Be Responsible**

Each school center shall create its own *Universal Guidelines* and *Behavioral Expectations*. Samples of some *Universal Guidelines* or *Matrices of Expectations* are found at the end of this document.

Required instruction under F.S. § 1003.42 includes Character Education which has transitioned to Ethics in Action. The School Board recognizes students exhibiting model behavior through Ethics in Action.

Schools shall ensure ELL students and their parents are also provided the opportunity to fully understand behavior expectations and consequences in a language that they understand. Furthermore, in working within the Code of Student Conduct, school administration and staff must be sensitive to cultural differences a student may exhibit.

Students, parents, and school employees are encouraged to read the Code of Student Conduct and become familiar with its content. Related School Board Rules may be found on the Palm Beach Website at <http://www.palmbeachschools.org/policies>.

Scope of the *Code of Student Conduct*

The *Code of Student Conduct* is intended to outline a range of appropriate responses for inappropriate behaviors:

- Poor academic achievement is not an act of misconduct. Therefore, the *Code of Student Conduct* must not be used to discipline students for poor academic achievement or failure.
- A parent's failure to appropriately support his/her child's education cannot be considered misconduct on the part of the child.
- The *Code of Student Conduct* applies to all students. However, discipline for students with disabilities shall be administered in accordance with federal and state law.
- In working within the Code of Student Conduct, school administration and staff must be sensitive to cultural differences a student may exhibit.

The *Code of Student Conduct* applies to actions of students during the time:

- students are waiting for school transportation, being transported to and from school at public expense.
- students are attending school.
- students are participating in school-sponsored activities.
- commission of off campus conduct which substantially disrupts the school learning environment.

Student Conduct and Behavior

1. Every student, pre-school through adult, has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. This will be achieved through the adoption and implementation of a consistent *Code of Student Conduct* and through the implementation of a SwPBS Plan in all schools.
2. The SwPBS Plan emphasizes teaching students to behave in ways that contribute to academic achievement, school success, and support a school environment where students and school staff are responsible and respectful.
3. The SwPBS Plan will include: teaching school rules, reinforcing appropriate student behavior, using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.
4. Palm Beach County (PBC) schools are established for the benefit of all students. The educational purposes of the schools are accomplished best in a positive school climate that teaches, models, and reinforces student behavior that is socially acceptable and conducive to the learning and teaching process. There must also be a consistent continuum of consequences for ongoing student misconduct across PBC schools.
5. The School Board supports the administrative staff and teachers in taking all necessary and reasonable steps to implement the *Code of Student Conduct* and administrative policies to maintain appropriate student behavior. Important among these policies and directives are those in the areas of conduct, involving behavioral interventions and supports, enhancing the climate for learning, and policies governing suspensions and expulsions.
6. The policies herein serve as the code governing student conduct and discipline and are applicable to all students. These policies shall constitute the *Code of Student Conduct*, which are incorporated as Board policy pursuant to Florida Statute. Copies of these documents are available in Spanish, Haitian Creole, Portuguese, Q'anjob'al and Mam languages on the District web site, on file in the Board Minutes

Office, the Public Affairs Department, and shall be available at each school and each Area Superintendent's office.

7. The School Board recognizes that the *Code of Student Conduct* must be consistent with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act (Section 504). Therefore, students eligible for services under IDEA or Section 504 will be disciplined in accordance with these acts and are governed by those *Code of Student Conduct* provisions, which specify that they apply to students covered under IDEA and 504 students.
8. The School Board establishes guidelines for the conduct and discipline of students. The Superintendent shall recommend, based on these policies, a *Code of Student Conduct* for adoption by the School Board annually, in accordance with Florida Statute. The *Code of Student Conduct* will be available in Spanish, Haitian Creole, Portuguese, Q'anjob'al and Mam to all elementary or secondary teachers, school personnel, students, and parents or guardians and discussed at the beginning of every school year.
9. The School Board adopts the *Code of Student Conduct* in accordance with Florida Statute and will include:
 - a. Establishing policies and specific grounds for disciplinary action, including in-school suspension, out-of-school suspension, expulsion, and any other disciplinary action that may be imposed for the possession or use of alcohol on school property or while attending a school function or for the illegal use, sale, or possession of controlled substances, as defined in Chapter 893, F.S.
 - b. Establishing procedures to be followed for acts requiring discipline and establishing procedures for the assignment of violent or disruptive students to an alternative educational program.
 - c. Defining and explaining the responsibilities and rights of students with regard to attendance, respect for persons and property, knowledge and observation of rules of conduct, the right to learn, free speech, student publications, assembly, privacy, and participation in school programs and activities.
10. These policies recognize that pursuant to 18 U.S.C. § 922(q)(1)(I)(2)(A) (The Gun-Free School Zones Act), "It shall be unlawful for any individual, knowingly, to possess a firearm...at a place that the individual knows, or has reasonable cause to believe, is a school zone" and 18 U.S.C. § 922(q)(3)(A) "...[I]t shall be unlawful for any person, knowingly or with reckless disregard for the safety of another, to discharge or attempt to discharge a firearm...at a place that the person knows is a school zone."
11. These policies recognize that pursuant to § 893.13(1)(c), F.S. (The Drug Free School Zone), it shall be unlawful for any person to sell, manufacture, or deliver, or possess with intent to sell, manufacture, or deliver a controlled substance in, on, or within one thousand (1,000) feet of the real property comprising a child care facility as defined in § 402.302, F.S., or public or private elementary, middle, or secondary school, between the hours of 6 a.m. and 12 a.m.
12. In addition, pursuant to Florida Statute 1006.07, notice is provided that:
 - a. "...[P]ossession of a firearm, a knife, or a weapon, by any student while the student is on school property or in attendance at a school function is grounds for disciplinary action and may also result in criminal prosecution."
 - b. "[A]ny student who is determined to have brought a firearm...to school, to any school function, or on to any school-sponsored transportation will be expelled, with or without continuing educational services, from the student's regular school for a period of not less than one (1) full year and referred for criminal prosecution."
 - c. "...[I]llegal use, possession, or sale of controlled substances, as defined in Chapter 893, any student while such student is upon school property or in attendance at a school function is grounds for disciplinary action by the school and may also result in criminal penalties being imposed."
 - d. "... [V]iolence against any school district personnel by a student is grounds for out-of-school suspension, expulsion, or imposition of other disciplinary action by the school and may also result in criminal penalties being imposed."
 - e. "...[V]iolation of district school board transportation policies, including disruptive behavior on a school bus or at a school bus stop, by a student, is grounds for suspension of the student's

- privilege of riding on a school bus and may be grounds for disciplinary action by the school, and may also result in criminal penalties being imposed.”
- f. “[V]iolation of the district school board’s sexual harassment policy by a student is grounds for in-school suspension, out- of-school suspension, expulsion, or imposition of other disciplinary action by the school, and may also result in criminal penalties being imposed.”
 - g. “... [A]ny student who is determined to have made a threat or false report, as defined by §§ 790.162 and 790.163, [F.S.], respectively, involving school or school personnel’s property, school transportation, or a school-sponsored activity will be expelled, with or without continuing educational services, from the student’s regular school for a period of not less than 1 full year and referred for criminal prosecution.”
13. To the extent that any definition, recommended disciplinary action or any provision in the policies serving as the basis for code governing student conduct are contrary to state law or state board of education rule, the law or state board rule shall control.
14. Grievance Against Schools
- a. Students, parents, or guardians are required to follow the District’s established procedure for addressing discipline grievances against the school.
 - b. The Superintendent shall establish procedures by which students and parents may present discipline grievances to appropriate school authorities.
15. Each school center shall be required to submit any site level policies (i.e. dress code) to district staff for review.
16. Schools shall ensure ELL students and their parents are also provided the opportunity to fully understand behavior expectations and consequences in a language that they understand. Furthermore, in working within the Code of Student Conduct, school administration and staff must be sensitive to cultural differences a student may exhibit.

For schools to be safe and orderly everyone has a responsibility. Every student, parent/guardian, teacher, administrator, support staff and district personnel has a role. The following are some of each group’s responsibilities:

Responsibilities of Students

- Attend school and all classes daily as scheduled.
- Follow the Code of Student Conduct.
- Be accepting of individual differences between people.
- Show respect by using respectful language and actions.
- Do not be a bystander when bullying and/or harassment occur. Report any bullying and/or harassment to an administrator.
- Respect the rights of other students, parents, faculty, staff, school visitors, school property and the property of others.
- Work hard and do your best.
- Ask teachers, counselors, support staff, parents, school administrators, and other adults for help in solving problems.

Responsibilities of Parents/Guardians

- Make sure your child comes to school every day on time and ready to learn.
- Visit your child's school, as necessary, to evaluate his/her academic and/or behavioral progress.
- Read the Code of Student Conduct.
- Support your child in following the Code of Student Conduct.
- Take an active role in supporting the implementation of School-wide Positive Behavior Support.
- Teach your child to respect the rights of others.
- Teach your child to respect school property and the property of others.
- Seek available resources to support your child within the school and the community.

Responsibilities of Teachers

- Define, supervise, teach, model, and support appropriate student behaviors to create positive school environments.
- Use appropriate classroom management strategies to maintain a learning environment that supports academic success.
- Teach and review the Code of Student Conduct in appropriate languages.
- Teach and model the Universal Expectations, behavior matrix and classroom rules in language that students comprehend.
- Provide a positive classroom and school environment.
- Provide corrective feedback and re-teaching of a behavioral skill when a student demonstrates challenging behavior or when misconduct occurs.
- Address infractions through a variety of interventions, including positive behavior interventions and supports.
- Provide Interventions/corrective strategies that would not be humiliating or demeaning.
- Use professional judgment to prevent minor incidents from becoming major challenges.
- Follow any Behavior Intervention Plan (BIP) for identified students.
- Report the behavior to the appropriate school administrator at the school for a student who engages in ongoing misconduct, despite appropriate interventions.
- Review discipline data to make informed decisions.
- Request additional training or staff development as needed.

Responsibilities of School Administrators

- Define, teach, model, reinforce, and support appropriate student behaviors to create positive school environments.
- Monitor, support and sustain the effective implementation and maintenance of School wide Positive Behavior Support (SwPBS).
- Expand the adoption and implementation of Alternatives to Suspension at the school.
- Distribute the Code of Student Conduct to students, parents and all school personnel.
- Implement the Code of Student Conduct in a fair and consistent manner.
- Review each discipline referral and ensure that appropriate interventions and/or corrective strategies/consequences are developed and implemented in accordance with the Code of Student Conduct.
- Use professional judgment to prevent minor behavioral incidents from becoming major challenges.
- Identify appropriate training and resources as needed to implement positive behavior interventions and supports.
- Implement all Palm Beach County School Board policies in a fair and consistent manner.
- Maintain accurate personal discipline data of students.
- Ensure that behavior support plans for at risk youths are implemented with high levels of integrity and compliance.
- Review Discipline data (EDW and TERMS) to assist with data based decision making.

Responsibilities of Exceptional Student Education (ESE) Contacts

- Initiate and facilitate an IEP meeting to address behavioral challenges a student may be exhibiting.
- Ensure IEPs contain appropriate measurable behavior goals when a student's behavior is inhibiting his/her learning or the learning of others.
- Obtain consent to complete a Functional Behavior Assessment (FBA) when a student's behavior is inhibiting his/her learning or the learning of others and/or when a student has been suspended for a total of (7) days.
- Ensure a Behavior Intervention Plan is developed and implemented when a student's behavior is inhibiting his/her learning or the learning of others and/or when a student has been suspended for a total of (7) days.
- Monitor suspension days and facilitate a manifestation determination hearing for all suspensions exceeding 10 days per school year.

Responsibilities of Community Language Facilitators (CLF)

- Ensure students understand behavior expectations, rules and consequences upon enrollment in school.
- Ensure parents also understand behavior expectations, rules and consequences upon enrollment in school.
- Ensure a student's due process rights (notice and opportunity to be heard) when being disciplined or during a behavioral investigation.
- Ensure parents understand their appeal rights for suspensions and/or expulsions and assist in their appeal via translation and/or interpretation services.

Responsibilities of District Administrators

- Provide appropriate training and resources to implement positive behavior interventions, and supports at each school.
- Utilize individual school discipline data to target and allocate professional development services for school administrators and staff in SwPBS.
- Assist parents who are unable to resolve issues at the school-level.
- Expand the adoption and implementation of Alternatives to Suspension across the District (i.e. Alcohol Tobacco or other Drugs).
- Review and revise the District Code of Student Conduct annually.
- Make recommendations for expulsions to the Superintendent.
- Conduct expulsion hearings.

In an effort to fully implement School-wide Positive Behavior Support (SwPBS) and reduce the loss of instructional time the School District of Palm Beach County expects that each school will utilize a wide variety of corrective strategies. Teachers must utilize and document a minimum of two research based interventions prior to writing and submitting a discipline referral on a minor offense. Some examples are provided below.

Sample Classroom/ Teacher Interventions Prior to Discipline Referral

Corrective Strategy	DESCRIPTION
Apology Restitution	Student makes amends for negative actions by taking responsibility to correct the problem created by the behavior through verbal or written declaration of remorse.
Check in/Check Out	Daily contact with an assigned adult on campus. Student should see the adult before school starts each day, as well as at the end of the day.
Conference With Parent(s)	Teacher communicates with student's parent(s) by phone, email, written notes, or in person about the problem.
Conference With Student	Private time with a student to discuss behavior interventions/ solutions. This can include direct instruction in expected or desirable behaviors.
Corrective Assignment Restitution	Student completes a task that compensates for the negative action and triggers a desire not to revisit the negative behavior. (i.e., clean-up, helping another person).
Detention	Required attendance for a monitored period of time, generally an hour after school, during lunch, or Saturday.
Home/ School Plan	Parent(s) and teacher agree on a consistent approach. The plan should be consistent with SwPBS practices, emphasizing teaching and rewarding of appropriate behaviors and using consistent consequences for problem behaviors. The home/school plan should be explained to the student by the parent(s) and teacher, as appropriate.
In-Class Time Out	Predetermined consequence for breaking classroom rules of short duration (five minutes or less, usually separated from group, but remains in class) or brief withdrawal of attention and other reinforcers (a time for student to reflect on his or her action).
Mentoring	An agreed upon adult or student who provides consistent support, guidance, and concrete help to a student who is in need of a positive role model.
Out-of-Class Time out	Student is assigned to another supervised environment for a period of time out (i.e., another classroom), slightly longer duration than in-class time out (30 minutes or less). Student must comply with rules of exclusion time out. Time-out procedure must be taught to students before implementing.
Privilege Loss	Incentives given for positive behavior are lost, (i.e., five minutes off computer time).
Reflective Assignment	Help student realize why his misbehavior was wrong by asking him/her to compose a reflective essay
Teach/Reteach Student Expectations	Teach and model behavioral expectation that students are having difficulty with adherence
Written Contract	Student, teacher, and parent(s) may formulate a document expressing the student's intention to remediate or stop further occurrences of a problem behavior. Written contract should be positive in tone and it should include incentives but may also include consequences for misbehavior.

Any writing assignment or communication to home must be in a language that students and parents can fully understand.

Administrative Prevention and Early Intervention

Prior to a student receiving a suspension it is the administrator's responsibility to ensure that the student has had two interventions that address the student misbehavior. These interventions must be DOCUMENTED. Exceptions to this are offenses, which are most serious in nature (Level 3 and Level 4), and have occurred with no prior opportunity to provide early interventions.

<i>Corrective Strategies</i>	<i>DESCRIPTION</i>
Behavior Contract	A written/verbal contract or plan for the student with stated goals, objectives, and outcomes for the student to develop the necessary skills to address the stated incident
Community Service	Donated service or activity that is performed by student for the benefit of the public or its institutions.
Conference With Parent(s)	Administrator and teacher communicate with student's parent(s) by phone, email, written notes, or person to person about the problem.
Conference With Student	Private time with a student to discuss behavior interventions/solutions. This can include direct instruction in expected or desirable behaviors.
Daily / Weekly Report	A progress report and/or assignment sheet which gives the student and parent the opportunity to track the student's academic and behavioral progress in each of his/her classes for a specified period of time.
Detention	Required attendance for a monitored period of time, generally an hour after school, during lunch, or Saturday.
Loss of Privileges (during school hours)	The loss of a privilege(s) during school hours such as assemblies, field trips, and incentive activities. (The loss of an academic field trip should only occur when safety is a concern.)
Mentoring	An agreed upon adult or student who provides consistent support, guidance, and concrete help to a student who is in need of a positive role model.
Parent/Guardian Attends Class with Child	Parent/Guardian agrees to shadow child and/or attends class with their child at school for an agreed upon time during the child's school day.
Plan Meeting (IEP, LEP, 504)	Student recommended to the necessary department/group for discussion and development of a course of action/interventions for the student.
Referral for Admin Mediation	Referral to Mediation with an Administrator for stated incident.
Referral for Peer Mediation	Referral to Mediation with a Peer for stated incident.
Referral to School Based Team	The referral to the School Based Team for possible interventions.
Referral to School Guidance	Counseling of the student by the guidance counselor to assist the student in developing or utilizing the necessary skills to address the stated incident.

Restorative Justice	A structured process guided by a trained facilitator in which the participants in an incident examine the intended and unintended impact of their actions and decide on interpersonal remedies to repair harm and restore relationship.
Schedule Change (change of regular classes)	A permanent change in the student's regular class schedule.
School Service Work (during school hours)	Work assistance, provided by the student, to any staff member during school hours, assistance could include campus or hallway clean-up
Silent Lunch / Lunch Detention	A separate facility and/or seating arrangement for the student during a regularly scheduled lunch period. Additionally, the administrator may request some cafeteria clean-up assistance from the student such as sweeping, wiping tables, and/or assisting with other clean-up activities.
Temporary Classroom Change (short-term)	The temporary removal of a student from their regular classroom to a different classroom. The student will be given the opportunity to complete his or her regular class work in the alternative setting.
Temporary Removal from Classroom	The temporary removal of a student from the traditional learning environment to a separate, individual learning environment for a short period of time
Voluntary Restitution / Self-Designed Action(s)	Student makes amends for negative actions, taking responsibility to correct the problem, through a written or verbal apology.

- Any writing assignment or communication to home must be in a language that students and parents can understand.

What is the Discipline Guide?

The DISCIPLINE GUIDE is a **tool** for administrators to respond appropriately when students have committed discipline infractions, per the *Code of Student Conduct*. This tool is designed to offer consistency at all levels across the District so that students are disciplined fairly from school to school when their behavior requires discipline beyond the classroom.

The DISCIPLINE GUIDE does not apply to classroom management as assigned by the teacher, but rather as a progressive step when a student has broken the rules requiring a principal and/or his designee to assign consequences. Certain violations of the rules such as weapon possession, assault, sexual harassment, **require immediate initial administrative action.**

The DISCIPLINE GUIDE is designed to assist you and your child in understanding the consequences of violating school rules. While most parents will have no need to be familiar with the discipline guide (pages 14-31), the School Board and the district want to ensure that parents are knowledgeable about the actions of its school administrators when students misbehave. The DISCIPLINE GUIDE enables administrators to assign consequences consistently, regardless of the school your child attends. When a student has multiple violations in one incident, such as fighting with a weapon, the administrator will impose the more *severe consequences*.

Like the *Code of Student Conduct*, the GUIDE is reviewed annually by District stakeholders, including parents, teachers, administrators, counselors, and other community representatives.

Discipline Referral Incidents in Palm Beach County are classified as Level 1, Level 2, Level 3 or Level 4 infractions. When deciding what disciplinary action should be taken, the Principal or designee shall consider the student's age, exceptionality, ELL status, previous conduct, intent, and severity of the incident.

Administrators are asked to administer discipline in a progressive manner. The underlying principle is to use the least severe action that is appropriate for the misbehavior. Administrators would increase the severity of the action if the misbehaviors continue.

Level 1 Incident Codes and Descriptions

Discipline incidents that have been addressed by the teacher and now warrant a discipline referral or administrative assistance. Infractions in this category require corrective strategies prior to referral.

ATTENDANCE INCIDENTS	
Leaving School Grounds Without Permission	Unauthorized leaving of the school grounds.
Out of Assigned Area	Out of assigned area without permission and/or in a restricted access area without permission.
Tardiness, Habitual	A consistent failure to be in a place of instruction at the assigned time.
Truancy /Unexplained Absence	An absence from class or school for which the reason or excuse is inadequate or does not meet the criteria for an excused absence.
RULES VIOLATIONS INCIDENTS	
Cheating	The unauthorized use and/or the sharing, distributing, publicizing or duplicating of any instructional materials, copied or written information obtained by any means that is intended to be used for academic or personal gain. (This would not include copying another student's work, the use of cheat sheets, or any cheating violation that can be resolved by the classroom teacher.
Computer/Technology Misuse - Minor	Minor inappropriate use of a computer and/or technology without malicious intent. (Refer to Computer Misuse – Major if offense is more serious in nature.)
Disobeying Rules on the School Bus	Violation of the posted or written rules of conduct for the bus that are not necessarily disruptive behaviors; (i.e., not in assigned seat, eating or drinking on the bus, getting on or off the bus at the wrong bus stop. (Refer to Bus Disruption for disruptive behavior on the bus.)
Dress Code Violation	Dress in a manner that violates the school's dress code policy and/or in a manner that would constitute a safety hazard (F.S 1006.07).
Failure to Comply with Class/School Rules	Violation of specific posted or written school or class rules that are not necessarily disruptive behaviors (ex: repeated gum chewing)
Public Displays of Affection	Engaging in overtly amorous contact or language not appropriate in a school setting.
DISRUPTIVE INCIDENTS	
Bullying (Level 1)	Inflicting physical hurt or psychological distress on one or more students and may involve: teasing or social exclusion.
Cellular Telephone/Technology violation	The use of wireless communication devices including but not limited to cellular telephones, camera telephones, MP3 players, iPods, readers and other electronic devices in violation of the time, place, and manner as outlined in the <i>Code of Student Conduct</i> (SB Policy

	5.183).
Confrontation	A verbal confrontation, or the encouraging or inciting of a confrontation that has the propensity to escalate into a fight.
Disrespectful Language	Written or verbal remarks or gestures that show a lack of respect, rudeness or are inappropriate. The use of words or acts which demean, degrade, antagonize, or humiliate a person or group of persons.
Disobedient/Insubordination	Failure to obey a reasonable instruction or request by a staff member.
Disruptive (Unruly) Behavior or Play	Behavior by its nature that disrupts the educational process, but is not criminal. Conduct that interferes with the process of teaching/learning, or disrupts the orderly environment of the classroom or learning environment. <i>Examples: student(s) engaging in rowdy, rough behavior in the classroom</i>
Harassment (Level 1)	Any threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct.
Inappropriate Activity	Any activity that is disruptive and tends to interfere with the process of teaching and learning that cannot be coded in another Level 1 incident.
Lying /Misrepresentation	Intentionally providing false or misleading information to, or withholding valid information from, a school staff member.
Prohibited items, Non-criminal and Unauthorized use of Medication	Possession and/or use of items or contraband designated by the school as inappropriate materials AND any other items that causes distraction or damage to persons or property or otherwise interfere with the learning process (included would be matches and lighters). Unauthorized possession or use of one's own prescription medication or over-the-counter <i>mild pain medication</i> including but not limited to items such as Aspirin, Advil, Aleve, Midol, NoDoze, or herbal supplements without parental approval AND school notification. (Refer to Level 3 and Level 4 for weapons, drugs, alcohol, tobacco, obscene materials or other articles which may require law enforcement intervention.)
Unauthorized Sale/Distribution of Materials (non-criminal)	Unauthorized selling or distributing of materials during school, e.g. candy, magazines

LEVEL 1

<p>Behaviors Level 1 Incidents are acts that disrupt the orderly operation of the classroom, school, transportation or extracurricular activities</p>	<p>Range of Corrective Strategies Prior to Administering Discipline</p>	<p>Range of Discipline Actions The principal or designee <u>may</u> select at least one of the following from Level 1 Actions. Principals may authorize use of Level 2 Actions for repeated, serious, or habitual Level 1 Incidents.</p>
<p style="text-align: center;"><u>LEVEL 1 INCIDENTS</u></p> <ul style="list-style-type: none"> ➤ Tardiness, Habitual ➤ Truancy ➤ Out of Assigned Area ➤ Leaving School Grounds w/out permission ➤ Dress Code Violations ➤ Public Displays of Affection ➤ Cheating ➤ Failure to comply with School Rules ➤ Bus Rules Violation ➤ Computer/Technology Misuse (Minor) ➤ Harassment * ➤ Disruptive (Unruly) Behavior or Play ➤ Disrespectful Language ➤ Bullying * ➤ Confrontation ➤ Lying/Misrepresentation ➤ Cellular Telephone/Technology Violation ➤ Prohibited Items, Unauthorized Use of Medications ➤ Unauthorized Sale/Distribution of Materials ➤ Inappropriate Activity ➤ Disobedient/Insubordination 	<ul style="list-style-type: none"> ➤ Review of Matrix of Expectations ➤ Re-teach Behavior ➤ Coaching ➤ Reflective Assignment ➤ Apology Letter 	<p style="text-align: center;">Administrative Responsibilities</p> <ul style="list-style-type: none"> ➤ Parent/Guardian Contacted (M) ➤ Conference with Student (M) <p style="text-align: center;"><u>LEVEL 1 ACTIONS</u></p> <ul style="list-style-type: none"> ➤ Conference with Parents ➤ Referred to School Guidance ➤ Referral for Peer Mediation ➤ Referral for Administrative Mediation ➤ Behavior Contract ➤ Plan Meeting (IEP, 504, LEP) ➤ Daily Weekly Report ➤ Schedule Change ➤ Parent Guardian attends school w/student ➤ Voluntary Restitution ➤ Assigned Bus Seat ➤ Silent Lunch/Lunch Detention ➤ After School Detention ➤ Extended or Multiple Detention ➤ Saturday School Detention ➤ Confiscation ➤ Conflict Resolution ➤ Mentoring ➤ Referral to Outside Agency <p style="text-align: center;">M = Mandatory</p>
<p>*Referral to School Based Team Mandatory</p>		

Level 2 Incidents and Definitions

Level 2 Incidents are more serious than Level 1 because they significantly interfere with learning and/or the well-being of other students and members of the school community.

DISRUPTIVE/PHYSICAL/VERBAL INCIDENTS	
Bus Disruption	Behavior that disrupts and/or distracts the driver from safely operating the school bus.
Hazing	Hazing is considered to be any willful act done by a student for the purpose of subjecting another student to humiliation, intimidation, physical abuse or threat of abuse, social or other ostracism, shame, or disgrace. Permission, consent, or assumption of the risk by a student subjected to hazing does not affect the violation of this policy.
Physical Aggression (not involving Law Enforcement)	Brief exchange of physical contact which could include pushing or shoving that doesn't result in significant injury AND does not require significant adult intervention to separate or restrain. <i>(NOTE: If a physically aggressive act results in serious bodily injury then the incident should be coded Physical Battery on a Student/Person)</i>
Profane/Obscene Language (Use of Abusive Language, Obscene gestures)	Abusive, profane, obscene, or vulgar language (verbal, written, or gestures) or conduct in the presence of another person.
Repetitive Bullying	Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or persuasive enough to create an intimidating, hostile or offensive environment, or unreasonably interfere with the individual's school performance or participation, , and as defined in SB Policy 5.002.
Repetitive Disobedience/Open Defiance / Insubordination	Repeated referrals (3 or more) for disobedience, defiance, and insubordination.
Repetitive Disruptive Behaviors	Repeated referrals (3 or more) for Level 1 disruptive behaviors including disruptive play, disrespectful language, and any other repetitive behaviors that create a disruptive learning environment.
Repetitive Harassment	Any threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct. that (1) places a student or school employee in reasonable fear or harm to his or her person or damage to his or her property, (2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or (3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person, that causes substantial emotional distress in such a person and serves no legitimate purpose, and as defined in SB Policy 5.002.
Threat, non-criminal	A statement which does not meet the criteria of a criminal assault. A low level threat that poses a minimal risk to the victim and public safety. The threat is vague and indirect; the information contained within the threat is inconsistent, implausible or lacks detail; the threat lacks realism; and the content of the threat suggests the person is unlikely to carry it out. (Refer to Menacing Statement, Verbal Assault, and Threat of Violence, High Level for more serious threats)

PROPERTY INCIDENTS	
Abuse of School Property/Minor Vandalism	To use wrongly or improperly, or to maltreat any school equipment or property. [Refer to Vandalism more than \$1000 (includes materials and labor) for significant damage or destruction]
Petty Theft / Stealing (less than \$300)	The unlawful taking, carrying, leading, or riding away of property less than \$300 in value from the possession, or constructive possession, of another person. [Refer to Stealing (more than \$300) for more serious thefts]
RULES VIOLATIONS INCIDENTS AND OTHER SERIOUS INCIDENTS	
Creating A Hostile Environment	Sexually harassing conduct which can include unwelcome sexual advances and other verbal, nonverbal or physical behavior of a sexual nature by an individual that is sufficiently severe, persistent, or pervasive enough to create a hostile or abusive educational environment. (In some cases, severe incidents of sexual harassment which includes physical contact may be considered a Level 3 or Level 4 incident. Refer to <i>Physical Battery on a Student / Person</i> ; or with physical penetration - <i>Sexual Battery</i> .)
Firecrackers/Poppers	Possession, use, sale, storage, or distribution of firecrackers, poppers or associated devices as long as the object is not used as a weapon or is not considered a weapon by Florida statutes. (Refer to - Possession of Other Potentially Dangerous Items and - Possession, Use, Sale, Storage, or Distribution of an Explosive Device for more dangerous fireworks)
Forgery of a Document or Signature	To fashion or reproduce the signature of another for fraudulent purpose.
Gambling	One who participates in games of chance or skill for money, profit, or anything of value.
Menacing Statements	A medium level of threat which could be carried out, although it may not appear entirely realistic. The threat is more direct and more concrete than a low level threat; the wording in the threat suggests that the aggressor has given some thought to how the act will be carried out; there may be a general indication of a possible place and time (though these signs still fall well short of a detailed plan). There is no strong indication that the aggressor has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to the possibility.
Possession/Use of Tobacco Products	Possession, use, sale, storage, or distribution of tobacco products on school district property. Tobacco products include, but are not limited to cigarettes, cigars, snuff, dip, pipe tobacco, and chewing tobacco.
Severe/Repetitive Inappropriate Activity	Any Level 2-type activity that is disruptive and/or inappropriate in a school setting that does not fit into another Level 2 category.
Sexual Harassment	Unwanted or repeated verbal or physical sexual behavior that is offensive and objectionable to the recipient causes discomfort or humiliation or creates a hostile environment. (undesired sexual behavior towards another)
Unserviced Detention (Regular)	Unexcused absence from a scheduled regular detention.
Unserviced Detention (Saturday)	Unexcused absence from a scheduled Saturday detention.

Level 2

<p style="text-align: center;">Behaviors</p> <p>Level 2 Incidents are more serious than Level 1 Incidents. These behaviors significantly interfere with the learning process and/or the well-being of others</p> <p style="text-align: center;"><u>LEVEL 2 INCIDENTS</u></p> <ul style="list-style-type: none"> ➤ Repetitive Harassment * ➤ Bus Disruption ➤ Profane or Obscene Language ➤ Threat, non-criminal * ➤ Physical Aggression * ➤ Repetitive Disruptive Behaviors * ➤ Repetitive Disobedience ➤ Repetitive Bullying * ➤ Hazing * ➤ Vandalism <1000 ➤ Petty Theft or Stealing <300 ➤ Possession of Tobacco Products ** ➤ Un-served Detentions (Regular) ➤ Un-served Detentions (Saturday) ➤ Firecrackers/Poppers * ➤ Forgery of Document of Signature ➤ Gambling * ➤ Sexual Harassment * ➤ Menacing Statements, Non-Criminal * ➤ Severe/Repetitive Inappropriate Activity * <p>*Referral to School Based Team Mandatory</p>	<p style="text-align: center;">Administrative Responsibilities</p> <ul style="list-style-type: none"> ➤ Investigation ➤ Witness Statements <p style="text-align: center;">Range of Corrective Strategies Prior to Administering Discipline</p> <ul style="list-style-type: none"> ➤ Investigation ➤ Witness Statements ➤ Review of Matrix of Expectations ➤ Coaching ➤ Reflective Assignment ➤ Apology Letter ➤ Check in-Check Out ➤ Restorative Justice ➤ Ripple Effects ➤ Stay Away Agreement ➤ Victim Safety Plan 	<p style="text-align: center;">Range of Discipline Actions</p> <p>Where appropriate Principals or designees should apply discipline in a progressive manner.</p> <p>The principal or designee <u>can</u> select one of the strategies from Level 1, as well as one action from Level 2.</p> <p style="text-align: center;">Administrative Responsibilities</p> <ul style="list-style-type: none"> ➤ Parent/Guardian Contacted (M) ➤ Conference with Student (M) <p style="text-align: center;"><u>LEVEL 2 ACTIONS</u></p> <ul style="list-style-type: none"> ➤ Mediation ➤ Behavior Contract ➤ Plan Meeting (IEP, 504, LEP) ➤ Daily Weekly Report ➤ Voluntary Restitution ➤ Restorative Justice ➤ Community Service ➤ Loss of Privileges ➤ Confiscation ➤ In-School Intervention ➤ In-School Suspension ➤ Days Held in Abeyance ➤ Tobacco Alternative Program ** ➤ Bus Suspension ➤ Out of School Suspension for 1-3 days <p>** 1st Offense – 5 days OSS/3 in Abeyance with attendance at Alcohol Tobacco or Other Drugs (ATOD)</p> <p>** 2nd Offense – 5 days OSS/2 in Abeyance with attendance at Alcohol Tobacco or Other Drugs(ATOD)</p> <p>*** Further offenses – 10 days OSS</p> <p>M = Mandatory</p>
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Level 3 Incidents and Definitions

Discipline incidents that significantly interfere with other’s safety and learning, damage property, and are of a threatening or harmful nature, and warrant administrative interventions.

CRIMES AGAINST PERSONS INCIDENTS	
Extortion / Blackmail /Coercion	The use of threat or intimidation to obtain anything of value from another person, including, but not limited to, money. (Refer to <i>Bullying/ Harassment or Repetitive Bullying, Harassing, Intimidating, or Threatening Behavior</i> for minor offenses that do NOT require law enforcement intervention)
Fighting	Mutual participation in a hostile, physical encounter; mutual participation in an altercation involving physical violence. <i>(NOTE: Self-Defense is described as an action to restrain or block an attack by another person or to shield yourself from being hit by another person. Retaliating by hitting a person back is not self-defense and will be considered as fighting.)</i>
Physical Aggression on a Student/ Person (Non-School Board Employee)	The willful and unlawful use of force or violence upon the person of another that does not result in serious bodily injury and the individual is not fighting back. Law enforcement should be notified; criminal charges may or may not be filed.
Physical Aggression on a School Board Employee	A physically-aggressive act such as pushing, pulling, or striking toward a School Board employee. Generally, the physical act does not result in injury. Law enforcement should be notified; criminal charges may or may not be filed. <i>(NOTE: IF A RECOMMENDATION FOR EXPULSION IS PROPOSED, then the level 4 code # 96, Battery on SBE, should be used.)</i>
Robbery	The taking or attempting to take anything of value that is owned by another under confrontational circumstances by force or threat of force of violence and/or by putting the victim in fear. A key difference between robbery and larceny is that a threat of battery is involved in robbery.
Verbal Assault on a Student /Person	Any intentional, unlawful threat, by word or act, to do violence to another person, coupled with an apparent ability to do so, and performing some act that creates a well-founded fear of imminent violence to another person
Verbal Assault on School District Employee	Any intentional, unlawful threat, by word or act, to do violence to a School Board employee, coupled with an apparent ability to do so, performing some act that creates a well-founded fear of imminent violence to another person.

PROPERTY INCIDENTS	
Arson	To willfully and unlawfully, or while in the commission of any felony, by fire or explosion, damage or cause to be damaged: any dwelling, whether occupied or not, or its contents; any structure, or contents thereof, where persons are normally present; and any other structure that the person knew or had reasonable grounds to believe was occupied by a human being (F.S. 806.01 (1) (a)-(c)).
Breaking and Entering/Burglary (Illegal entry into a facility)	The unlawful entry with or without force into a building or other structure, remaining behind or conveyance with the intent to commit a crime to property.
Computer/Technology Misuse - Major	The inappropriate use of technology, including, but not limited to, breaking into restricted accounts or networks, modifying, or destroying files without permission, illegally copying software, and entering or distributing or printing unauthorized files. Accessing or entering unauthorized internet sites; distributing inappropriate electronic messages.
Counterfeit / Misrepresented Document / Other Major Incident	To fashion or reproduce a document, money, or other items with the intent to defraud; includes counterfeit money or documents; Also, any Level 3-type incident that is inappropriate in a school setting and does not fit into another Level 3 category. Included in this category is culpable negligence, exposing another person to personal injury.
Motor Vehicle Theft	The theft or attempted theft of a motor vehicle. Examples include theft of a car, truck, motorcycle, golf cart, dune buggy, RV or anything that is self-propelled.
Reckless Vehicle Use	The use of any motorized or self-propelled vehicle on school grounds in a reckless manner or so as to threaten the health, safety, welfare of others, or to disrupt the educational process.
Stealing more than \$300	The unauthorized taking or concealing the property of another person, without threat, violence or bodily harm, with the intent to prevent or deprive the rightful owner of its use. This includes taking of property or taking property from a vehicle on school property. Law Enforcement is involved. (Refer to Petty Theft / Stealing for property less than \$300 in value.)
Vandalism more than \$1000 (includes materials and labor)	The willful and/or malicious destruction, damage, or defacement of public or private property, real or personal, without the consent of the owner or the person having custody or control of it. This category, which includes graffiti, should be coded when the amount of damage to the property, including materials and labor, exceeds \$1000 to repair, remove, and/or replace. Law Enforcement is involved. (NOTE: If the damage to the property, including materials and labor, is less than \$1000 to repair, then the event should be coded as <i>Abuse of School Property/Minor Vandalism</i> unless Law Enforcement intervention is necessary)

ALCOHOL AND DRUG INCIDENTS	
Possession, Use, Manufacture, Sale, Storage, or Distribution of Alcohol or Intoxicating Beverages	The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages. Use should be reported only if the person is caught in the act of using, or is discovered to have used in the course of the investigation.
Possession, Use, or Storage of Drugs or Imitation Drugs Represented as Drugs	To store, possess, purchase, use, or be under the influence of any mood-modifying substance and/or dangerous substance listed in Florida Statutes 893, , including, but not limited to, marijuana, hallucinogens, inhalants, as well as any substance represented to be an illegal substance, such as "designer drugs," or caffeine pills, tablets, or caplets, or any substance which is represented to be any such substance while on school property or jurisdiction of the School District of Palm Beach County.
Possession, Use, Sale, Storage, or Distribution of Drug Paraphernalia	To possess, use, sell, store, or distribute any device or equipment used for the purpose of preparing or taking drugs, including, but not limited to, items listed in Florida Statute 893.145, and items which may be determined to be drug paraphernalia under the criteria set out in Florida Statute 893.146.
Unauthorized Possession or Misuse of Prescription Medication	To possess, use, store, or be under the influence of another person's substance which requires a physician's prescription, to misuse one's own prescription medication, or to possess, store or use any over-the-counter medication (other than those listed in Prohibited items) without parent approval and school notification.
Use of Intoxicants	The inhaling or ingestion of intoxicants, including but not limited to, glue, solvents, butane, and whip cream, for the purpose of obtaining a mood-modifying experience.

DISORDERLY CONDUCT/WEAPONS INCIDENTS	
Bomb Threat	Intentionally making a false report to any person, including school personnel, concerning the placement of any bomb, dynamite, explosive, or arson-causing device.
Disruption of a School Function	Any act which substantially disrupts the orderly conduct of a school function; behavior which substantially disrupts the orderly learning environment or poses a threat to the health, safety, and/or welfare of students, staff, or others.
False Fire Alarm / 911 Call	Whoever, without reasonable cause, by outcry or the ringing of bells, or otherwise makes or circulates, or causes to be made or circulated, a false alarm of fire or 911 call.
Inappropriate, Lewd, or Obscene Act	The use of oral or written language, electronic messages, pictures, objects, gestures, or engaging in any physical act considered to be offensive, socially unacceptable, or not suitable for an educational setting. Included in this category are indecent exposure (exposure of private body part(s) to the sight of another person in a lewd or indecent manner in a public place), and obscenity (conduct which by the community standards is deemed to corrupt public morals by its indecency and/or lewdness such as phone calls or other communication or unlawful manufacture, publishing, selling, buying or possessing materials such as literature or photographs.

<p>Possession of a Knife</p>	<p>The possession of any knife that may inflict harm on another person, or could be used to intimidate another person, including, but not limited to, fixed blade knives, folding knives, switch blade knives, razor knives, and box cutters. (NOTE: If a weapon is used during an incident, that incident should be coded including an appropriate corresponding weapons-related entry and disciplinary action may increase substantially.)</p>
<p>Possession of Other Potentially Dangerous Items</p>	<p>Any instrument or object, other than firearms, handguns or knives that could be deliberately used to inflict harm on another person, or could be used to intimidate any person. Included in this category are BB-guns and toy or replica guns represented as real guns. Also, included in this category is the possession or storage of items which are prohibited at school, including, but not limited to ammunition clips, bullets or cartridges, flammable liquids, combustible materials, poisonous substances, mace, pepper spray, and any other items which may result in injury. (NOTE: If a weapon is used during an incident, that incident should be coded including an appropriate corresponding weapons-related entry AND disciplinary action may increase substantially)</p>
<p>Sexual Misconduct</p>	<p>Engaging in a sex act or physical conduct of a sexual nature; sexual intercourse, sexual contact or other behavior or conduct intended to result in sexual gratification without force or threat or coercion.</p>
<p>Trespassing</p>	<p>To enter or remain on a public school campus, school board facility, or at a school function without authorization or invitation and with no lawful purpose for entry, including students under suspension or expulsion; to enter or remain on a public school campus, school board facility, or at a school district facility sponsored activity without authorization after being directed to leave by the chief administrator or designee of the facility, campus, or function.</p>

LEVEL 3

Behaviors	Administrative Responsibilities	Range of Discipline Actions
<p>Level 3 Incidents are more serious than Level 2 Incidents. These behaviors cause significant disruptions with the learning process. These incidents cause health and/or safety concerns, or damage to school property.</p> <p style="text-align: center;"><u>LEVEL 3 INCIDENTS</u></p> <ul style="list-style-type: none"> ➤ Fighting ➤ Verbal Assault on an Student/Person ➤ Verbal Assault on School Board Employee ➤ Physical Aggression on a Student / Person (non-School Board Employee) ➤ Extortion/Blackmail/Coercion ➤ Robbery ➤ Physical Aggression on School Board Employee ➤ Stealing >300 ➤ Vandalism >1000 ➤ Breaking and Entering/Burglary ➤ Computer/Technology Misuse (Major) ➤ Reckless Vehicle Use ➤ Motor Vehicle Theft ➤ Arson **** ➤ Counterfeit or Misrepresented Document ➤ Unauthorized use of Prescription Medications*** ➤ Use of Intoxicants*** ➤ Alcohol *** ➤ Drug Paraphernalia *** ➤ Drugs/Imitation Drugs Represented as Drugs (possession/use/storage)*** ➤ Disruption of a School Trespassing ➤ False Fire Alarm/ 911 Call ➤ Bomb Threat **** ➤ Inappropriate Lewd, or Obscene Act ➤ Sexual Misconduct ➤ Possession of a Knife or Other Potentially Dangerous Item 	<ul style="list-style-type: none"> ➤ Investigate (M) ➤ Witness Statements (M) ➤ Notify School Police (M) ➤ Referral to School Based Team (M) 	<p>Principals <u>must</u> select at least one of the non-mandatory Level 3 Actions.</p> <p style="text-align: center;">Administrative Responsibilities</p> <ul style="list-style-type: none"> ➤ Parent/Guardian Contacted (M) ➤ Student Conference (M) <p style="text-align: center;"><u>LEVEL 3 ACTIONS</u></p> <ul style="list-style-type: none"> ➤ Confiscation (where applicable) ➤ Restorative Justice ➤ Community Service ➤ Loss of Extra Curricular Activities ➤ In School Suspension ➤ Days Held in Abeyance ➤ Suspension from School 1-10 days ➤ Recommended for Expulsion **** <p style="text-align: center;">Alcohol or Other Drug (AOD) Offenses</p> <p>*** 1st Offense – 10 days OSS/5 in Abeyance with attendance at District approved Alcohol or Other Drugs program</p> <p>*** Repeated Alcohol or Other Drugs offense – REQUIRED a 10 day out-of-school suspension and recommendation for expulsion.</p> <p><u>Principals can request to convene a Discipline Screening Committee on any infraction that is unique in nature.</u></p> <p>M= Mandatory</p>

LEVEL 4 Incidents and Definitions

Discipline incidents that significantly interfere with the safety of others, and are of a threatening or harmful nature. These are the most serious offenses that can occur on school campuses and warrant police intervention and recommendations for expulsions from school.

CODE CRIMINAL INCIDENTS	
Aggravated Assault	An assault with a deadly weapon without intent to kill; or with intent to commit a felony. "Assault" is an intentional, unlawful threat by word or act to do violence to the person of another, coupled with an apparent ability to do so, and doing some act which creates a well-founded fear in such other person that such violence is imminent. (F.S. 784.011 and 784.021)
Battery or Aggravated Battery on a Student/ Person (Non-School Board Employee)	Intentionally or knowingly causing great bodily harm, permanent disability, or permanent disfigurement or using a deadly weapon while committing a battery. A battery is the actual and intentional touching or striking of another person against his or her will or intentionally causing bodily harm to an individual who is not fighting back. (F.S. 784.03 & 784.045).
Armed Robbery	The taking of money or other property which may be the subject of larceny from the person or custody of another, with intent to either permanently or temporarily deprive the person or the owner of the money or other property, when in the course of the taking there is the use of force, violence, assault, or putting in fear with the use of a firearm or other deadly weapon (F.S. 812.13 (1) & (2) (a)).
To Attempt a Criminal Act Against a Person	Any person who attempts to commit, or who solicits another to commit, or who agrees, conspires, combines, or confederates with another person or persons to commit the offense of a Battery, Robbery, Homicide, Kidnapping, or Sexual Battery against another person or persons, and in such attempt does any act toward the commission of such offense, but fails in the perpetration or is intercepted or prevented in the execution of the offense (F.S. 774.04).
Battery or Aggravated Battery on a School District Employee	A battery or aggravated battery, as defined above, on any person that the student knows, or has reason to know, is an elected official or school district employee whether it is committed on school property, on school sponsored transportation, during a school-sponsored activity or while the elected official or employee is on official school business (F.S. 1006.13(4)).
Homicide – Murder	The unlawful killing of a human being (Florida Statute 782.04) and manslaughter - the killing of a human being by the act, procurement, or culpable negligence of another, without lawful justification (F.S. 782.07).
Imminent Threat of Violence, High Level	High level of threat is a threat that appears to pose an imminent and serious danger to the safety of others; the threat is direct, specific, and plausible; the threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating that the aggressor has acquired or practiced with a weapon or has had the victim under surveillance.
Kidnapping or Abduction	Forcibly, secretly, or by threat, confining, abducting, or imprisoning

	another person against his or her will and without lawful authority.
Possession of a Firearm	Possession or sale of any firearm, excluding handguns, on school property, school sponsored transportation or during a school-sponsored activity. A firearm, excluding handguns, is any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, any destructive device, or any machine gun, rifle, or shotgun. The term firearm does not include an antique firearm unless the antique firearm is used in the commission of a crime. A destructive device is any bomb, grenade, mine, rocket, missile, pipe-bomb, or similar device containing some type of explosive that is designed to explode and is capable of causing bodily harm or property damage. (NOTE: If a weapon is used during an incident, that incident should be coded including an appropriate corresponding weapons-related entry)
Possession of a Handgun	Possession or sale of a handgun on school property, school sponsored transportation or during a school sponsored activity. (NOTE: If a handgun is used during an incident, that incident should be coded including an appropriate corresponding weapons-related entry)
Possession, Use, Sale, Storage, or Distribution of an Explosive Device (not firecrackers, poppers)	An explosive is any chemical compound or mixture that has the property of yielding readily to combustion or oxidation upon application of heat, flame, or shock. This includes but is not limited to dynamite, nitroglycerin, trinitrotoluene, or ammonium nitrate when combined with other ingredients to form an explosive mixture, blasting caps, and detonators (F.S. 790.001 (5)). (NOTE: If an explosive device is used during an incident, that incident should be coded including an appropriate corresponding weapons-related entry)
Sale, Possession with Intent to Sell or Distribute, or Distribution of Drugs, Imitation Drugs Represented as Drugs, or Prescription Medications	To sell or distribute any mood-modifying substance and/or dangerous substance listed in F.S. Chapter 893,, including, but not limited to, marijuana, hallucinogens, inhalants, as well as any substance represented to be an illegal substance, such as "designer drugs," or caffeine pills, tablets, or caplets, or any substance which is represented to be any such substance while on school district property, school transportation, or at a school related function.
Sexual Battery	Attempted or actual forcible penetration, forced oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object (F.S. 794.011 (1) (h)). Would also include the above sexual act if student was placed under the influence of drugs or alcohol with the purpose of committing such act.

LEVEL 4

Behavior	Administrative Responsibilities	Discipline Consequences
<p>These behaviors are the most serious acts of student misconduct and threaten life</p> <p style="text-align: center;"><u>LEVEL 4 INCIDENTS</u></p> <ul style="list-style-type: none"> ➤ Imminent Threat of Violence, High Level**** ➤ Attempt a Criminal Act Against a Person**** ➤ Possession of a Firearm**** ➤ Possession of a Handgun**** ➤ Possession, Use, Sale, Storage or Distribution of an Explosive Device**** ➤ Sale, Intent to Sell, or Distribution of Drugs, Imitation Drugs Represented as Drugs, or Prescription Medications**** ➤ Aggravated Assault**** ➤ Battery or Aggravated Battery on a Student/Person (Non-School Board Employee)**** ➤ Armed Robbery**** ➤ Battery or Aggravated Battery on School Board Employee**** ➤ Sexual Battery **** ➤ Kidnapping or Abduction**** ➤ Homicide**** 	<ul style="list-style-type: none"> ➤ Investigate (M) ➤ Witness Statements (M) ➤ Notify Area Supt. (M) ➤ Notify Safe Schools (M) ➤ Notify School Police (M) 	<p>Principal or designee must use the following Level 4 Actions</p> <p style="text-align: center;"><u>LEVEL 4 ACTIONS</u></p> <ul style="list-style-type: none"> ➤ Parent/Guardian Contacted (M) ➤ Student Conference (M) ➤ Confiscation (if applicable) (M) ➤ Suspension from School 10 days (M) <p>****Recommendation for Expulsion (M)</p> <p>Principals can request to convene a Discipline Screening Committee on any infraction that is unique in nature.</p> <p>M= Mandatory</p>

Disciplinary Consequences Defined

Apology Letter	Student makes amends for negative actions by taking responsibility to correct the problem created by the behavior through written declaration of remorse.
Behavior Contract or Plan	A written/verbal contract or plan for the student with stated goals, objectives, and outcomes for the student to develop the necessary skills to address the stated incident
Bus, Assigned Seat	The temporary or permanent assignment to specified seat on the school bus.
Bus, Probation	An alternative to a Bus Suspension. A student placed on Bus Probation will, very likely, be suspended from the school bus if another bus violation occurs.
Bus, Suspension	Suspension of bus riding privileges for a specified period of time. (Consequences for violations of transportation policies, rules, or standards of conduct are not limited to the suspension of bus riding privileges. Other sanctions, up to and including out of school suspension and expulsion may be imposed when warranted).
Check In – Check Out	Daily contact with an assigned adult on campus. Student should see the adult before school starts each day, as well as at the end of the day.
Conference with Student/Warning	Administrative conference with student and warning about stated incident.
Confiscation	The confiscating of an item(s) not permitted on school grounds. Depending on the item(s), the item(s) could be turned over to law enforcement, held until parent/guardian came to retrieve it, or returned to the student after a specified period of time.
Conflict Resolution	An umbrella term for a variety of activities that result in resolution of problems and normalized relationships.
Daily / Weekly Report	A progress report and/or assignment sheet which gives the student and parent the opportunity to track the student's academic and behavioral progress in each of his/her classes for a specified period of time.
Days Held in Abeyance	Out of School suspension days issued, but not enforced if an alternative plan is completed. Examples include tobacco, alcohol, or drug education classes.
Detention	Additional time a student must stay at school after other students have gone for the day, or on Saturday.
In-School Alternative to Suspension	An alternative to an out-of-school suspension that prevents a student from attending all or some classes. During the period of an alternative to suspension, the student is assigned to a self-contained alternative classroom.
Investigation: Bullying	Allegations of bullying will be investigated; Founded incidents will generate other actions
Investigation: Dating Violence	Allegations of dating violence will be investigated; Founded incidents will generate other actions

Loss of Privileges (During School Hours)	The loss of a privilege(s) during school hours such as assemblies, and incentive activities. (NOTE: If the activity is academically oriented, the student MUST be given an alternative assignment with an opportunity to receive the same information and grade)
Loss of Privileges (Outside of School Hours)	The loss of privileges such as attending events not during school hours, removal from an athletic team or club, and/or exclusion from a specified activity.
Mentoring	An agreed upon adult or student who provides consistent support, guidance, and concrete help to a student who is in need of a positive role model. Every effort should be made to match students with someone who speaks the same language.
Out-of-School Suspension for Days Held in Abeyance	An out-of-school suspension code specifically designated to address additional suspension days due to non-compliance of an Alternative to Suspension program. This out-of-school suspension is a temporary removal of a student from school for a period of days equal to the days held in abeyance for the particular event. During the out of school suspension, the student is prohibited from attendance at school or any school-related functions. (NOTE: F.S. 1006.09(1) (b) establishes that no secondary or elementary school student may be suspended out of school for unexcused tardiest, lateness, absence, or truancy.)
Out-of-School Suspension	The temporary removal of a student from school for a period of 1 to 10 days. During the out-of-school suspension, the student is prohibited from attendance at school or any school-related functions. (NOTE: F.S. 1006.09(1) (b) establishes that no secondary or elementary school student may be suspended out of school for unexcused tardies, lateness, absence, or truancy.)
Parent/Guardian Attends Class with Child	Parent/Guardian agrees to shadow child and/or attends class with their child at school for an agreed upon time during the child's school day.
Parent/Guardian Conference with Administrator/Teacher(s) at School	Administrative conference with a parent/guardian of the student.
Parent/Guardian Contact	Contacting parent/guardian either by telephone, in person, or by some other means to inform them of the stated incident.
Parent/Guardian Contact by a Language Facilitator	Contact by a language facilitator to a parent/guardian.
Plan Meeting	Student recommended to the necessary department/group for staffing and development of a course of action (interventions) for the student.
Referral for Mediation	Referral to Mediation (Peer or Adult) for stated incident.
Referral to School Based Team	The referral to the school's School Based Team for possible interventions.
Referred to School Guidance Counselor	Counseling of the student by the guidance counselor to assist the student in developing or utilizing the necessary

	skills to address the stated incident
Referral to Outside Agency	Parent is provided information regarding Agencies that are appropriate for the students identified areas of concern
Reflective Assignment	Help student realize why his/her misbehavior was wrong by asking him/her to compose a reflective essay
Restitution	Repayment for damages or loss.
Restorative Justice	A structured process guided by a trained facilitator in which the participants in an incident examine the intended and unintended impact of their actions and decide on interpersonal remedies to repair harm and restore relationship.
Ripple Effects	A media program that is structured towards the area of behavioral concern, allowing students to work at their own pace.
Schedule Change (change of regular classes)	A permanent change in the student's regular class schedule.
Silent Lunch / Lunch Detention	A separate facility and/or seating arrangement for the student during a regularly scheduled may request some cafeteria clean-up assistance from the student such as sweeping, wiping tables, and/or assisting with other clean-up activities.
Stay Away Agreement	A formal agreement regulating the movements of the victim and offender in incidents of bullying and/or dating violence.
Student Misconduct, Alternative to Suspension Program	A program designed to educate the student about anger management and to deter future student misconduct. Generally, this is used as an alternative to an out-of-school suspension and to reduce the number of days of a student suspension.
Tobacco / Alcohol / Drug Alternative	A program designed to educate the student about tobacco, alcohol, and/or drugs and to deter future use. Generally, this is used as an alternative to an out-of-school suspension and/or to shorten the length of the suspension.
Voluntary Restitution / Self-Designed Action(s)	Student designs and implements a plan to correct errors made, apologizes, and/or replace/repair property.
Victim Safety Plan	A formal agreement specifying the actions students and school officials will take to protect the victims of bullying and/or dating violence.

District Imposed Consequences

Consequences that schools can recommend but only district staff can impose.

Alternative Placement Pending Expulsion - The assignment by the District to an alternative school pending an expulsion. (*NOTE: This is likely a change of placement rather than a number of days.*)

Assignment to Special Program/ Alternative School/ Alternative Program (District-placed) - The assignment by the District to an alternative school for a specified period of time. (Pursuant to School Board Policy 8.13)

Expulsion – The removal of the right and obligation of a student to attend a public school under conditions set by the District School Board and for a period of time not to exceed the remainder of the term or school year and 1 additional year of attendance. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly. F. S. § 1003.01(6).

Felony Suspension Incident - This incident code should be used for a student who has been felony suspended per F.S. § 1006.09(2) and SBER 6A-1.0956, and is assigned to an alternative program until the student is adjudicated. If the student is adjudicated guilty, the principal may recommend expulsion.

Honoring an Expulsion from another District - The expulsion of a student in which the expulsion honors the expulsion from another district.

IAES – Interim Alternative Educational Setting for an ESE student for up to forty five (45) calendar days without parental consent for:

- a. Possession of dangerous weapons in school or at school functions; or
- b. Possession, use, sale or solicitation of a controlled substance while at school or at a school function; or
- c. Serious Bodily Harm.

Long-Term Suspension (District approved and entered) – F.S. § 1006.09(1) (b) permits the Superintendent to extend a suspension beyond ten (10) school days if the student is being recommended for expulsion.

Refer to Courts or Juvenile Authorities - A referral of a student through some type of action for any reason either to the courts or juvenile authorities.

Authorization for Suspension (F.S. § 1006.09(1) (b))

Suspension of a student from school for committing any of the infractions warranting suspension under the Palm Beach County *Code of Student Conduct* shall be employed only if the offense is related to school activity or school attendance.

These offenses may occur at any time, including, but not limited to, while on school grounds; while utilizing school transportation; or during a school-sponsored activity. Bus suspensions can also be warranted for infractions that occur on school transportation vehicles. ONLY Suspensions for Level 3 and Level 4 offenses may carry from one school year to the next.

Whenever a student has been suspended during a school year for **fifteen (15)** cumulative school days, the appropriate Area Superintendents Office shall be notified and the student referred to the School Based Team for necessary discussion and possible interventions.

Informal suspension (i.e., a parent is told to keep a child at home under the supervision of the parent, or a student is sent home without benefit of a conference and of official documentation) is a violation of Florida's compulsory attendance laws, the Individual's with Disabilities Education Act (IDEA), and District policy. It is prohibited.

Appeal Process for Suspension from School or Transportation

The principal is to advise parents or guardians, in their native language, of the appeal procedures for an out-of-school suspension. The appeal must first be made to the school principal. A decision by the school principal must be made within 24 hours of receipt of the appeal. If the parents do not agree with the principal's decision they may appeal to the Area Superintendent or designee. The conference shall be arranged as soon as possible following the parents' request; during the period of appeal, the suspension remains in effect for the length of time designated.

The results of the appeal may include, but are not limited to:

1. Sustaining the suspension in all respects.
2. Modification of penalties imposed.
3. Rescinding the suspension and expunging the suspension from the student's records.

The parents shall be notified of the appeal decision.

Provision for Academic Make-Up Work while on OSS/ISS

Students are permitted to make up, for full credit, any academic work missed during the current school year while on an out-of school suspension. Missed class assignments, homework, quizzes, tests, and exams shall be made up in a timely manner for the student to receive full credit. However, the absences will be coded as a suspension. Students who are assigned in-school suspension are expected to be in school, teachers must provide any and all classwork that students must complete. Work must be turned in daily in order to receive full credit. These absences will be coded as in-school suspension.

****Note:** It is the student's responsibility to make specific arrangements with each teacher for completing make-up work. At a minimum, the student shall have the number of days while suspended to complete and hand in make-up work for credit. A zero will be assigned for any work not made up in a timely manner.

Discipline for Students eligible for services under the Individuals with Disabilities Education Act ("IDEA")

1. Statutes and Rules

- a. The discipline of all students with disabilities ("ESE") is governed by federal statutes and regulations under the Individuals with Disabilities Education Act ("IDEA") as well as Florida Statutes and State Board of Education Rules.
- b. If the district knows, or should know that a student may be eligible for special education and related services, but has not yet determined such eligibility, that student may assert all or any of the protections stated within this policy.

2. Suspension

- a. Suspension is the temporary removal of a student from all classes of instruction on public school grounds and all other school-sponsored activities, for a period not to exceed ten (10) cumulative school days per year. Any removal from school, even if the necessary paperwork for a formal suspension is not initiated or completed, counts toward the 10 day rule. All days a student with a disability spends out of school as a result of school action, whether formal or informal, apply towards the 10 day limit.
- b. A principal/designee may remove a student eligible for services under the IDEA for up to **ten (10) cumulative school days per calendar year** for disciplinary infraction(s).
- c. Prior to consideration of suspension, the school must have made and documented reasonable attempts to use less restrictive alternatives and/or interventions to decrease the inappropriate behavior.
- d. Educational services may be provided during the ten (10) days, but are not required.
- e. If an ESE student is arrested on campus **and** suspended those days count towards the cumulative ten (10) days allowed each year school year.
- f. The IEP team must meet no later than the tenth (10th) day of the cumulative suspension to:
 - i. Determine if the student's behavior is a manifestation of the student's disability.
 - ii. Initiate a FBA or review the student's current FBA and behavior intervention plan.
 - iii. If the behavior is a manifestation of the disability, review the student's IEP.
- g. The Manifestation Determination Review (MDR) must be conducted at the IEP meeting.
 - i. When making a manifestation determination, the district, parent, and relevant members of the Team shall review and take into consideration the student's present program and case history, including all relevant information in the student's file, the student's accommodation plan, any teacher observations, and any relevant information provided by the parents.
 - ii. The team shall then determine: (a) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or (b) If the conduct in question was the direct result of failure to implement the IEP. A consensus of the members of the team shall make these determinations and such determination will be based upon the information reviewed by the Team. If either (a) or (b) is applicable the conduct shall be determined to be a manifestation of the student's disability.
- h. The student's custodial parent/guardian must be invited to participate as a member of this IEP Team and the principal/designee must take reasonable steps to ensure that one or both of the parents of a child with a disability are present at the meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed on time and place. If neither parent can attend an IEP Team meeting, the principal/designee shall use other methods to ensure parent participation, including individual or conference telephone calls. The custodial parent/guardian must be provided with a copy of procedural safeguards.
- i. A school cannot make a parent conference mandatory prior to the ESE student being returned to campus after suspension. A conference may be suggested, but the student maintains the

right of access to education under the IDEA after ten (10) cumulative days per school year, even if the parent does not attend the conference.

- j. If the student's behavior is a manifestation of the student's disability, the IEP Team shall conduct a functional behavioral assessment and implement a behavior support plan, which includes the provision of Positive Behavior Interventions and Supports, if such assessment for conduct was not completed prior to the behavior. If a behavior support plan has been developed, the committee shall review the IEP, modify it, as necessary, to address the behavior and include the provision of Positive Behavior Interventions and Supports, and *return the student to the placement from which he or she was removed*. Nothing herein shall be construed as preventing the team from proposing another placement, so long as the placement is appropriate and in the least restrictive environment.
 - k. If the IEP Team determines that the student's behavior is not a manifestation, then the student may be suspended from school in the same manner students not eligible for services under the IDEA. Nevertheless, such student shall continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP, and receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.
3. **Bus Suspension.** Suspension of ESE students from the bus must be counted as part of the cumulative ten (10) days if transportation is needed for the student to access FAPE and an alternative means of arriving to school is not available.
 4. **In-School Suspension**
 - a. In-school suspension is the temporary removal of a student from the student's regular school program and placement in an alternative program, such as that provided Florida Statute, under supervision of district personnel, not to exceed ten (10) school days.
 - b. A student's IEP must continue to be delivered while assigned to in-school suspension.
 - c. Repeated removals of a student from the regular/ESE classroom to an in-school suspension are prohibited.
 5. **Expulsion**
 - a. Expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the board, for a period not to exceed the remainder of the term or school year and one additional year of attendance.
 - b. Expulsion cannot be considered for students eligible for services under the IDEA because it would constitute a cessation of educational services for that period of time.
 6. **Exclusion**
 - a. An ESE exclusion is the removal of the right and obligation of a student to attend a public school under conditions set by the board, and for a period not to exceed the remainder of the term or school year and one additional year of attendance, provided however, that appropriate educational services developed through an Individual Education Plan ("IEP") will continue to be provided through some alternative means.
 - b. The educational services must enable the child to continue to participate in the general education curriculum, although in another setting, and to make reasonable progress toward meeting the goals set out in the child's IEP, and include, as appropriate, a functional behavioral assessment, behavioral intervention services modifications, that are designed to address the behavior that gave rise to the violation so that it does not recur.
 7. **A Manifestation Determination Review (MDR).** MDR is a process by which parents and the school meet to determine if the student is being subjected to a disciplinary change in placement for behavior that is a manifestation of his or her disability. Whenever a student with a disability is subjected to a

disciplinary change of placement (e.g. suspension or expulsion), the school district must conduct an MDR within 10 days of the decision to remove the student from school.

8. Disciplinary Action for Drugs and Weapons

A student with a disability may be placed in an Interim Alternative Educational Setting ("IAES for up to forty five (45) calendar days without parental consent for:

- Possession of dangerous weapons in school or at school functions; or
- Possession, use, sale or solicitation of a controlled substance while at school or at a school Function; or
- Causing serious bodily injury

A dangerous weapon is defined as a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such item does not include a pocket knife with a blade of less than two and one-half inches (2-½") in length.

Serious Bodily Injury is defined as bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

9. Interim Alternative Educational Setting ("IAES") Placement is a very restrictive placement which is permitted if the circumstances set for in paragraph 5(a) above exist:

- a. Placement in an IAES may occur pursuant to paragraph 5(a) above whether the behavior is or is not a manifestation of the student's disability.
- b. Under the circumstances set forth in paragraph 5(a) above, placement in an IAES may occur at the request of the principal.
- c. An IEP meeting must be scheduled within the first ten (10) days of placement. The principal/designee will take reasonable steps to ensure that one or both of the parents of a child with a disability are present at the meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed on time and place. If neither parent can attend an IEP Team meeting, the principal/designee shall use other methods to ensure parent participation, including individual or conference telephone calls.
- d. A meeting may be conducted without a parent in attendance if the principal/designee is unable to convince the parents that they should attend. In this case, the district will keep a record of its attempts to arrange a mutually agreed on time and place.
- e. The custodial parent/guardian must be provided a copy of their procedural safeguards.
- f. A MDR must be conducted at the IEP meeting.
- g. When making a manifestation determination, the district, parent, and relevant members of the Team shall review and take into consideration the student's present program and case history, including all relevant information in the student's file, the student's accommodation plan, any teacher observations, and any relevant information provided by the parents.
- h. The team shall then determine: (a) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or (b) If the conduct in question was the direct result of failure to implement the IEP. A consensus of the members of the team shall make these determinations and such determination will be based upon the information reviewed by the Team. If either (a) or (b) is applicable the conduct shall be determined to be a manifestation of the student's disability.
- i. A Functional Behavioral Assessment ("FBA") must be initiated within ten (10) days of placement. Staff from both the student's current and previous schools will participate in the FBA.

- j. A Behavior Intervention Plan ("BIP") must be developed immediately upon completion of the FBA.
- k. Educational services to be determined within ten (10) days of placement must:
 - i. Enable student to appropriately progress in the general curriculum;
 - ii. Enable the student to appropriately advance towards IEP goals; and
 - iii. Include, as appropriate, a functional behavioral assessment, behavioral intervention services, and modifications that are designed to address the behavior that gave rise to the violation so that it does not recur.

Discipline for Students eligible for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") and Americans with Disabilities Act ("ADA")

1. This Policy for discipline of students eligible for services under Section 504 is designed to comply with State Board of Education Rule 6A-6.0331(8), the Section 504 Regulations at 34 C.F.R. Part 104, and 29 U.S.C. § 794 ("Section 504"). The phrase "eligible for services under Section 504" refers to students with active Section 504 accommodation plans and students with disabilities who require Section 504 plans. *However, for purposes of this policy, if the student's sole impairment is drug or alcohol dependence, the student is not eligible for protection under Section 504 or the ADA if the student is currently a user of illegal drugs or alcohol. Such students may be disciplined in the same manner as other students for use or possession of illegal drugs or alcohol under Policies 5.1812 or 5.1813 [and Policy 5.1815] and will receive the same due process and substance-abuse assistance as other students under those Policies.*
2. **Definitions.** The words suspension and expulsion of students eligible for services under Section 504 shall have the following meanings through this policy:
 - a. **Suspension.** Pursuant to Fla. Stat. § 1003.01(5) (a) [and Policy 5.1815], suspension, also referred to as out-of-school suspension, is defined as the temporary removal of a student from all classes of instruction on public school grounds, except as authorized by the principal/designee, for a period up to ten (10) cumulative school days and remanding of the student to the custody of the student's custodial parent with specific homework assignments for the student to complete. *Any removal from school, even if the necessary paperwork for a formal suspension is not initiated or completed, counts toward the 10 day rule. All days a student with a disability spends out of school as a result of school action, whether formal or informal, apply toward the 10 day limit.*
 - b. **Expulsion.** As defined in Fla. Stat. § 1003.01(6), and Policy 5.1817, expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the Board, and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance. Expulsions may be imposed with or without continuing educational services (subject to Section (4) (f) below) and shall be reported accordingly.
 - c. **Re-evaluation.** Students with active Section 504 accommodation plans who are recommended for suspension in excess of ten (10) days, or expulsion, must have a re-evaluation prior to a significant change in placement, as required by 34 C.F.R. § 104.35(d). Students with disabilities, suspected of being eligible for services under Section 504, who are recommended for suspension in excess of ten (10) days, or expulsion, must be evaluated prior to a significant change in placement, as required by 34 C.F.R. § 104.35(b).
3. **Suspension of Students under Section 504/ADA.** Unless otherwise indicated by their accommodation plans, students eligible for services under Section 504 are expected to follow the rules of the student conduct code. Students who are eligible for services under Section 504/ADA may be suspended for

infractions as defined for all students pursuant to Policies 5.1812 or 5.1813 [and Policy 5.1815], with the following limitations:

- a. **Suspension for Ten (10) Cumulative Days or Less.** Unless otherwise indicated by their accommodation plans, student suspension procedures [in Policy 5.1815] will be followed for students who are eligible for services under Section 504/ADA and recommended for suspension for ten (10) cumulative days or less.
- b. **Any Suspension beyond Ten (10) Cumulative Days.** No student who is eligible for services under Section 504/ADA shall be suspended beyond ten (10) cumulative days per school year, except through the following procedure. It is the responsibility of the principal/designee to monitor all serial/cumulative suspensions. **NOTE:** If a student has been referred for ESE evaluation prior to or during the Section 504 manifestation determination, the student is then protected under the IDEA for discipline provisions. Therefore, the manifestation team must treat the student as an ESE student. The principal/designee shall notify the 504 Multi-Disciplinary Team immediately when a student who is or may be eligible for services under Section 504/ADA violates the student conduct code and will be considered for suspension for more than ten (10) cumulative days per school year.
 - i. Within twenty-four (24) hours of the recommendation for the extended suspension, the principal/designee shall provide written notice to the custodial parent/guardian and the student of the proposed suspension, alleged misconduct, and time and date of the scheduled 504 Multi-Disciplinary Team meeting. Notification of purpose, participants and location of the meeting will be included. The custodial parent/guardian shall also be notified that the 504 Multi-Disciplinary Team will also serve as a 504 plan team and may change the student's Section 504 plan. The custodial parent/guardian shall be given a copy of the Section 504/ADA Procedural Safeguards.
 - ii. The principal/designee will take reasonable steps to ensure that one or both of the parents of a child with a disability are present at the meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed on time and place. If neither parent can attend an IEP Team meeting, the principal/designee shall use other methods to ensure parent participation, including individual or conference telephone calls.
 - iii. *Conducting a meeting without a parent in attendance.* A meeting may be conducted without a parent in attendance if the principal/designee is unable to convince the parents that they should attend. In this case, the district will keep a record of its attempts to arrange a mutually agreed on time and place.
 - iv. The notice and copy of Section 504/ADA Procedural Safeguards shall be delivered by registered or certified mail (return receipt requested) or personally delivered by the principal/ designee at least twenty-four (24) hours prior to the meeting. A signed receipt of delivery must be obtained.
 - v. Before the student can be removed from the campus for the suspension recommendation, the principal/designee will arrange a 504 Multi-Disciplinary Team review of the incident that was the basis for the recommendation for suspension.
 - vi. Members of the Committee must include the following personnel:
 1. A school psychologist as the person knowledgeable of the evaluation procedures pursuant to the disability.
 2. If the disability of record is a medical disability, the school nurse should be present to consult with the psychologist.
 3. A teacher, counselor, or appropriate person knowledgeable of the student.
 4. An administrator (not the recommending administrator) as the person who is knowledgeable of the suspension/expulsion process.

- vii. The 504 Multi-Disciplinary Team will review the case and determine whether the student's conduct was or was not a manifestation¹ of the disability for which the student has a Section 504 plan. A Manifestation Determination Review (MDR) is a process by which parents and the school meet to determine if the student is being subjected to a disciplinary change in placement for behavior that is a manifestation of his or her disability. Whenever a student with a disability is subjected to a disciplinary change of placement (e.g. suspension or expulsion), the school district must conduct an MDR within 10 days of the decision to remove the student from school.
- viii. When making a manifestation determination, the district, parent, and relevant members of the Team shall review and take student's accommodation plan, any teacher observations, past disciplinary referrals/infractions and any relevant information provided by the parents.
- ix. The team shall then determine: (a) if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or (b) if the conduct in question was the direct result of failure to implement the Section 504 Accommodation Plan. A consensus of the members of the team shall make this determination and such determination will be based upon the information reviewed by the Team. If either (a) or (b) is applicable the conduct shall be determined to be a manifestation of the student's disability.
- x. "PBSD 2209 the Manifestation of Disability Determination Process for Students with Section 504 Plans"
- xi. If the 504 Multi-Disciplinary Team determines that the student's behavior is not a manifestation, then the student may be suspended from school in the same manner students not eligible for services under Section 504. Nevertheless, such student shall continue to receive education services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's Section 504 accommodation plan, and receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.
- xii. If it is determined that the student's behavior is a manifestation of the student's disability, the Multi-Disciplinary Team shall conduct a functional behavioral assessment and implement a behavior intervention plan, which includes the provision of Positive Behavior Interventions and Supports, if such assessment for conduct was not completed prior to the behavior. If a behavior support plan has been developed, the committee shall review the plan, modify it, as necessary, to address the behavior and include the provision of Positive Behavior Interventions and Supports, and return the student to the placement from which he or she was removed. Nothing herein shall be construed as preventing the team from proposing another placement, so long as the placement is appropriate and in the least restrictive environment.

4. Expulsion of Students under Section 504/ADA

- a. Students eligible for services under Section 504/ADA may be recommended for expulsion as defined for all students.
- b. The principal/designee shall notify the 504 Multi-Disciplinary Team immediately when a student with a Section 504 plan is being recommended for expulsion.
- c. In addition to procedures under Policy 5.1817, within twenty-four (24) hours of the recommendation for expulsion, the principal/designee shall provide written notice to the

¹ Manifestation of the Disability: A manifestation of the disability is the exhibition of behaviors which are considered to be a component of the individual student's disability.

custodial parent/guardian and the student of the proposed expulsion and the date and time of the scheduled 504 Multi-Disciplinary Team meeting to determine manifestation of disability. The procedures for *conducting a MDR and for ensuring parental participation* shall apply to proposals for expulsions.

- d. The notice, procedural safeguards, and a copy of this Policy shall be delivered by certified mail (return receipt requested) or the principal/designee shall personally deliver it and obtain a signed receipt.
- e. If it is determined that the misconduct is not a manifestation of the student's disability, the student may be expelled in the same manner as students not eligible for services under Section 504. *Nevertheless, such student shall continue* to receive educational services, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's Section 504 accommodation plan, and receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior that gave rise to the violation so that it does not recur.
- f. If it is determined that the student's misconduct is a manifestation of the student's disability, federal law does not permit a school district to cease all educational services. If it is determined that the student's behavior is a manifestation of the student's disability, the Multi-Disciplinary Team shall conduct a functional behavioral assessment and implement a behavior intervention plan, which includes the provision of Positive Behavior Interventions and Supports, if such assessment was not completed prior to the behavior. If a behavior intervention plan has been developed, the committee shall review the plan, modify it, as necessary, to address the behavior and include the provision of Positive Behavior Interventions and Supports. In either case, the student shall be returned to the placement from which he or she was removed. Nothing herein shall be construed as preventing the team from proposing another placement, so long as the placement is appropriate and in the least restrictive environment.

GLOSSARY of Acronyms

ATOD = Alcohol, Tobacco and Other Drugs

AOD = Alcohol or other Drugs

ESE = Exceptional Student Education

ELL = English Language Learners

EP= Education Plan

IEP = Individual Education Plan

LEP = Limited English Proficiency


MDR = Manifestation Determination Review


PBC = Palm Beach County

SwPBS = School-wide Positive Behavior Support

APPENDIXES of Universal Expectations and Matrixes


Olympic Heights High School





P

Prepare yourself for learning.



R

Respect your school, teachers/staff and classmates.

I

Initiate responsible school behavior

D

Develop meaningful relationships.

E

Engage in positive actions that will make your school & family proud.

Royal Palm Beach Community High School Behavior Expectation Matrix

Living the Wildcat Best is the key to our success!

	BE RESPONSIBLE To Be Responsible I will:	BE RESPECTFUL To Be Respectful I will:	BE SAFE To Be Safe I will:
All Settings	<ul style="list-style-type: none"> * Follow dress code and ID policies * Be accountable for my physical movements and gestures * Maintain volume level that is appropriate for area * Report any problems needing intervention to an authority figure 	<ul style="list-style-type: none"> * Use appropriate vocabulary and gestures * Help others * Respect diversity of others * Follow hands off policy * Pick up anything that needs to be picked up * Acknowledge everyone in a positive manner * Have my cell phone off and away during school hours * Respect all adults on campus 	<ul style="list-style-type: none"> * Report any possession of illegal substances and items to an authority figure * Keep hands, feet, and unkind words to myself * Refrain from loitering * Refrain from the use or possession of any illegal substances
Classroom/ Areas of Instruction	<ul style="list-style-type: none"> * Be an active participant in my own learning * Bring all supplies: books, paper, writing utensils, notebooks, homework, etc. * Focus on directions the first time given (verbal and/or written) * Ask for help when needed * Attend all classes everyday * Attend to personal needs (water, grooming, restroom) before class 	<ul style="list-style-type: none"> * Use school and personal property appropriately * Leave others belongings alone * Use appropriate vocabulary and gestures * Maintain a positive and open attitude * Listen when others speak * Maintain integrity and honesty * Raise hand during class discussions 	<ul style="list-style-type: none"> * Know emergency procedures and take drills seriously * Follow teacher's safety guidelines * Be seated after entering the classroom * Keep traffic areas clear * Abide by the 15-15 minute rule * Remain in the classroom until dismissal!
Courtyard/ Hallway	<ul style="list-style-type: none"> * Refrain from public displays of affection * Keep track of time * Apologize if I bump into someone * Pick up anything I drop * Plan scheduled locker stops to get needed supplies 	<ul style="list-style-type: none"> * Keep moving to keep traffic flowing * Respect artwork, posters, advertisements, etc., on walls * Use appropriate non offensive language and gestures * Help anyone who drops something 	<ul style="list-style-type: none"> * Have visible hall pass, except during class change * Use only my locker and keep it locked * Keep comments about myself and others positive * Keep the hall floors clear * Walk on the right side to avoid blocking the hallway and to keep traffic moving



3



Applicant's Name: South Palm Beach Charter School	Grades: K-8
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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.

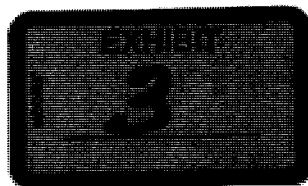
The following definitions should guide the ratings:

- 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 and/or ability to meet the requirement in practice

OVERALL ASSESSEMENT/CHECKLIST

Evaluation Summary of Reviewers' Comments as of September 29, 2014

STANDARDS	Section 1 Mission	Section 2 Population	Section 3 Education	Section 4 Curriculum	Section 5 Assessment	Section 6 ESE/504	Section 7 ELL
Meet Standards	X	X	X	X	X	X	X
Partially Meet Standards							
Does Not Meet Standards							
STANDARDS	Section 8 Climate	Section 9 Governance	Section 10 Management	Section 11 ESP	Section 12 Employment	Section 13 Parent	Section 14 Facilities
Meet Standards	X	X	X	X	X	X	X
Partially Meet Standards							
Does Not Meet Standards							
STANDARDS	Section 15 Transportation	Section 16 Food Service	Section 17 Budget	Section 18 Financial Management	Section 19 Action Plan		
Meet Standards	X	X	X	X	X		
Partially Meet Standards							
Does Not Meet Standards							





4



SPECIAL MEETING
OF THE SCHOOL BOARD FOR THE
DISTRICT OF PALM BEACH COUNTY

December 10, 2014

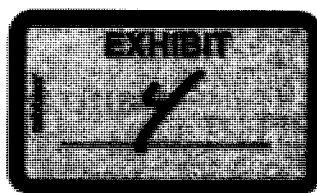
RE: South Palm Beach Charter School Application ("CS1")

Chairman: So we now move to our new business and my computer is playing up a little bit of a problem, Mr. Gent, um CS1.

Mr. Gent: I recommend that the School Board approve the application of South Palm Beach Charter School for any and all of the reasons stated by the evaluation instruments and the overall assessment and authorize the Superintendent and or his designee to sign all related correspondence and documents.

Chairman: Is there a motion? Motion by Mrs. Brill, second we need a second, second by Mr. Mergio. Discussion Mr. Barbieri.

Mr. Barbieri: Yeah Mr. Shaw I pulled this one. This morning Mr. Pegg was kind enough, I had been invited to visit two charter schools and Mr. Pegg was kind enough to rearrange his calendar to take me to go to Quantam Charter High School and Worthington Charter High School and you know what I found fascinating was the partnership that the district had between those two charter schools and how our principals in the schools in that area and our traditional high schools worked closely with those two charter schools to make sure that children that we were not able to serve adequately in our traditional high school were able to be referred over to those two and those two worked closely with the district to make sure that those children were given a quality education and had a chance to graduate from high school. You know I did some research and I looked on the website for the Department of Revenue and it says charter schools are supposed to provide innovative learning opportunities and creative educational approaches to improve the education of students and I think certainly Quantam and Worthington do that you know I am not sure about Renaissance and a school that is just being built to take children out of the regular traditional school that we have no problem educating I don't see how that is a partnership with the district I mean charter schools should be in partnership with the district they are all public schools we should work together to make sure our children get the best education possible when you have a brand new charter school being built next to an A rated middle school like Emerald Cove that has no problem with the majority of the students there and certainly a lot of those students that school would like to pull into Renaissance I have issues with that and you know as long as you know if we are going to be in competition with charter schools then let's level the playing field. I have told this example before in my district Don Estridge Middle, there was a big room and the principal there wanted to divide that room into two and it was set up perfectly to divide it into two but she was told that the state wouldn't approve dividing it into two because we had too many classrooms in other schools that were still open and therefore she couldn't divide it but that would be nothing for Renaissance who wants to build in South County to build a brand new middle school across the street from Don Estridge and take those students. So if we are going to be in competition with charter schools then let's be on the same playing





field and have the same rules if we are going to be in partnership with charter schools then let's make sure the charter schools are like Worthington and Quantam. So I will not support voting today for Renaissance I realize that the district had no choice but to recommend the superintendent had no choice but to recommend approval because they meet the statutory guidelines I think the legislature when it initially put the charter statute in place were looking at charter schools you know like Quantam and Worthington that had a real need that filled a real need in the district over time the legislature certainly has changed its outlook on charter schools so now that they have an unfair advantage over our schools we take every child that walks in the door you know they can tell their parents who walk in that we don't have the facilities here to take care of your children so you should keep them in the public schools. So until we have a level playing field I am not voting for any more charter schools like Renaissance that have nothing more no more objective than to make profit at the disadvantage of our children so I will not support this recommendation of the superintendent

Chairman: Thank you, Ms. Rico?

Ms. Rico: Thank you and I just want to interject for a moment with respect to reminding the board on some legal guidance that we had sent on the board's authority and role to deny charter school applications. The statutory piece that I believe Mr. Barbieri is alluding to is the innovative um the requirement for innovation and that is in the statute though it is not part of our part of the state's Rubrik it is contained in statute. So with due respect I just wanted to you know sort of zero in on the legal foundation and basis for the comments that Mr. Barbieri was articulating that the statutory innovation requirement is I believe what he was focusing on.

Mr. Barbieri: Mr. Shaw, thank you Ms. Rico we discussed this and that is the reason, you know the charter statute provides for innovative you know, learning that we don't have in our own district schools and this particular school application it has nothing innovative that we don't have down the street at our other high schools.

Chairman: Mrs. Brill?

Mrs. Brill: Thank you and I'm smiling because this is a conversation that I know Dr. Robinson has brought up before and for me hearing the words charter and partnership made me feel good because I did get to visit Quantum I didn't go to Worthington I saw Quantum and I've seen some others and I know that Mr. Barbieri, Mr. Shaw and I were down at South Tech yesterday and so we have some really great partnerships with some really terrific charter schools who really are serving a great purpose in our district but I'm with Mr. Barbieri I say let's test the statute regarding innovation now that you are bringing this forward I am with you on that but I am also happy to hear us beginning a conversation I am hoping this is the beginning of further ways that we can work together with the charters that are doing the right thing to help our children because at the end of the day they are all our babies. Thank you.

Chairman: Mrs. Andrews?



Mrs. Andrews: Well I have visited Worthington in fact just yesterday I was working with one of the schools in District 6 and there may a referral there because of something we could not do at the school that could help that student. When we ran, when I ran for election that was one of the things that people said to us why are you continually bringing in schools that are doing the very same thing that we are doing and when we look at the schools right next to each other and there is nothing different that is not acceptable to me so I know we have to follow the law and I recognize you have to bring it forth but as a board member I can decide to vote on what I think is going to be best for our children and best for our public schools.

Chairman: Dr. Robinson?

Dr. Robinson: So, I am counting because before I would vote against these charter schools that didn't have anything unique to offer for our students and so I just want to put legal on notice get ready because I am counting we are going to get to four one of these days I don't know if it is going to be today but we are going to get four one day but we are not going to approve these charters that just fill out the paperwork properly and don't have anything special to offer our children.

Chairman: Ms. Whitfield?

Ms. Whitfield: Hi, I'm new, so as we are sitting here talking about this I have a lot of reservations as well I get kind of upset about what happens to our schools and one of the things that you might not see in the public that we see in our backup right here is it says that the financial impact to the district on this is a revenue loss of 4.4 million up to 7.3 million for years one through five and obviously after just going through our budget session that is very disheartening to see. The concern that I have is that if we as a board were to vote against this today it's my understanding that this charter would then bypass us and just go to the state to be approved and we would lose our power to make sure that we have the, yes and I just would love to hear a little bit more about that as we are making this decision.

Chairman: Mr. Harris can you give us an update on what the appeal process is?

Mr. Harris: Certainly, do you want me to?

Chairman: Yes.

Mr. Harris: The appeal process is if there is a denial we're required to send the denial letter with the reasons and the documentation within 10 days, the charter school then has 30 days to file an appeal with the charter school appeals commission, we have 30 days to respond and then there is a hearing before the charter school appeals commission and after that it goes to the State Board of Education with a recommendation from the charter school appeals commission and then it could come back down to us depending on the result.

Chairman: Mr. Murgio?



Mr. Murgio: I guess my question is I didn't see anything is there anything innovative about this charter school that they are doing that is different that would comply with the statutory requirement that they provide an innovative learning environment?

Chairman: Mr. Chapman?

Mr. Chapman: What we have is a K-8 that is part of where they feel there is some innovation, blended instruction and extended technology to access text.

Dr. Robinson: So, if this was denied today, then there is no children that are negatively impacted. Right? The worst case scenario from my point of view, is that they could appeal and then we could be told that we have to accept them. There is no negative impact on any children you know and this you know this is an act of civil disobedience cause some of this stuff that we are told to do is crazy and it does not harm children to say no.

Chairman: Mr. Murgio?

Mr. Murgio: I guess just to kind of follow up because I wasn't looking necessarily for what they may have put in there and my evaluation of that because I haven't looked at it as deeply as you have so my question to staff to the superintendent is from staff's perspective are they providing any program that we can't provide or are not providing that is innovative and different than what we are currently doing in some of our schools?

Mr. Trent: No.

Chairman: Thank you Mr. Trent. Any other questions? Seeing none we will call the question. Ms. Whitfield?

Ms. Whitfield: Thank you I'm sorry, I just was wondering do we have any relationship with this organization currently the one that is applying to us.

Mr. Chapman: Yes we do.

Ms. Whitfield: And what is the basis of that relationship?

Mr. Chapman: They have six other operating schools in our county.

Ms. Whitfield: Do you know them off of the top of your head?

Mr. Chapman: I do.

Ms. Whitfield: You can say no if you don't.

Chairman: Mr. Gent, is it okay if Mr. Pegg answers that question?



Mr. Gent: Yeah if he doesn't look at his notes.

Mr. Pegg: Okay I will not refer to my notes, we have the Renaissance Charter School at Palms West, Renaissance Charter School at West Palm Beach, Renaissance Charter School at Central Palm, Renaissance Charter School at Cypress, Renaissance Charter School at Wellington and

Mr. Gent: Summit

Mr. Pegg: Summit, thank you and they are here this evening, Renaissance Charter School at Summit.

Chairman: Ms. Whitfield?

Ms. Whitfield: This is a little politically charged of a question but I am going to ask it anyways because I am new, I am wondering how those schools are doing, I know the outcome of one because it was coming up before us today, but how are the other five doing, currently with their students?

Chairman: Mr. Oswald?

Mr. Oswald: I am going to...(unintelligible).

Mr. Gent: Comparable to our district schools we have A's, B's, C's, there is the D school that is Renaissance Charter School of Summit, but other than that they are performing comparably to the district schools.

Chairman: Mrs. Andrews:

Mrs. Andrews: Well I know of the Renaissance that are located in Royal Palm Beach as well as Wellington, but the bottom line is that we really don't need any more duplication and we are at a new place now so as a result I do visit all of the schools in District 6 and I have been to the schools that we are talking about here but we can't continue the same process of doing the same thing that we have always done especially if there is nothing unique or different that is going to make a difference for our children.

Chairman: Any other discussion? Just to make sure everybody is aware if you vote yes on this item you are voting to approve the application, a no would be to not approve the application. All those in favor of the motion please signify by saying aye, all opposing same sign, aye. The motion is defeated 7-0 and let the record show all board members voted against this item.

END.



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**SCHOOL BOARD WORKSHOP 1/BUDGET WORKSHOP
OF THE SCHOOL DISTRICT OF PALM BEACH COUNTY**

Date of Workshop: December 10, 2014

RE: South Palm Beach Charter School Application

Chairman: The meeting will now resume, so at this time I would like to call the meeting to order and ask Ms. Bass to call a roll.

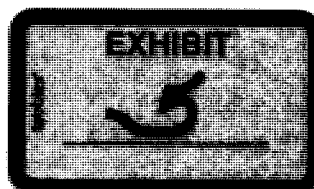
Mr. Bass: District 1, Mike Murgio, District 2, Chuck Shaw, District 3, Karen Brill, District 4, Erica Whitfield, District 5, Frank Barbieri, District 6, Marcia Andrews, District 7, Debra Robinson, all are present.

Chairman: We have a quorum, please stand for the Pledge. The workshop agenda is a workshop on the capital budget. Mr. Gent?

Mr. Gent: Thank you Mr. Shaw we will begin our process for next year's budget and begin today with the workshop, I am going to turn it over to Mr. Burke.

Mr. Burke: Thank you, good afternoon, and yes this is the board's first workshop as we start to develop the FY 2016 budget I would like to begin by sharing an update of the state's economy and their forecast for the next three years. As the board knows, your budget, your funding and your taxing authority is largely determined by the legislature and the governor each year. So as the state economy goes to some extent so does our school district. The Florida's office of Economic and Demographic research led by Amy Baker does an excellent job they've got a lot of information but they do a very good job of forecasting the state's revenues and their budget needs and it's a good indicator of what we can expect in the upcoming session. You know as we know we have gone through the great recession and things are starting to kind of bounce back there has been a sustained kind of slow recovery and I just want to go through a few of these slides quickly to kind of illustrate that and this is again this is borrowing the work done by the EDR but the legislature will get us some more presentation. So the state's gross domestic product is up 2.2 percent that's in line with the country and that's been sustained for a couple of years that's a good thing, unemployment as we know, unemployment was over 11 percent at the height of the recession it's down to 6 percent, 6 percent is you know better, but it's still not great. The previous low was in the 3 percent range so at 6 percent there is still almost 600,000 people jobless and with more people moving into our state that number can grow each day. Florida's population is growing which is a good thing. The population growth for Florida is one of the major economic drivers of our state and this projection takes you out to our state reaching almost 24 million people by the year 2030. By that growth if that forecast holds true Florida will surpass New York and become the third largest state in 2016 behind California and Texas. The population growth we are expecting out until 2030 is supposed to grow up between like 1.3 and 1.4 percent per year that's quicker than the nation as a whole which is going to be about .74 percent but its slower than what we experienced in the 70's, 80's and early 90's when we were

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growing by about 3 percent per year and then when you look at the demographics how they will change with this growth over the next you know out till 2030 if you can believe it Florida is going to get even older. That new population growth the bulk of it 55 percent of it is going to be age 60 or above as the baby boomers retire to Florida and when you look at from birth until 17 years old our school age kids that is only going to count about 14 percent of the expected growth. So you know all this feeds in as our demographer plans, looks at the birth rates, and does all that to forecast our annual district enrollment. Housing, another big part of the economy, construction starts, the building permits are up you can see how it's starting to pick back up but it's still well below the historic average for Florida on a per capita basis. Existing home prices are still down 31 percent, you know on average at the median from 2006 to August of 2014 and foreclosures are still a big issue for Florida, Florida is still the highest state in the country and that is still kind of a drag on our housing prices and our property values. So just kind of quick in summary and this is borrowed straight from the EDR so I want to give them full credit, but basically what we have hopefully is continued slow recovery, the nation may be a little bit ahead of Florida we were kind of one of the hard hit states but we are on track to kind of follow suit and we expect sustained slow growth. One of the exceptions is on a per capita income basis the residents of Florida have not really seen the recovery, their income is still down and that is not growing in line with some of these other measures like housing and you know tourism and other things and then they really don't expect to achieve what the economy has cooked up as normalcy. We hope to get back to normalcy by 2016, 17. So this is the work that goes behind the state general revenue forecast and there will be a general revenue estimating conference again this Friday to update these projections but we really don't expect any significant changes we'll follow that closely but the numbers aren't expected to change a whole lot and right now our focus is really on the 15, 16 year so what this chart shows you is that the general revenue the latest forecast has the state having about 28.2 billion dollars to work with in state revenue for next year and that is a growth rate of 3.9 percent and the other part of this equation you look at the revenue then you look at what needs are going to be facing the state, so the state has their high priority in critical needs and when they look at it over the next three years the biggest demand for their budget is in human services which reflects Medicaid and you can see on this bar chart Medicaid for the next three years far eclipses Pre-K - 12 education and higher education and the other components of the state budget. A numerical presentation at this table here in the next slide shows you that they are predicting or they are really scheduling it for next year in the FY 16 budget, the state of that billion dollars in new revenue they have they expect to allocate 236 million of state dollars to K-12 education. In FY 17 the following year that drops to 82 million in the third year, FY 18 that drops to 40 million and I need to point out that's not, you know our budget K-12 education is comprised of two main sources the state general revenue and local tax dollars. So the total increase for education may be higher but this is the piece that is expected to come from the state so really the state is expecting to rely on that continued growth of property values to meet the demands for education funding over the next few years to the largest extent. It also shows that they don't expect they don't have a lot of high priority in critical needs in this area so they're not really looking to put a ton of money into the K-12 education for the next 3 years. So I think we're going to see moderate increases at best probably in the 3 percent range and if you look at the human services you'll see they are looking at 257 million in FY 16, that jumps to 458 million in FY 17 and then over 520 million in FY 18 so that is the big budget challenge for our state. The other thing I want to point out in this next slide

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show is the good news here is that the state budget is growing it is a slow growth but it is enough to cover what they've outlined as their high priority critical needs and there is a surplus there in each of the next 3 years. This hasn't always been the case when we were going through the really bad years in the recession the state was grappling with their own budget shortfalls so the state expects to meet their needs and that includes building a 1 billion dollar reserve at the state level so they have penciled that in to the FY 16 budget and they maintain that throughout the projection. So at this stage in the budget process we've got the revenue forecast we are following we also have the state board of education that has released their legislative budget request. So they work with the commissioner of education and that's kind of a starting point. The next step along the way will be that Governor Scott will develop his budget recommendation in late January or early February that will be our next read. The state legislative budget request though it is interesting, they are contending that it takes us back to 2007, 2008 funding levels so this chart shows you that in 2007 and 2008 total funding per student on average across the state was 7,126 dollars. Now it is important to note that's the figure that we finished the FY 08 school year at. FY 08 was a tough year because the legislature had to convene for two special sessions and we went through multiple budget reductions throughout that school year so this request would improve that funding level by 50 dollars and we could expect 7,176 dollars next year. You know, so it is a step in the right direction, it is an increase but when we hear these claims about getting back to the highest level of funding and its historic and all that you really kind of have to, they are not really showing the full picture when they go to the end of 08 school year, you really need to look at where we were that summer before we started going through budget cuts because we had already built a budget, we had already negotiated you know with our employees and then we were forced to deal with some pretty significant reductions. If you take that into consideration we would still be just shy of 180 dollars short of our high point in per student funding. So the legislative budget request I am going to kind of just jump to the bottom line the overall increase on funds per un-weighted FTE would go up 232 dollars or 3.35 percent. So I think at this point that's our best read it's what to expect. We could probably expect increased funding of about 3 percent per student. As we plan you know we are working on our own 3 to 5 year forecast, I think that's kind of the best number to use at this point be conservative use 3 percent and maybe carry that out for the next three years anyway. I wanted to just point out real quick too the legislative budget request it really mirrors some comments made by the governor just prior to the election. Governor Scott had pledged to increase funding 50 dollars beyond what it was when Charlie Crist was in office and that's that 7,176 figure. He had indicated he would put 700 million into public education and this legislative budget request will do that. Again about 240 million would be from the state and then the other 500 million would be picked up probably through expected growth in the tax rolls and how that cycles through our _____ effort. Again I take some issue with the historic cause there are different ways to look at that, they may say that it is historic from the amount of state revenue they are putting in, but when you truly look at how much funding we have per student to work with its less than historic. You know I use this slide quite often now this is the latest data on Florida's funding as it compares to the nation. This is from the US Census in 2012 and things haven't really changed much since then but Florida is 42nd in the country so whether our funding is historic or not we are still you know grappling with being in the bottom tier of states in terms of per student funding. At this point I would like to turn it over to Miss Shirley Knox and she is going to take this a little further and let you know how this impacts Palm Beach County.

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Shirley Knox: Okay on the enrollment forecast what you are looking at right here is both the forecast for this year and the out years for both Florida and Palm Beach County and as you can see at the total for the next five years including this year, Florida itself is expected to, the enrollment is expected to increase to a total of 2.3 percent. Whereas Palm Beach County is projected to increase 4.5 so our growth rate is expected to exceed the state average that will give us a greater share of the total funding package across the state. So the legislative budget request, our particular share of that money, coming directly off the spreadsheets that they have published, they have us projected to pick up an un-weighted student FTE enrollment of 160 students, and our base for our particular county when you add in the district cost differential, our base student allocation will increase 180 dollars and 15 cents for a total funding increase for our district of 58 million dollars. When you add up all the funding and divide it by the FTE that comes out to an increase of 229 dollars and 06 cents per un-weighted FTE's bringing us up to 7,600 dollars per and that's a total increase of 3.09 percent. The funding highlights on this legislative budget request include a substantial increase to the digital classrooms allocation that was new this year. Their proposal would take us from 1.7 million dollars up to 4.4 million and they have added two small additional line items one called lowest performing schools and our share of that right now would be 1.7 million dollars and enhanced learning which our share would be 129 thousand dollars which for our district is very small. Now the enhanced learning so far there is not a lot of detail on that it says student services, to improve student services, now normally that means guidance and things like that but we don't have much more detail at this point what that would be and it's not going to be a whole lot of money for us anyway. The next two pages show you the detail of the legislative budget request for Palm Beach County compared to our second calculation which was really at the beginning of the year. The one factor that we know we are dealing with is the charter school enrollment growth. What we have got here is a baseline of 2009 where we had 7,041 charter school students to the current year we are at 19,229 that is a 273 percent increase over that time period and if you look at the last 4 years the average increase is 22 percent and that is partly because we had such a high increase year in 2014 which we know at that point that their growth actually cost us students while they were increasing we were actually decreasing and that was a very tough year for us financially that is a bad situation for us to be in. We caught a little bit of a break this year they are only up 19.7 percent but when we look if you look at the angle of that graph line it shows it is an increasing growth trend. Looking specifically at next year 2016 we started with our projected FTE growth of 2,161 students and we expect that to bring in about 58 million dollars based on additional based on the legislative budget request and we took a hard look at where we are at with charter schools right now and based on the charter schools that were supposed to open this year and so far deferred to next year, new applications that have been approved and factoring in a 3 percent enrollment growth for existing charter schools we are looking at the possibility of charters growing another 5,711 students. That's a very rough estimate and we are going to have to continually review that as time goes on because we know that is an ever changing scenario but if that happens we would be looking at district schools would probably be losing 3500 kids and we would still have a 1.2 billion dollar budget but of that 58 million dollars increase projected right now 46.9 million of that would flow through the charters leaving us only 11.1 million which we would have to use for the increase in costs that come up every year such as utilities, diesel and any other number of things.

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Mr. Burke: Can I just add real quick that state forecast that has us going up 2,100 students we believe that is a little low we are in the process of doing resubmitting our forecast this week actually to the DOE we think we are closer to 2,700 we expect to 2,700 to 2,800 students as a district and we have to go through a whole modeling process with the state but we feel that is a pretty good number and then the big unknown is like Ms. Knox said the charter school growths could range from 3,000 kids to 7,500 students so that's what we're going it's hard to pin down because there is so much uncertainty as to whether they are going to open and how that will go but that is like one of the big budget variables we are going to have to monitor and wrestle with as we go through this process.

Ms. Knox: Right, the reason I left it at the 2,161 increase was because that is the enrollment that is tied to the 58 million dollars so if I change that there is no way I can recalculate what we would actually get because it would change the whole picture. So this gives us some relative idea of what could happen but as Mr. Burke said the total district enrollment could be higher and likely will be higher. So as I mentioned increasing costs are a factor, electricity this year right now is up 8 percent year over year and could be again next year a lot of that is due to rate increases and also higher usage. We also are monitoring health insurance claims we had a pretty good run on trend for that but right now this year, year to date they are up 6 percent year over year and then the Florida retirement system at the state level it still has some unfunded liability, it may be one of the best unfunded liabilities in the country but it still is considered an unfunded liability and there may be some pressure to increase the employer rates in order to fund that more fully. Some additional considerations as I mentioned the charter school enrollment projection is huge to keep track of and try to figure out the impact we have. This year's funding adjustment will come out next Friday and that will be the third calculation that will be the base from which we measure our increase to next year for resources available. We also have to take a look at making sure our fund balance is stabilized for 16 any one time funding that was used in 15 has got to be replaced in order to do that and of course as an ongoing business we have to find a way to fund salary increases somewhere down the road.

Mr. Burke: We are going to shift gears here and have Ms. Evans kind of take you through the capital budget I don't think this will be a surprise to the board but you know we're still reeling from the 2008 and 2009 legislative reductions to your local capital outlay taxing authority and you know maybe as a short term measure to deal with the recession it may have been palatable but now that it has been left in place for over 5 years it's really starting to have a devastating impact on not just Palm Beach County but school districts across the state and their ability to meet their capital needs. Ms. Evans take it away.

Ms. Evans: Good afternoon, this first slide is really just reflecting information that was in the 5 year capital plan that you approved this past September so none of this is new information. We are working on the FY 16 5 year plan and one of our challenges is to expand on that. We are taking it to a 10 year plan this year. For a number of reasons we would need to trend this out but we're also looking at doing possible financing for school buses. I know we have talked about escrows we have looked at different options, those could impact the capital budget beyond 5 years. So we are going to give you something that looks very different I hope for next year's 5

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year capital plan it will be 10 years. The numbers on the slide really are reflecting right out of the adopted 5 year capital plan it showed a projected 837 million dollar reduction that's comparing the basic needs of the district to the funding that is available. So that's a very large number, that number, I want to make sure we cover the fact that the reserves that we have had in place in prior years have been used to soften the landing so while other school districts throughout the state were really struggling with massive shortfalls we've been able to continue to fund maintenance and cover debt service payments life safety, ADA, security projects, we've funded technology, and we've funded the new student information system. We've been doing all those things so we are in a little better shape than a lot districts throughout the state but looking forward that 830 million dollars is a scary number that we are looking at going forward. There is 21 million dollars in reserve for emergencies right now in capital whether its project increases or an emergency roof replacement, I think it's important that we keep that money set aside strictly for emergencies. So I already have covered what would be funded so the big question is what's not going to be funded, what's in that 800 million dollars. Construction projects and the associated land purchases that go along with them, these are replacement schools, modernizations, it is the south area school of the arts, those projects we have heard loud and clear we need to build we just don't have the money for them in this budget. Some equipment reductions, technology is a big number, school buses and major maintenance and this is just for FY 16, these are the cuts that we will be making based on the projection for FY 16 and major maintenance is projects like roof replacement, HVAC replacements, fire alarm replacements, basic maintenance will continue to be funded. So the next big question is how do we solve this problem and there is 3 options none of which solve the problem in its entirety. The first is the restoration of the 2 mills, which we've all talked about many, many times, for FY 16 that would be a 75.8 million dollar revenue line. There is also the potential to move some expenditures from capital to the operating budget, there is 17 million of money for property insurance and leasing for copy machines and things like that, but given the stress on the operating budget, I am not sure that is necessarily the direction we want to go in but that is an option that needs to be on the table and finally the one I think we do need to look at is alternate revenue sources, whether it is a sales tax or a general obligation bond referendum. I think the future is pointing us in that direction so it's something we need to keep on our radar and be discussing as time moves on and with that I will turn it back to Mr. Burke.

Mr. Burke: Yes, so we don't have to solve all these issues today but we've got our work ahead of us and I just want to spend a little time talking about how as staff and superintendent we expected to kind of tackle this budget. We have a superintendent's budget review committee that is comprised largely of principals and I think the work of this committee is going to be critically important. You know as we went through last year's budget process we spent a lot of time with your budget advisory committee and that culminated in a report to the board last June and that report was pretty specific about what they saw as our challenges and where we needed to spend our time. So as we start working on next year's budget I think it is important, we are looking at our school allocation formulas, you know how we can potentially make changes to make them more responsive to enrollment fluctuations and to also look at, to make sure they are equitable and that we've talked a lot about potentially maybe changing or adding allocations that recognize the needs of our students at schools. So that's a big job, we do have the budget advisory committee and what I would like the board to consider, this is just an excerpt from the policy, but

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the policy calls for the budget advisory committee to meet quarterly and then more meetings can be added as needed. For the last couple of years we have really spent a great deal of time working with the budget advisory committee and we were meeting you know bi-weekly for you know 5 or 6 months at a time and while that was valuable work and I think it led us to some good recommendations, I think this year we need to probably spend a little more time internally working with our principals to work through recommendations and then use this committee as we have used some of the other advisory committees to bring recommendations forward for their input and review maybe before we come back to the board and the subsequent board workshop. Part of this is just driven by, you know we have a fairly lean staff in the budget department and I need to put people where they can have the most impact and you know keeping the budget advisory committee and having those meetings very frequently creates a lot of work load and drain. I think it would be more strategic and I am hoping that the budget advisory committee will see this also and welcome the suggestion that we perhaps you know meet less frequently with them, do more work internally and then use them to vet the recommendations that ultimately come to the school board. The last slide here is your school board budget priorities from last year, I know the board is scheduled to do some strategic planning and so I'd say these are probably will need to be amended based on the results that work but these are your priorities from last year and then I just want to tell you we have been, you know the budget that was adopted in September, you know I know it fell short of everything we wanted to accomplish and we've continued throughout this year to try to save money and try to improve our financial position. One of the big things that we have done we took advantage of the law that allows us where we have schools that are choice of reassignment to operate to have the same standard of class size compliance as a charter school. So what we did we is we went through the 11 day count in staffing adjustments this past fall, we took advantage of that flexibility where we had it, we think we have made some headway there, we are anxiously awaiting the third calculation of the FEP that the state will release just prior to the winter break, that will give us a good update as to how much FTE we generated, how much you know was within the district, after the recalibration and all of that and we'll have an update for the board at that time of about where we stand. But I am hopeful that we have picked up you know some money since we adopted a budget, I know that just the flexibility we exercised on class size we think saved about 5 to 6 million dollars. The charter school growth where we were concerned that they could grow by as many as 4,400 students, that came in you know, just over 3,000. So our own district enrollment was up with over a 1,000 students from last year which was a positive thing, so that's going to help, and so we'll have to reevaluate once we get that information and then you know, looking at next year we potentially have our work cut out for us again depending on how the enrollment shakes out. One last announcement I guess before we open up for questions Mr. Gent, Ms. Shirley Knox here to my left has been your budget director for eight years, it's a tough job and Shirley has decided she'd like to maybe expand her horizons a little bit and take on some new assignments so she's going to be transferring into a new position actually it's not a new position it's an existing position that was previously held by Lori Ann Basal in my office but Lori Ann has moved onto to transportation. Shirley is going to step into that role and really help me with special projects and some strategic planning and she is a great asset for our district and she provides a lot of valued input on a number of areas so I think she will be great in that role and I just want to kind of thank her for her commitment because the budget director job I got to tell you I think it is one of the toughest maybe, transportation may be harder, but the budget job is a

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24 hour job that wears on you mentally as you try to deal with all the variables that impact our bottom line each day and night. With that Mr. Gent can wrap it up.

Chairman: Are there any questions on the capital budget? Seeing that we have no money makes it easy, Mr. Murgio?

Mr. Murgio: Just a question, how much do we transfer from capital to operating currently?

Mr. Burke/Ms. Evans: About 85 to 89 million, 89 million.

Mr. Murgio: So what impact would it have if there was a way to manage the operating budget where we didn't have to transfer those funds on capital, how would that impact the capital budget then.

Mr. Burke: To the extent that we could reduce that transfer, if we were flush with money in the operating budget, we could start as Ms. Evans alluded to, we could pick up, your general fund operating dollars are your most flexible dollars, the capital budget has to be restricted to lawful capital expenditures, so that is why we only transfer what we can justify but yeah to the extent that if we did not need that 89 million that would free up 89 million for capital needs.

Mr. Murgio: So would that solve the majority of the problems that we are seeing with regards to maintenance, minor and major projects based on your calculations for the next 10 years or 5 years?

Ms. Evans: The shortfall for the next year 5 years is just over 800 million dollars and if it is 89 million dollars a year for 5 years it would be over half of it, it would not solve all of the problems, none of the solutions listed here would solve the problem in it of itself, it would take a combination of them.

Chairman: Any other questions, Ms. Andrews?

Ms. Andrews: Thank you and Mrs. Knox we are going certainly going to miss you, I asked the superintendent about that and he said that you had made that decision, but you have been valuable and I know wherever you're going be outstanding but we truly will miss you. But my question is as I hear you talk that the budget advisory committee will be limited a little bit more, less in meeting. I would like and maybe this is a question through the chair to Mr. Gent. If we can now put some time on the table for us as board members to go through our budgets and put our priorities out there, we had a meeting a while back with some of our priorities, certainly one of mine would be more flexibility for school base with the budget formula that we use. I mean we have a template that we have been using for a long, long time and I would like to see that change but I would like to see now as a board that we can get some dates for us to sit down and walk through the budget. I know it's a moving target we don't know exactly what we're going to get but we know the basic things that we to have pay for and what we really do need and what's going where. We kind of know that because that's every year but we need to be talking about where our priorities are as it relates to student achievement, school center needs. Certainly

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wanting to hear from the principals and all these other groups, but that is something I would like us to do is get some dates where we can go through the budget and tear it apart and talk about where our priorities are as it relates to what has to happen for the needs of our students.

Chairman: It's a yes from Mr. Gent, and it's on the deliverable list. Mr. Burke I don't remember if I missed this one but what is the projection, first did tax revenues countywide come in better or less than expected when we had, for this year, and what is the projected increases on property values for the next couple of years out?

Mr. Burke: This past year they did beat the projection at about 8 percent, then looking forward

Ms. Evans: The current projection is 5.7 percent going forward for 16.

Chairman: Is that about what you had expected

Ms. Evans: Yes that's the number it's very close to what we were using.

Chairman: Okay, any other questions, Mrs. Andrews?

Mrs. Andrews: We would love to see the 2 mill come back, we just came back from Tampa, we were working with other school boards it's the same need that we have across the state so we're going to continue working through that but as we work closely with our business partners we know that that sales tax is something that we are going to have to come together and talk about and through the chair to the superintendent is there some discussion with working with some of our business partners about that discussion we know it's not going to happen right now but we need to begin to start contemplating what we are going to do because it is certainly is going to be something that we'll need to do.

Chairman: Mr. Gent

Mr. Gent: Yes Ms. Andrews we will be meeting and talking and looking at what happens in Tallahassee, looking at the general needs that the district has to make a case for that and we will include, similar as we did before, we will include the different community organizations, the economic counsel, the business development board, other agencies where it is preliminary right now because you couldn't do anything for 2 years but we'll begin those conversations. We want to wait and see what happens in this legislative session but we're also going to begin some strategic planning in that area. The need is there Mr. Burke laid it out for that. You know we see buses breaking down, we see roofs leaking, we see air conditioning going out, it's not unique to Palm Beach County, it is district wide. Some other districts have done some different creative financing in going to the voters. We went to our voters this past election cycle and were very successful with them we laid a good case out to our voters. We think we have another case that is coming up that is statewide and so we will be looking at that very, very closely and coming up with a plan of action.

Chairman: Mrs. Whitfield?

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Mrs. Whitfield: Thank you, I just wanted to say this is a fantastic presentation I really do appreciate it and I think you've done a very good job of laying out all our options. 2 things that I think that we are looking forward to at least that I know I am looking forward to in this upcoming visioning session I know that we are going to discuss that later but when you talked about potential solutions to the capital budget I think 2 things that we really need to consider are how do we make sure that we let our students know that we are the better solution for an educational option rather than going to the charter schools because though sometimes they do fill a role I think we have a really great option here so using our chance to really market what we have. The other thing that I think is really important that could be addressed as a potential solution is letting our community know what things they could help us by funding. We have people out in the community that are interested in funding programs within the school district but they don't necessarily see how their services can fit in so I think we should consider those things as potential solutions as well while we're going forward. Thank you.

Chairman: Mr. Barbieri?

Mr. Barbieri: Following up on Mrs. Whitfield, Superintendent I think it's time that we had Mr. Sanchez come back and give us his vision on communication marketing and community engagement. I think it is extremely important as talking with the other districts when we were up in Tampa, I mean there is a concerted effort among all the districts to get the marketing out there to let the population know that the public school system is the best option in most cases for their children and I think that Mr. Sanchez should come back to us and tell us what he has planned because we have talked a lot about the marketing and I think we need to get moving on that especially if we are going to put something on the ballot in 2016 we need to make sure that the population has already heard the message for months that how great the system is, so that when we ask them for money to maintain that great system they are willing to sign the ballot, so if you could arrange that.

Chairman: Alright, Dr. Robinson?

Dr. Robinson: Thank you, several points. First thing I just want to give my own personal push back about this concept of transferring the money from the operating fund to cover capital expense. I am glad you mentioned the challenges we have there but to me that is where the priority lies and the capital is a tool to help us with academic achievement but the real worker academic achievements is coming out of the operating budget. So, we mentioned before the people's budget review any follow up on that any additional thoughts?

Mr. Burke: Yeah, no I am familiar with it, the work that was done in Pinellas County, where they used it as a tool to educate the community on their needs so I think it could fold into the communication and marketing efforts if we look to put something on the ballot or whatever.

Dr. Robinson: So let's work with SEIU on how we might be able to do that because they were an integral part of it in Pinellas County. I think we need to be careful about, I would like to hear what this great and mighty plan is from communications that seems to be building its own

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empire and I have to say that the first thing we need to find out is why are people leaving our schools, it's not just because we don't tell them we're great, right. In some cases we need to be better and we need to be better in specific ways but we will not know why they leave until we ask them, and the answer to one of the questions that I sent on a non-agenda item in regards to that says that essentially that the draft for that parent charter survey is in the mighty office of communications, right. I will also say that I have in recent times discovered Twitter which is just fascinating and I get informative tweets from Broward, Broward schools and so I think that we could use our communications more effectively. In fact there was an item that was on the agenda that has been withdrawn and I am glad that it was withdrawn but I still want the question that I submitted about it answered in writing because I am not interested in taking money to continue to expand the kingdom of communications. We have work that we need to fund if we find additional pots of money and that work is you know a large measure in the classroom. The other thing I would like to see is a compare and contrast, when we have this workshop that Mr. Barbieri suggested compare and contrast to what was done in Austin, Texas and the kingdom that was grown there and the results of it or lack thereof. So you know I am interested in more information but I want us to stay focused and make sure that when we talk about budget that, as we generally do that we put our dollars where the children need them and work to be better and you know my phrase now that we look good I don't need to just tell everybody we look good I want to make sure we are good and getting better so that's where our dollars need to go.

Chairman: Ms. Brill and Mrs. Andrews?

Ms. Brill: Thank you and first before I make my comment, I do want to personally thank Ms. Knox, I know that it is a tireless and never ending job and thankless and I do very much appreciate what you've done on the years that I have been on this board and you've really helped me understand the whole budgeting process and I know we have been tough on you so I really appreciate you moving up with a smile. I just want to chime in on what Mr. Barbieri said about the communications person because it was interesting when I was up in Tampa that the conversation did come up that a lot of the other districts are using their communications department for a wide array of things particularly in the budget area and also in terms of educating their board. Lee County's communications chief is putting together a manual for their board members on how to handle the session when the legislature starts to meet and different points which they are going to share with us they are going to send it to Mr. Sanchez they are also going to provide it to us. I think you know I don't want to call the communications department a kingdom because I don't see it that way they can be a very useful tool for us so I would just second the idea of having Mr. Sanchez come in talk to us and I would like to hear what the other districts are doing. Also on another note and I have no idea what they are going to tell me but somebody from Lee County actually asked to meet with me, one of their board members because they have something they are thinking of pushing through the legislature having to do with different funding for capital, for our capital budgets. So we are trying to coordinate a date in the beginning of January and as soon as I find out what that is I will speak to Mr. Crawford and also bring it back to the board but they are wanting to sit down and talk about because they are struggling with the same issues, we all are and I think we have to put our collective heads together to figure out you know where our sources are, but thank you I thought it was a great presentation.

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Chairman: Mrs. Andrews?

Mrs. Andrews: Thank you and this may tie in to what Dr. Robinson was talking about with Pinellas County, I don't know if we can do this but I'd like for us to consider this as a board and as a district. We did a great job in going out with the community input meetings because we were in a real bind as to what we needed to do. I would like to see us be a lot more transparent with our communities and maybe have those kinds of meetings i.e. in the Glades and the Western community in the North and South and the Central area and we already have a template where everybody was able to give input on what their thoughts were and as we head out to the tax that we hope to get because of our needs if we begin to include people in decision making and let them see where the money is and where the money is not located because we don't have it, I think they will be more apt to want to support us so we already have a system that we just used that we could use this in being a lot more transparent in educating our community. So I would like our board through the chair and the superintendent to consider those and I think it would be something that I haven't seen done since I have been sitting here on the board but I think it would be very informative and we can learn a lot from others. I know we have our own priorities but we need to hear from the parents and our communities. Thank you.

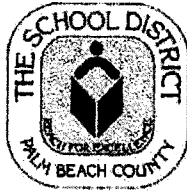
Chairman: Any other discussions, saying none. Thank you everyone.

END.



6





THE SCHOOL DISTRICT OF
PALM BEACH COUNTY, FLORIDA
DEPARTMENT OF CHARTER SCHOOLS
3300 FOREST HILL BLVD., IBIS BLDG. E
WEST PALM BEACH, FL 33406-5813
Ph: 561-969-5875 Fx: 561-434-7498
www.palmbeach.k12.fl.us/CharterSchoolsSDPBC

JAMES T. PEGG
DIRECTOR

JOSEPH M. LEE, Ed.D.
ASSISTANT SUPERINTENDENT

Sent Via Email: dkelmanson@charterschoolsusa.com

December 2, 2014

Derek Kelmanson
South Palm Beach Charter
800 Corporate Drive, Suite 124
Ft. Lauderdale, FL 33334

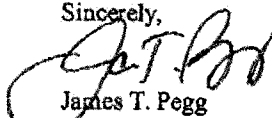
Re: Notice of Special Board Meeting on South Palm Beach Charter School – New Application

Dear Mr. Kelmanson:

The District's evaluators reviewed the 19 sections of the South Palm Beach Charter School and have determined that the sections "Meet the Standard" according to the Florida Charter School Application Evaluation Instrument and the Model Florida Charter School Application Criteria. The School Board will take action in regards to South Palm Beach Charter School on December 10, 2014, at the School Board Meeting, on the Superintendent's recommendation to approve the Application. The Board report for this item will be found on the agenda for this meeting and be located on the District's website at: www.palmbeachschools.org/agenda/agendatoc/htm.

You are invited to attend the above-referenced meeting in the Fulton Holland Educational Services Center at 3300 Forest Hill Boulevard, West Palm Beach, FL 33406 in the Winona W. Jordan Board Room. Per School Board Policy, 1.03, paragraph 7, if you would like to speak at the Board Meeting, you/they may call (561) 434-8136 to sign up by noon of the meeting date, or you/they may fill in a public comment "blue card" before the start of the meeting and each speaker has three minutes.

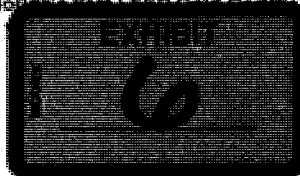
Sincerely,



James T. Pegg
Director

JTP/pjs

c: Joseph M. Lee, Ed.D, Assistant Superintendent





7



NEWS



via MyPalmBeachPost.com
Editorial: Board should stay focused on 'teaching' students



POINT OF VIEW: Attracting best, brightest students is key for FAU



Commentary: Offshore energy energizes Florida parks



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Feedback

Sonja Isger

A 1st: School board denies charter because it offered nothing but competition

f t g+ e COMMENTS

December 11, 2014 | Filed in: Charter schools, Palm Beach County schools, School board.



School Board members Frank Barbieri, Marcia Andrews and Debra Robinson (File photo/Thomas Cordy/The Palm Beach Post)

Charter denied.

What began with School Board member Frank Barbieri asking for a conversation about an application to build a seventh Renaissance Charter School in the district ended with the board unanimously denying the charter because by their measure the school was offering nothing "innovative" that the district's schools don't.

It was the first time the board took this line, denying a charter simply because they deemed it had nothing special to offer students.

Charter Schools USA, the company behind the Renaissance application, is bound to appeal the denial to the state. Officials at CSUSA are expected to call with a comment today.

Several board members on their way to re-election, including Debra Robinson and Marcia Andrews, said this fall that they appreciate the role some charter schools play, serving, for example, populations such as severely autistic children, who don't get complete service within district-run schools.

But they said they were fed up with approving schools that offer nothing special for children and, from their point of view, were built simply to compete for students and the dollars that come with them.

Wednesday at a board workshop, Barbieri echoed those concerns.

"When you have a brand new charter school being built next to an A-rated middle school like Emerald Cove that has no problem with the majority of students there... if we're going to be in competition with charter schools, let's level the playing field," he said. "They have an unfair advantage... we have to take every child that walks in the door... until we have a level playing field, I'm not voting for a charter school like Renaissance that have no more objective than to make profit at the disadvantage of our children."

Barbieri said he looked to the Department of Revenue's description of charter schools to support his move. He said that department says charter school are supposed to provide "innovative learning opportunities and creative educational approaches" to improve the education of its students.

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Some that boards are supposed to use in making their decisions.

Board member Debra Robinson described the No votes as "an act of civil disobedience" and applauded with all seven votes went against the application.

One in 10 Palm Beach County students attends charter schools. Renaissance runs 70 schools in Florida, including six in this county.

The proposed school was to be a kindergarten through eighth grade campus projected to open with 660 students. In its fifth year, enrollment was expected to be 1,145.

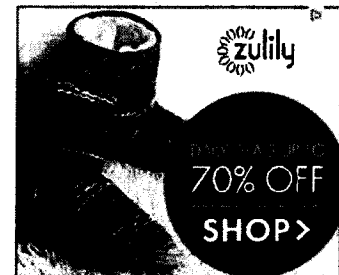
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Feedback



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8



PB rejects charter school for not being innovative



Jonathan Hage, founder of Charter Schools USA, visits with students at the Hollywood Academy of Arts and Science. The Palm Beach County School Board has rejected the private, for-profit company's plans to open a new K-8 school. (Susan Stocker / Sun Sentinel)

By Scott Travis

Sun Sentinel

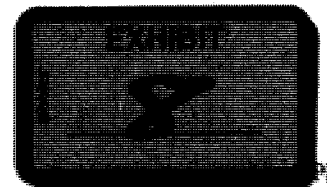
DECEMBER 11, 2014, 6:14 PM

The Palm Beach County School Board has taken a stand against charter schools, rejecting an application by the giant Charter Schools USA to open a seventh location in the county.

South Palm Beach Charter School, which wants to serve K-8 students next year in southwest Delray Beach, met all the requirements on a state and district checklist. But School Board members said it didn't meet a provision in Florida statutes that says charter schools should offer "innovative learning opportunities."

"We're not going to approve these charters that just fill out the paperwork properly, but don't have anything special to offer our students," board member Debra Robinson said. "I think that this was a really good act of civil obedience on behalf of children."

School board members have become increasingly concerned about the explosion of charter schools, which have grown from serving 7,000 students in 2009 to 19,000 students this year. This has created a strain on the district's budget, officials said. Although charter schools are privately run, they receive public funding, and the district loses money every time a student transfers from a regular school to a charter school.





The Florida Charter Education Foundation, a non-profit group that applied for the charter on behalf of the for-profit Charter Schools USA, has 30 days to appeal the decision to the state. The foundation and company now serve 3,882 county students at six schools branded as Renaissance in West Palm Beach, Royal Palm Beach and western Lake Worth.

"We have a strong track record in Palm Beach County," foundation Chairman Ken Haiko said. "South Palm Beach Charter School was previously recommended for approval by district staff which makes the final decision disappointing. We will take time to review the decision before agreeing upon next steps."

Charter school proponents say the district is fighting a losing battle that will cost taxpayers thousands of dollars in legal fees. South Palm Beach Charter has a legal right to open, said Ralph Arza, a former state legislator who lobbies for the Florida Charter School Alliance.

"You have a School Board made up of people that in all honesty are there to protect the school district instead of doing what's right for parents and kids," Arza said. "It's not their job to pick and choose which laws they want to enforce."

Arza said the school district had few gripes with charter schools when enrollment was surging in the early and mid-2000s, and the district was struggling to build schools fast enough. But he said the district now feels threatened since traditional school enrollment is dropping.

Chief Operating Officer Mike Burke projected charter schools could receive about \$47 million of the school district's expected \$58 million in state funding increases next year. That's because charter schools are expected to grow by 5,711 students, while regular district enrollment is expected to fall by 3,550.

Those projections assume South Palm Beach Charter and several that were approved last year open next fall, and existing charter schools grow by 3 percent.

In the past year, Robinson has been the lone dissenter on many charter school applications. While other board members have voiced concerns, they've still approved applications on the advice of district lawyers and administrators. But on Wednesday, all seven said no.

"This school has nothing innovative that we don't have. Let's test the statute regarding innovation," School Board member Karen Brill said.

The action marks the first time the School Board denied an application that had passed the district's vetting process. Six other charter school applications have been denied in the past month after district administrators said they didn't meet all requirements. Another 15 schools likely would have been denied, but they withdrew their applications before they went to the board.

School Board members say they support charter schools that fill a niche, such as educating at-risk students or disabled students or providing job training or arts programs in underserved areas. But they are critical of ones operated by large for-profit companies.

Board member Frank Barbieri said if the state wants charter schools to compete for the same children the district is educating well, it needs to "level the playing field." He said charter schools don't face the same requirements as to who they accept and how many students can be in a classroom.

"I'm not voting for any more charter schools that have no more objective than to make a profit at the disadvantage of our students," he said.



He specifically complained about a Renaissance School in Wellington, which opened this year across the street from high performing Emerald Cove Middle.

"This was a school that was built just to take students out of an A-rated school that has no problem educating the majority of its students," Barbieri said.

Charter Schools USA, based in Fort Lauderdale, has been one of the fastest-growing school operators in the country, with 42 locations in Florida, including eight in Broward and four in Miami-Dade County. The company also operates 28 schools in six other states.

stravis@sunsentinel.com or 561-243-6637

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