

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

RENAISSANCE CHARTER SCHOOL, INC. and
RENAISSANCE CHARTER HIGH SCHOOL
OF PALM BEACH,

Applicant/Appellant,

vs.

SCHOOL BOARD OF PALM BEACH COUNTY,
FLORIDA,

School Board/Appellee.

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School Board/Appellee.

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

Renaissance Charter School, Inc. and the Renaissance Charter High School of Palm Beach hereby file the instant Notice of Appeal, with incorporated brief, to formally appeal the denial of the charter application of the Renaissance Charter High School of Palm Beach by the School Board of Palm Beach County (the "School Board").

Name and Address of Parties and Date of Denial

Applicant/Appellant

Renaissance Charter High School
Of Palm Beach
Renaissance Charter School, Inc.
6245 North Federal Highway
Fort Lauderdale, FL 33308

School Board/Appellee

School Board of Palm Beach County
c/o Robert M. Avossa, Superintendent
Office of the Superintendent
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 November 4, 2015. The formally-rendered Denial Letter dated November 13, 2015 (the "Denial Letter"), was received by the Applicant/Appellant on that same date via email and received by certified mail at a later date. A copy of the Denial Letter is attached hereto as **Exhibit 1**.¹

Statement of Facts and Procedural Background

The proposed Renaissance Charter High School of Palm Beach is sponsored by Renaissance Charter School, Inc. ("RCS"). RCS is an excellent and experienced charter school board that currently sponsors and runs 6 charter schools in Palm Beach County, and 36 charter schools in other school districts throughout Florida, including 3 high schools (in Dade, Osceola and Duval). RCS intended to open the Renaissance Charter High School of Palm Beach to provide further education to the large number of students it was already educating in Palm Beach County who wanted to stay with its school program through high school. RCS planned to replicate its successful charter school designs in the new Renaissance Charter High School of Palm Beach through its third-party operator, Charter Schools USA, Inc., ("CSUSA") as the Educational Service Provider ("ESP") for the school. With direct oversight from the RCS governing board, CSUSA's corporate staff, as well as key leaders from the existing RCS schools,

¹ A copy of the Florida Charter School Application Evaluation Instrument prepared by the School Board is attached hereto as **Exhibit 2**. The Application is attached hereto in its entirety as **Exhibit 3**. A transcript of the School Board interview session is attached hereto as **Exhibit 4**. A transcript of the School Board hearing at which the Application was formally denied is attached hereto as **Exhibit 5**.

the entire network was set to be deployed to implement and monitor the success of the Charter School.

CSUSA, in turn, is an experienced charter school operator and manager. CSUSA was founded in 1997 and currently manages 77 charter schools in 7 states. CSUSA is one of the nation's fastest growing and most successful charter school companies, educating more than 65,000 students nationwide. CSUSA charter schools produce some of the strongest academic gains in reading and math in the nation based on state and federal standards. Indeed, CSUSA started the nation's first charter school in the workplace, the first municipal charter school, and the largest municipal charter middle-high school. AdvancEd awarded CSUSA the first ever Southern Association of Colleges and Schools (SACS) corporate and system-wide 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 implementing their proven education model. This immediate SACSs-accreditation would qualify the Renaissance Charter High School of Palm Beach for immediate capital outlay funds from the state during its very first year of operation.

The Application was submitted on or around August 1, 2015, but because the School Board is hostile to RCS and its charter schools (and there is currently ongoing litigation between the parties), the School Board continued its bias by deciding that the Application was not "innovative" enough (under illegal standards it created and adopted in violation of the charter statute and State Board of Education rules). It did so even though the School Board has already approved the same basic charter application seven times previously and even though both the

head of RCS' governing board and many parents asserted at an open School Board Meeting that RCS' charter schools were incredibly innovative. For example, Ken Haiko, the Chairman of RCS testified to numerous ways in which his charter schools were innovative:

MR. HAIKO: My name is Ken Haiko, H-a-i-k-o. And good afternoon, Chairman Shaw, board members. Superintendent Avossa. I'm here before you today asking for your support for Renaissance Charter High School of Palm Beach because our parents deserve the right to choose the best educational options for their children. As Chairman of the Renaissance board, I've heard from our parents and I can tell you they want a high school.

CHAIRMAN SHAW: Please, no response from the audience.

MR. HAIKO: They want to be able to continue their children's education with us. Today Renaissance operates six schools in Palm Beach County and we have a strong track record of success. I must take a moment to thank our educators because their dedication truly makes the difference in our classrooms. As in that work, we value every single instructional minute and feel that seconds count towards helping our students reach mastery. Our renovation extends beyond the surface. Every student receives a personal learning plan. That is innovative. We offer a longer school day that allows us to develop schedules tailored to the unique needs of our students. That is innovative. We have a unique grading philosophy that only reflects mastery of the student standards taught. That is innovative. We offer a blended learning that provides instruction through a combination of direct teacher instruction and online programming. That is innovative. Each summer we hold a summit. School Board Member Whitfield attended this past year, and our summits are high energy events where our teachers and staff celebrate the past year's success and rated themselves for the new school year. That is innovative. Our principals like Jackson himself used value-driven decision-making process as an approach to moving student achievement. That is innovative. Recently I read a statement by Superintendent Avossa in which he says a one size fits all approach does not work when dealing with legislation across the state for School Districts. I would echo similar sentiments when it comes to our children's educational experiences. Board members, a one size fits all doesn't work. Our parents deserve the right to choose what is best for their children. Not me, and not any of you. Each that -- taking that choice away turns back the clock to a time when student's education was defined by their zip codes. Please give parents the option of a Renaissance Charter High School of Palm Beach, the school that they want, and allow them to make a choice that is best for their child. And while I have a couple of seconds, I

just want to point out I have another five pages of innovative practices that we employee in our schools that are not employed in the District. So the idea that we're not innovative, I think is just wrong. Thank you very much.

See Exhibit 5, pp. 7-9 (emphasis supplied).

Several current RCS parents also testified to the merits of RCS' academic approach at the School Board hearing at which the Application was denied, and this tribunal is urged to read the full transcript of that meeting at **Exhibit 5**.

Perhaps, more importantly, however, several of the School Board's own members acknowledged that RCS' charter schools were, in fact, more innovative than their own district schools, a fact noted prominently in an article entitled "*Palm Beach County's charter school standoff is getting personal*" published originally by the Palm Beach Post on November 6, 2015:

The board members' discussion led to odd contrasts. Moments after rejecting the proposed school as failing to be innovative, two board members said the school district's own schools could improve by learning from Charter Schools USA's model.

Robinson said the parents' passion for the company's smaller campuses underscored "the need to make sure that we have options for small schools" among the district-run schools.

Board member Karen Brill agreed, adding that mimicking Renaissance's individual learning plans and frequent communication to parents might behoove the school district.

"I think what really struck me was about the personal learning plans, the daily reports to parents," Brill told the parents. "I think the things you're getting, yes, we need to do better in our district as well."

See **Exhibit 6**; see also **Exhibit 5**, pp. 49-50.

In sum, 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 members themselves admitted, as quoted above, that the RCS charter model was a better, more innovative one in certain respects. It must be noted, again, that a nearly identical application to the one filed here has been approved seven times by the very same School Board previously,² something which clearly calls into question the legitimacy of the instant denial since this same application had already been approved by the very same School Board repeatedly. (Indeed, RCS and CSUSA are required to keep the underlying educational model identical since its model must be implemented with fidelity at all of its charter schools in order to maintain SACs-accreditation.) Even the article quoted above from the Palm Beach Post recognizes that the School Board's denial in this case was little more than a blatant attempt to block RCS's expansion in the county.

Statement of Law

Under the controlling charter school 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). By law, the Charter School Appeals Commission must find that the instant

² Moreover, the same basic charter application was actually recommended for approval last year (for an eighth time) by School Board staff, but it was eventually denied solely on "innovation" grounds made up after the fact by the School Board. Both this tribunal and the State Board of Education rejected this School Board's admitted "act of civil disobedience" unanimously. An appeal to the Fourth District Court of Appeal by the School Board is pending in that case.

Application should have been approved by the School Board if: (1) it determines that there is insufficient 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's Policy Requiring Its Own Standard Of "Innovation" Contravenes Both The Charter Statute And The Controlling State Board of Education Rule.

This Application met all of the requirements for approval. Indeed, the very same School Board has approved the very same substantive charter application SEVEN TIMES previously. Moreover, both this tribunal and the State Board of Education itself both held, last application cycle, that basically the same charter application was legally sufficient in all respects and specifically rejected the "lack of innovation" argument that the School Board is attempting to raise again in this appeal. See Florida Charter Educational Foundation, Inc. v. School Board of Palm Beach County, (State Board of Education Final Order dated April 23, 2015 (Case No. 2015-3112 FOI)(unanimously approving charter appeal involving virtually the same charter application)).

In this case (and in the previous charter application appeal referenced in the previous paragraph), the School Board adopted its own definition of required "innovation" via School

Board Policy 2.57 that is not contained in the charter school statute, and actually contravenes it. This is clearly illegal. In a recent administrative proceeding involving the same governing board, RCS, the ALJ determined specifically that a school board charter school rule that “enlarges, modifies, or contravenes the specific provisions of law implemented” was illegal, and could not be enforced. See Renaissance Charter School, Inv. v. St. Lucie County School Board (Case Nos: 14-3267 & 14-4045RU, Final Order dated June 30, 2015); see also Lamar Outdoor Adver. v. Fla. DOT, 17 So. 3d 799, 8-1 (Fla. 1st DCA 2009). Moreover, the charter school statute is clear (and the ALJ agreed) that a school board policy cannot be applied to charter schools without their consent. See § 1002.33(5)(b)(1)(d), Fla. Stat. (“The sponsor shall not apply its policies to a charter school unless mutually agreed to by both the sponsor and the charter school.”) It is undisputed in the record that neither RCS nor the Renaissance Charter High School of Palm Beach ever agreed to the definition of “innovation” adopted in School Board Policy 2.57.

In this case, while the Florida charter school statute certainly encourages innovation, an alleged failure to meet the School Board’s own definition 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 “the status quo” at other existing traditional public schools. Indeed, § 1002.33(2)(b), Fla. Stat., merely requires that charter schools “encourage the use of innovative learning methods.” This is why “innovation” (as defined by the School Board) is not a mandatory requirement of either the Florida Model Charter School Application or the Florida Charter School Application Evaluation Instrument adopted by the State Board of Education by Rule 6A-6.0786.

Indeed, the charter school statute never actually uses the word “innovation” at all, and the adjective form, “innovative,” is only used four times therein (and each time in a completely different context). The first statutory reference, as noted above, simply states that charter schools should “encourage the use of innovative learning methods.” The second use of the word “innovative” in the charter statute states that a charter school may create “innovative measurement tools.” See § 1002.33(2)(c)(1), Fla. Stat. Again, this requirement is not mandatory and does not refer to teaching innovation, but instead refers only to “measurement tools.” The School Board has never asserted the Application involved in this appeal or any of the existing RCS schools in general lacked “innovative measurement tools.” Indeed, to the contrary, School Board Member Brill conceded at the School Board Meeting that RCS’s personal learning plans and more frequent communication were more innovative than her district schools. Thirdly, the charter statute also states that a school board sponsor shall ensure that the school charter is “innovative.” § 1002.33(5)(b)(1)(e), Fla. Stat. But, the school “charter” is the contract between the parties and this innovation requirement is specifically imposed upon the School Board, not the charter school applicant. Lastly, the charter statute also states at § 1002.33(5)(b)(4), Fla. Stat., that charter schools fostered by a Florida college must provide some innovative blended learning methods to students in grades K-8. But, the Renaissance Charter High School of Palm Beach would not offer grades K-8, has no connection to a Florida college, and, as RCS’s governing board President asserted (as quoted above), RCS already offers blended learning in its charter schools regardless. For all these reasons, the “innovation” requirement imposed by School Board Policy 2.57 (which requires innovation by charter schools that goes beyond the

requirements set out in the charter school statute) plainly violates the charter statute, and cannot, therefore, be legally enforced or used as a basis to deny this Application.

Moreover, under the charter school statute, only the State Board of Education has the authority to adopt charter school rules. See § 1002.33(28), Fla. Stat., especially rules relating to charter applications and evaluations (school boards limited to a consulting role in adoption of charter rules). If the School Board really believed that either the Model Florida Charter Application or the Florida Charter School Application Evaluation Instrument adopted by the State Board of Education by rule somehow violates the charter statute, it is free to challenge that rule in an appropriate legal proceeding. It cannot, however, legally add more requirements into charter applications or the charter statute, as it has attempted to do here. Simply put, the School Board cannot deny the Application here on the basis of its own illegal rule that requires more (or a different kind of) "innovation" than either the charter school statute or the State Board of Education's own previously-adopted rules require.

B. 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 (as defined "illegally" by the School Board) was not supported by competent substantial evidence and was not a valid statutory basis for denial of the Application regardless. The fact that the Application for the Renaissance Charter High School of Palm Beach would be more than sufficiently "innovative" was supported, repeatedly,

by the testimony of RCS' current parents and the chairman of its governing board. For example, as noted above, Ken Haiko testified that RCS charter school offered personal learning plans, longer school days, and grades that reflect only student mastery. See **Exhibit 5**, pp. 7-9. Current RCS parents confirmed the innovative nature and practices of current RCS charter schools in the county. See **Exhibit 5**, pp. 10-34,

Even assuming that the School Board here could require more educational innovation than the charter school statute itself requires, the Application clearly and unequivocally specifies how CSUSA's use of the educational model is both innovative and proprietary to CSUSA. In fact, there are numerous characteristics of the RCS's proposed Education Model that make it unique, but the main aspects are: Personalized Learning Plans (PLPs), Data Chats, monthly and weekly professional development for teachers, QUEST visits, the Academy Model, the required 80 hours of volunteer service for students, and the Senior Project, all of which are detailed in Sections 1 and 3 of the Application. The content listed therein is also available below (for ease of review).

Personalized Learning Plans

Every child is unique, therefore the School will create a Personalized Learning Plan (PLP), included in **Appendix G**, for every student that is 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 fosters 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 details regarding which skills have been mastered, need to be remediated, or are ready to be learned next. The student will set personal goals each quarter that are confirmed by teachers, and teachers will post formative data such as NWEA interim assessment 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, which will be congruent with NGSSS and Florida Standards within the GVC. Students are expected to, at a minimum, 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

The PLP will also include the action steps to reach quarterly grade goals and NWEA interim assessment goals, teaching students the valuable lesson of having a goal and knowing what it takes to achieve it. 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, self-motivate to set and reach goals, and self-monitor progress will lead to successful completion of ambitions throughout life.

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 pinpoint what is needed in each classroom, including recognizing skills that each individual student needs to master. 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.

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 growing their craft. 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.

During the school year, needs and opportunities for staff training will be identified according to analysis of student performance data, administrator walk-throughs, QUEST visit data, 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. Professional development will be held in various ways including Professional Development Days, after school meetings, team meetings, data chats, or team lead meetings. Table 3.5 below shows a sampling of professional development that is available. The School may also participate in district offerings for professional development as needed.

Table 3.5

Instructional/Classroom Strategies	Subject or Content Area
<ul style="list-style-type: none"> • Using Data to Drive Instruction – CMAs, NWEA, and other assessments • Differentiated Instruction • Common Expectations • Cross-Curricular Instruction • Explicit Vocabulary Instruction • Data Analysis for Data Chats • Targeted Instruction • Minute-by-Minute Plans • Action Steps and Monitoring Effectiveness • Student Engagement • Incorporating Test Specifications • Student-to-Student Interaction • Six Stages of Feedback • Standards-Based Centers • Critical Thinking Strategies • Maximizing Instructional Minutes • Research-based Innovative Learning Methods 	<ul style="list-style-type: none"> • Writing Strategies Across Subjects • Investigating Thinking in Math • Vocabulary Instruction in Science and Social Studies • Reading: a Core Skill • Other Content-based Professional Development • English for Speakers of Other Languages Regulations and Procedures • Exceptional Student Education Regulations and Procedures

Curriculum Cadre/Webinars

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 much more. Curriculum Resource Teachers (CRTs) at the School will attend monthly sessions and then disseminate the information to faculty at the School. Each year, the focus of the Curriculum Cadre will change to meet the School's current educational needs.

Principals Institute

CSUSA 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 expectations 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.

Leading Edge

This opportunity to pursue advancement is offered to the top percentile of staff within the company. Employees participate in professional development and training sessions to prepare for future roles such as CRT, curriculum specialist, dean, assistant principal, or principal. The board and ESP value promoting top talent within the network to maintain fidelity to the Education Model and support the mission of the School and CSUSA.

Teacher Learning Communities (TLC)

TLCs support teachers throughout the year by focusing on research-based teaching methods. A master teacher leads the TLC at the School. New teachers meet at least once a month with a master teacher to receive support and training, 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.

Quality Education for Students and Teachers (QUEST)

A unique advantage of being a part of the CSUSA network of schools is having the opportunity to 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 CSUSA network who have had proven success in their roles (principals, high-performing 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: 1) classroom management, 2) student motivation, and 3) instructional strategies. The observer, a trained member of the CSUSA network, observes a lesson to examine how the teacher is integrating educational strategies within the lesson to promote student learning. The process allows for connection among professionals to share best practices, in particular with others who have had successful experiences with similar populations. Those who are paired typically

develop relationships in which they continue to share ideas with each other and their teams to promote effective instruction.

After visiting all classrooms, the QUEST Team reflects on their day and reviews the data collected. Recommendations and commendations, derived from trends in the data, are compiled into a presentation and delivered to the staff to motivate and drive certain instructional practices. Based on the recommendations and commendations, the leadership team refines its professional development focus for the school year. This data is tracked from visit to visit, and the Governing Board is also kept informed of the School's overall performance and growth on QUEST visits to monitor fidelity of the Education Model.

Academy Model

In conjunction with the Education Model and its components described above, the School will utilize an academy model which will create small learning communities for students to take classes together, taught by a team of teachers from different disciplines. There will be a Freshman Academy for ninth graders, as well as options for different college preparatory/career themes. Partnerships with employers, the community, and local colleges will bring resources from outside the high school to improve motivation and achievement.

Freshman Academy

The School is aware that ninth grade is a pivotal year for students. In order to positively impact ninth grade students to successfully meet graduation requirements, the School will develop a Freshman Academy that will create organizational structures to build student success, as well as student academic opportunities that will support students as they grow within the culture of a high school. Throughout the first quarter of the school year special activities will be developed such as the following:

- Teacher Advisor
- Student-to-Student Discussions: juniors and seniors will discuss with freshman what they would do differently in ninth grade if they had the opportunity to re-do the year.
- Self-Awareness Studies that help students build upon their middle school work of career choice.
- Personalized Learning Plans containing a high school graduation goal built upon intermediate goals.
- In-depth studies of life after high school, including college choices.

The Freshman Academy will also include organizational and administrative features to support the student body, such as the following:

- Rooms clustered together for a smaller community within the larger school population.
- Common planning for core content teachers to discuss specific needs of ninth grade students, academic achievement of individual students, classroom management and absenteeism.

- An administrative peer assigned to the ninth grade center to work with the students, parents, and teachers to quickly identify and take action on the specific needs of students. For example, changing a student's schedule to enhance performance.
- Common system of class rules, procedures and expectations.

All freshmen will be enrolled in a Freshman Success course, in which students develop skills in organization, college and career research, public speaking, personal awareness and finance, and local and global awareness. This course is project-based and students will complete the course with a personal mission statement, a college/career research project, a role model research project, and a personal finance project. Students will use skills and knowledge learned in this course to help guide their success in their chosen academy in high school and beyond.

College Preparatory/Career Academies

Students will choose an academy for 10th through 12th grade that prepares them for college and career choices, enabling them to see relationships between academic subjects and the application to a broad field of work. Partnerships created with employers, community and local colleges/universities will help determine the academy options at the School. Students will have the option of participating in a Cambridge Academy, and depending on partnerships and student need, possibly the following options in Table 3.4 below.

Table 3.4

College and Career Academy	Focus of Courses/Programs/Partnerships
Leadership and Entrepreneurship	Law, finance, ROTC, business, criminal justice, education
Communications, Engineering, and Technology	STEM-related fields, graphic design, journalism, broadcasting
Physical, Environmental, and Medical Sciences	Health occupations, agriscience, psychology

Cambridge Program

The School will develop a Cambridge Program to support academic rigor throughout the programming of the School. The program will provide an international, pre-university, curriculum and examination for students who benefit from a rigorous academic program. For over 160 years the prestigious University of Cambridge has been setting worldwide curriculum standards through their examinations. The Cambridge curriculum is taught in over 150 countries worldwide. A Cambridge course combines the content of the Honors curriculum with the content students must learn to write the Cambridge papers successfully. Cambridge courses are demanding courses that emphasize higher order thinking skills, oral skills, writing skills, problem solving, teamwork and investigative skills. Highly motivated students who excel academically and are well rounded in their extracurricular activities are attracted to this program. Cambridge students are expected

to have high academic expectations, be self-motivated, and have good study habits. They must demonstrate a commitment to succeed in this rigorous program.

Senior Project

The Senior Project is a culmination of a student's academic and community learning experience. Students are required to complete a synthesizing project in the second semester of their senior year. The senior project may be a comprehensive research paper, performance, exhibition, scientific demonstration, hands-on project, or other worthy endeavor that integrates the entirety of a student's learning experiences during their high school tenure. The student must submit a proposal including research, timelines, resources, and thesis to members of the faculty who serve on the Senior Project Committee. This Committee shall be interdisciplinary and approves all senior projects. Each project must have a faculty advisor who, with the Project Committee, interviews, reviews, and grades each student's project. Students must receive a passing grade on their senior project in order to graduate.

Volunteer Hours

In addition to the Senior Project requirement, as well as Florida state requirements for graduation, students must also complete 80 volunteer hours throughout their high school career in order to graduate. Students receive support from their mentor/guidance counselor in tracking these hours and determining appropriate fields in which to complete the hours.

Hence, based upon all the above, the School Board has wholly failed to justify its claim, as required by the charter school statute, as to how the Renaissance Charter High School of Palm Beach would not be sufficiently innovative, given all 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 and by several other school boards as well. Indeed, even the Palm Beach Post recognized RCS's innovative educational model in its article "*Palm Beach County's charter school standoff is getting personal*" attached, for the tribunal's convenience, at **Exhibit 6**.

C. The School Board's Characterizations Of Additional Application Areas As Only "Partially Meeting" the Standard Are Both Wrong And Insufficient To Deny The Application.

As noted repeatedly above, basically the very same Application has been found to be legally sufficient in all respects previously by the Charter School Appeals Commission (unanimously and without a single question), the State Board of Education (same), the Palm Beach County School Board (seven separate times) and by at least six other school districts around the state. Indeed, the very same School Board found that basically the very same charter application to be sufficient in all respects but innovation last year. Hence, the School Board's determination that the ESE, ELL, Student Enrollment, Budget, and Action Plan sections of the Application only "partially met" the required standards simply cannot be legally correct (as it found these very same sections to be legally sufficient just last year).

Moreover, CSUSA, as the charter school's designated ESP, is required to make sure that all the charter schools it manages are based upon the same educational model to maintain the charter schools' accreditation. There are 6 CSUSA-run charter schools currently open in Palm Beach County and all are run under the same educational model and all were started under the same basic charter application. It is also RCS position that the School Board cannot deny a charter application on grounds that it only partially meets a certain required legal standard as, even by the School Board's own concessions, the Application has not actually failed those standards. In sum, an Application that does not fail a particular section cannot be found to have legally failed that section or be a legitimate basis of denial.

More than adequate proof that the Application was legally sufficient in every area is set out in the transcript of the School Board interview of the applicant here (**Exhibit 4**) and that transcript (along with all the explanations raised therein) is incorporated herein by reference as explicit refutation of the School Board's arguments on the "partially met" application sections. Moreover, the fact that the School Board might question the ESE, ELL, budget, or salary projections of the proposed charter school because it

would have used different numbers is not legally sufficient reasons to deny the Application. See School Bd. of Volusia County, 974 So.2d 1186, 1190-1191 (Fla. 5th DCA 2008)(denial of charter application cannot legally be based upon unsupported assumptions or opinion).

D. The School Board's Denial Is Also Barred By The Doctrine Of Collateral Estoppel.

In this case, basically the very same charter application has been approved by the same School Board seven times previously. And, RCS, was the charter applicant in all of these previous charter applications (except one). Since both the applicant and the School Board here are identical and the charter applications are basically (and largely) the same (as, indeed, they have to be to maintain accreditation), the School Board cannot now decide that some of the sections in the Application are deficient (as it, itself, has held otherwise seven times previously) under the legal doctrine of collateral estoppel. See, e.g., Dept. of Revenue v. Accredited Surety and Casualty Co., 690 So.2d 614 (Fla. 5th DCA 1997).

Conclusion

In this case, it is obvious that the School Board was determined to deny this Application and that it created its own "innovation" standard (a standard that violates both the charter statute and State Board rule) in order to prevent RCS (and other charter school operators) from expanding in Palm Beach County. Indeed, the fact that the School Board has approved basically the same charter application seven times previously proves the arbitrary nature of the denial here. In fact, the School Board itself admitted that it had no set denial standard for charter applications. When School Board Member Robinson asked School Board officials to explain how they decide

which charter school applications to recommended for approval, Jim Pegg, head of the School Board's charter school office stated that "[t]here really isn't a set standard." **Exhibit 5**, p. 46. This proves the arbitrary nature of the denial here.

Moreover, the School Board's own statements prove that RCS schools are more innovative than its own schools in certain respects regardless. As the Palm Beach Post article confirms:

The board members' discussion led to odd contrasts. Moments after rejecting the proposed school as failing to be innovative, two board members said the school district's own schools could improve by learning from Charter Schools USA's model.

Robinson said the parents' passion for the company's smaller campuses underscored "the need to make sure that we have options for small schools" among the district-run schools.

Board member Karen Brill agreed, adding that mimicking Renaissance's individual learning plans and frequent communication to parents might behoove the school district.

"I think what really struck me was about the personal learning plans, the daily reports to parents," Brill told the parents. "I think the things you're getting, yes, we need to do better in our district as well."

See Exhibit 6; see also Exhibit 5, pp. 49-50.

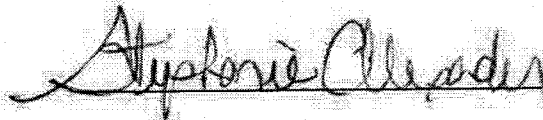
WHEREFORE, for all the foregoing reasons, Renaissance Charter School, Inc. and the Renaissance Charter High School of Palm Beach respectfully request that the Charter School Appeals Commission: 1) find that there is insufficient competent and substantial evidence to support the Denial Letter and/or that the School Board's denial on the basis of an "innovation"

standard not contained in the charter statute or State Board rule was illegal or improper; 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.

December 10, 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.



Edward J. Pozzuoli, Esq.

Florida Bar No. 717363

Stephanie Alexander, Esq.

Florida Bar No. 0081078

TRIPP SCOTT, P.A.

Attorneys for Applicant/Appellant

110 SE 6th Street, 15th Floor

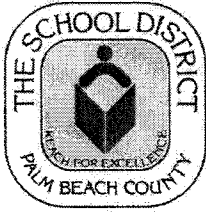
Fort Lauderdale, Florida 33301

Telephone: (954) 525-7500

Facsimile: (954) 761-8475

Exhibit

1



**THE SCHOOL DISTRICT OF
PALM BEACH COUNTY, FL**

**ROBERT M. AVOSSA, Ed.D
SUPERINTENDENT**

**CHUCK SHAW
CHAIRMAN**

**OFFICE OF THE SUPERINTENDENT
3300 FOREST HILL BOULEVARD, C-316
WEST PALM BEACH, FL 33406-5869**

**PHONE: 561-629-8566 / FAX: 561-649-6837
WWW.PALMBEACHSCHOOLS.ORG/SUPERINTENDENT**

**FRANK A. BARBIERI, JR., ESQ.
VICE-CHAIRMAN**

**MARCIA ANDREWS
KAREN M. BRILL
MIKE MURGIO
DEBRA ROBINSON, M.D.
ERICA WHITFIELD**

FEDERAL EXPRESS AND EMAIL: dkelmanson@charterschoolsusa.com

November 13, 2015

Mr. Derek Kelmanson
Renaissance Charter School, Inc.
6278 North Federal Hwy., #384
Ft. Lauderdale, FL 33308

SUBJECT: SECTION 1002.33(6)(b)(3)(A), F.S. LETTER OF DENIAL OF CHARTER APPLICATION-Renaissance Charter High School of Palm Beach

Dear Mr. Kelmanson:

The purpose of this letter is to inform you of the outcome of your charter school application for Renaissance Charter High School of Palm Beach. On November 4, 2015, your application was considered and denied by the School Board of Palm Beach County at its public meeting. In addition, this letter and supporting documentation, which are hereby incorporated by reference, provide the statutory notice pursuant to Section 1002.33(6)(b)(3)(a), F.S. of the specific reasons, based upon good cause, to support the denial of your charter application.

Pursuant to the Florida Department of Education's Charter Application Process, *an application cannot have significant weaknesses in some components of the application and still be judged to have met the standard for approval.* In summary, these sections of your application received the following ratings according to the Florida Charter School Application Evaluation Instrument (hereinafter referred to as "Evaluation Instrument") and the Model Florida Charter School Application criteria and referenced statutory provisions:

Five sections received a rating of "Partially Meets the Standard:"

- Section 6 – Exceptional Students (ESE)
- Section 7 – English Language Learners
- Section 13 – Student Recruitment and Enrollment
- Section 17 – Budget
- Section 19 – Action Plan

One section received a rating of "Does Not Meet the Standard:"

- Section 1 – Mission, Guiding Principles & Purpose

I. **Details and Supporting Documentation Concerning the Denial of Your Application**

The written application for Renaissance Charter High School of Palm Beach was evaluated by District staff using the State mandated Evaluation Instrument, which includes 19 sections.

The Evaluation Instruments with reviewer comments indicated that the above-noted sections either partially or did not meet the standards. By email correspondence on September 3, 2015, the District shared the reviewer's ratings of these sections and informed you of the location to view on the District's software the evaluation comments noting the deficiencies. (A copy of the email and attachments are attached for your reference as Composite Attachment "1"). An optional interview was scheduled for and held on September 22, 2015, at which you responded to questions and references to the written comments submitted by the evaluators. Based on the application review and confirmed during your interview with the District, it was determined that substantive changes to the application would be needed to cure the deficiencies in your application and the School District does not accept substantive changes. Attached as Attachment "1-D" is the Affidavit of James T. Pegg, Director of the Department of Charter Schools regarding subsequent communications that transpired between Mr. Pegg and you relating to deficiencies in the application that would require substantive changes.

On October 28, 2015, the District sent you the attached letter notifying you of the Board meeting, stating the ratings, and attaching the overall assessment, charter Evaluation Instruments for the deficient sections, and the reviewer's comments. (A copy of these documents are attached for your reference as Composite Attachment "2," along with a hyperlink to the application referenced therein and a copy of the charter school applicant's proposed budget.) The standards and criteria for approval that were not met by your application for these sections are set forth in the attached charter Evaluation Instruments and reviewers' comments, which are incorporated herein by reference, and are stated below.

The attached Board report also noted that per the Overall Assessment Summary/Checklist, the ratings indicated that the application did not meet the statutory requirements set forth in the Evaluation Instruments and their referenced statutes, including Section 1002.33(6), F.S. (See Overall Assessment/Checklist). (A copy of the Board Report with attachments is attached for your reference as Composite Attachment "3". *Note that all documents referenced in any and all attachments are incorporated herein.)

A. **Section 1 – Mission, Guiding Principles & Purpose – “The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.” The application did not meet the evaluation criteria, which were:**

- **A compelling mission statement that defines the purpose and values of the school.**
- **A set of priorities that are meaningful, manageable and measurable, and focused on improving student outcomes.**

The application did not comply with Sections 1002.33(2)(a); 1002.33(2)(b); 1002.33(2)(c); 1002.33(6)(a)(1); and/or 1002.33(7)(a)(1), F.S.

DOES NOT MEET THE STANDARD

The applicant failed to meet indicators of School Board Policy 2.57 innovative rubric.

(*A copy of the policy and rubric are attached as Attachment 1-C.)

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.

In Policy 2.57, specifically Section 3(d)(ii)(D), it states the following regarding "innovative learning methods:"

The School Board defines innovative as introducing or using new ideas or methods or having new ideas about how learning methods can be performed in this School District. Being innovative is about looking beyond what is currently done well, identifying the great ideas of yesterday and/or tomorrow and putting them into practice. True innovative learning methods are those products, processes, strategies and approaches that improve significantly upon the status quo within this geographical area of the School District, and result in heightened qualities and outcomes of teaching and learning. The criteria for making this determination are set forth on the document that is attached hereto.

Section 1002.33(2), F.S. states:

(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 determined that the learning methods were not using new ideas or methods or new ideas about how learning can be done in this District.

B. Section 6 – Exceptional Students (ESE) – “The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.” The application did not meet the criteria, which were

- Clear description of the levels of service the school will provide to students with disabilities.
- A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student’s unique needs.
- An appropriate plan for evaluating the school’s effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.

The application did not comply with Section 1002.33(16)(a)(3), F.S.

PARTIALLY MEETS THE STANDARD

Clear description of the levels of service the school will provide to students with disabilities: Application states that "school will provide services to students with disabilities by offering a continuum of services including consultation and support facilitation in the regular classroom environment." Dropdown selection in section 6A indicates the school will be an "80/20" school, but provision for providing direct instruction (i.e., pullout) for up to 20% of the day could not be found in the document. For Gifted students, section 6I specifies that "...gifted students will receive enrichment through regularly scheduled gifted consultation provided by a gifted endorsed teacher," but section 6E implies direct services with, "Teacher of gifted students will collaborate with general education teachers..." A clear description of how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment: Found in application. Section 6B specifies that the school's enrollment application does not request information on disability status and that students with disabilities will have an equal opportunity of being selected for enrollment. Marketing strategy materials are mentioned that will specify that the charter school serves students with "exceptionalities" and "disabilities." An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs: Evident in application An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted: Evident. Strategies include progress toward IEP goals, promotion/retention rates, discipline data, and state mandated assessments. A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection: Application states that 10% of students in the school are anticipated to be ESE, based on data of public schools in the market they are considering (i.e., area between Turnpike and I-95, along Southern Blvd). This is low, compared to the District percentage of ESE students of approximately 14%. Section 6H lists passing scores on Florida K-6, 1-6, Pk-3 subject area exam as possibilities for staff qualifications. It is unclear why these subject areas would pertain to a school serving only high school students. Subject Area exams are mentioned as well, however. Application under Section 6H specifies school's instructional staff will include teachers who are Gifted certified/endorsed. It is not clear if such a position is supported by the budget, unless one of the teachers listed under Function 5100-Basic Instruction as "Classroom Teacher Salaries" is going to fulfill this role. It is also unclear as to where contracted therapists are funded in the budget, though they are referenced in the application.

C. Section 7 – English Language Learners – “The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.” The application did not meet the criteria, which were

- Demonstrated understanding of state and federal requirements regarding the education of English language learner students.
- Sound plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English language learner students.

The application did not comply with Section 1002.33(10), F.S.

PARTIALLY MEETS THE STANDARD

Schools must reference compliance with the District agreement with the United States Department of Justice which was signed by the Superintendent on February 26, 2013.

D. Section 13 – Student Recruitment and Enrollment – “The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.” The application did not meet the evaluation criteria, which were

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.

The application did not comply with Sections 1002.33(7)(a)(7); 1002.33.(7)(a)(8); and/or 1002.33(10), F.S.

PARTIALLY MEETS THE STANDARD

Section 13 D states: 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.— Application states that parents will be required to volunteer a minimum of 20 or 30 hours per school year, depending on the number of children enrolled from the same household. If parents do not meet the required mandatory number of volunteer hours by the end of the school year, even after notification letters are sent, what then occurs?

E. Section 17 – Budget – “The Budget section should provide financial projections for the school over the term of its charter.” The application did not meet the evaluation criteria, which were

- Budgetary projections which are consistent with all parts of the application, including the school's mission, educational program, staffing plan and facility.
- A realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to monitor the budget and make adjustments as necessary.

The application did not comply with Sections 1002.33(6)(a)(5) and/or 1002.33(6)(b)(2), F.S.

PARTIALLY MEETS THE STANDARD

Conclusion

The budget lacks consistency with parts of the application and does not represent a realistic assessment of the projected sources of revenues and expenditures. Sections 1002.33(6)(a)(5) and (b)(2), F.S.

Refer to detailed analysis below.

Section 17: Budget

1. Mission, Guiding Principles and Purpose

Applicant:

The mission of Renaissance Charter High School of Palm Beach (School) is to prepare students for college and careers by creating 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.

- Blended learning - Students will have the opportunity to experience various blended learning models (flipped, rotation, a la carte, individualized, etc.) to learn content in a new and innovative way. A unique aspect of being a part of the CSUSA network is that students will have the opportunity to take courses that are offered in other CSUSA schools, while physically being located in this School. To facilitate effective blended learning strategies, the School will use state-of-the-art technology resources, including interactive displays, tablets, laptops, document cameras, production rooms, and more.

District: The applicant stresses blended learning although does not include a budget for academic software or contracted services. Assuming 25% of the student population participate in blended courses representing 150 FTE in year 1 up to 300 in year 5 the additional cost is estimated at \$60,000 in year 1 up to \$120,000 in year 5 based on an estimate of \$400 per FTE for content. See below for budget impact.

4. Curriculum

Applicant: English Language Arts, Math, Social Studies (World History, US History, US Government, Economics), Science, foreign language, fine arts, other electives?)

District: The applicant budgeted for 4 books per student, no academic software, and no consumable books. Based on the curriculum the school will need 6 to 8 books (Language Arts, Math, Science, Social Studies (at least two books), Arts, Foreign Language, others?). See below for budget impact of adding 2 additional books.

6. Exceptional Students

Applicant: Budgeted the number of ESE students at 10%.

District: Palm Beach County ESE population is 20% county-wide resulting in an understatement in revenue and even greater understatement of expenditures. See below for budget impact.

14. Facilities

Applicant: Regardless of whether an existing building is purchased or is built 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 70,000 – 100,000 square feet in size, occupying one to three floors. 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.

District: The budget for rent in year one is \$7.09 per sq. ft. for a 30,000 sq. ft. building increasing to \$17.71 per sq. ft. by year 5. In accordance with GASB Codification L20 scheduled rent increases that are artificially low should be measured on a straight-line basis over the lease term or estimated fair value of the rental. No draft lease agreement is provided as supporting

documentation. In addition, 70,000 sq. ft. is on the low end for a high school if the school plans to offer athletic events as stated in the application at some point in the future.

17. Budget

Applicant: Average teacher wage is assumed at \$37,000 with average benefits offered of 17.7% in year one decreasing to 17% in year 5.

District: Average teacher salary for Palm Beach County Charter Schools is \$39,500 (district average salary is \$49,300). Average teacher salaries for Charter School USA schools operated in Palm Beach County is \$38,670 based on teacher salary information reported to Palm Beach County for teachers paid over \$18,000. Proposed average salary is well below that of other charter schools in the area as well as Charter School USA Schools. Average benefit rate for charter schools in Palm Beach County is 25%, 17% is well below the average. The result will be high teacher turnover and the fewer certified teachers. See budget impact below based on an average salary of \$38,670.

No support provided for the donation in the planning year, as a result it was deducted from the budget. See budget impact below.

No support provided for loan for FFE and capital purchases in the first year, as a result it was deducted from the budget. Proposed Management Agreement with ESP does not address any loans. See budget impact below.

Financial Impact of Adjustments

The original budget submitted has a net income ranging from \$12,674 to \$364,860. After making adjustments for the numerous issues noted above, the school would be operating at a cumulative deficit.

	Planning	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Net Revenue	-	166,884	12,674	191,736	346,842	364,860
ESE (6)		(85,342)	(129,525)	(175,458)	(178,466)	(181,533)
Books (4)		(60,000)	(30,000)	(30,000)	-	-
Salaries at \$38,670 (17)		(61,731)	(100,005)	(128,450)	(131,019)	(133,640)
Benefit Rate at 17% (17)		(10,494)	(17,001)	(21,837)	(22,273)	(22,719)
Benefit Rate at 25% (17)		(100,847)	(167,029)	(217,522)	(226,044)	(234,737)
Academic Software (1)		(60,000)	(90,000)	(120,000)	(120,000)	(120,000)
Donation (17)	(117,988)					
Loan (17)		(866,184)				
Loan (17)		66,409	250,379	250,379	250,379	250,379
Rent (14)		(497,085)	(175,039)	202,117	223,902	246,106
Total Annual Impact	(117,988)	(1,508,390)	(445,546)	(49,036)	143,320	168,717
Total Cumulative Impact		(1,626,378)	(2,071,924)	(2,120,960)	(1,977,640)	(1,808,923)

Excluding the adjustments for the loan, rent, and benefits also results in a deficit each year:

	Planning	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Net Revenue	-	166,884	12,674	191,736	346,842	364,860
ESE (6)		(85,342)	(129,525)	(175,458)	(178,466)	(181,533)
Books (4)		(60,000)	(30,000)	(30,000)	-	-
Salaries at \$38,670 (17)		(61,731)	(100,005)	(128,450)	(131,019)	(133,640)
Benefit Rate at 17% (17)		(10,494)	(17,001)	(21,837)	(22,273)	(22,719)
Benefit Rate at 25% (17)						
Academic Software (1)		(60,000)	(90,000)	(120,000)	(120,000)	(120,000)
Donation (17)	(117,988)					
Loan (17)						
Loan (17)						
Rent (14)						
Total Annual Impact	(117,988)	(110,683)	(353,857)	(284,009)	(104,916)	(93,031)
Total Cumulative Impact		(228,671)	(582,528)	(866,538)	(971,454)	(1,064,485)

F. Section 19 – Action Plan – “The Action Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.” The application did not meet the evaluation criterion, which was an action plan that “[p]rovides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.” The application did not comply with Section 1002.33(7)(a)(16), F.S.

PARTIALLY MEETS THE STANDARD

Section # 19 fails to provide flexibility for addressing unanticipated events.

To remedy the deficiencies for these sections of the application would require substantive changes which this District will not accept or consider. The District’s practice is consistent with the statutory provision within Section 1002.33(6)(b), F.S. which allows an applicant “to make technical or nonsubstantive corrections and clarifications” within seven days of the applicant’s receipt of the notice of deficiencies in its application.

The Board determined, consistent with the Superintendent’s recommendation and based on *competent substantial evidence*, the statutorily required burden of proof, that the overall assessment of the application did not meet the standards.¹ The related statutory criteria for these sections are for the reasons set forth within the evaluations and stated in this letter.

¹ In *DeGroot v. Sheffield*, 95 So. 2d 912, 916 (Fla. 1957), the Florida Supreme Court clarified the meaning of the term “competent substantial evidence”:

.... Substantial evidence has been described as such evidence as will establish a substantial basis of fact from which the fact at issue can be reasonably inferred. We have stated it to be such relevant evidence as a reasonable mind would accept as adequate to support a conclusion. ...

As stated previously, on November 4, 2015, your application was on the School Board agenda for consideration by the School Board and the District sent you a letter on September 30, 2015 notifying you of this meeting and the opportunity to speak and attached the Evaluation Instruments with reviewers' comments and the Overall Assessment which are attached to this letter. The School Board adopted the Superintendent's recommendation and denied your application by a majority vote of the School Board members based on good cause and the Overall Assessment because the application did not meet the standards for any and/or all of the reasons stated in this letter, and as reflected in the attached comments relating to the Evaluation Instruments.

II. Opportunity to Submit a New Application to the School District of Palm Beach County

The School District of Palm Beach County encourages you to review the deficiencies noted herein. If you desire, you can submit a new application next year under the provisions of Section 1002.33(6)(b), F.S.

The Department of Charter Schools is expected to host its annual workshop for persons or organizations wishing to open a charter school within Palm Beach County next year. You are cordially invited to attend this workshop. If you are interested in attending the workshop, please call (561) 434-7460 for more details.

III. 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 Section 1002.33(6) (c), F.S. 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 Rule 6A-6.0781, F.A.C.

¹ In DeGroot v. Sheffield, 95 So. 2d 912, 916 (Fla. 1957), the Florida Supreme Court clarified the meaning of the term "competent substantial evidence":

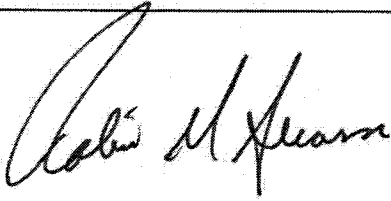
.... Substantial evidence has been described as **such evidence as will establish a substantial basis of fact from which the fact at issue can be reasonably inferred.** We have stated it to be such relevant evidence as a reasonable mind would accept as adequate to support a conclusion. ...

We are of the view, however, that the evidence relied upon to sustain the ultimate finding **should be sufficiently relevant and material that a reasonable mind would accept it as adequate to support the conclusion reached.** To this extent the 'substantial' evidence should also be 'competent.' (emphasis added)

November 13, 2015

SECTION 1002.33(6)(b)(3)(A), F.S. LETTER OF DENIAL OF CHARTER APPLICATION-Renaissance Charter HS of Palm Beach

Sincerely,



Robert M. Avossa, Ed.D.
Superintendent

RMA/JAR/DWC/MB/KO/JML/JP/ADS/BH/SF:ps/du

Attachments:

1. District's Email Correspondence of September 3, 2015, with attachments.
2. District's Letter of October 28, 2015 with attachments:
 - (a) Application Sections 1, 6, 7, 13, 17, 19 (hard copy of application not included due to volume, available at <http://www.boarddocs.com/fl/palmbeach/Board.nsf/goto?open&id=A3QN6F550B74>);
 - (b) Florida Charter School Application Evaluation Instruments for Sections 1, 6, 7, 13, 17, 19;
 - (c) Overall Assessment Checklist; and
 - (d) A copy of the Charter School Applicant's proposed Budget.
3. Board Report with attachments.

cc: JulieAnn Rico, General Counsel
David W. Christiansen, Ed.D, Deputy Superintendent/Chief of Schools
Michael J. Burke, Chief Operating Officer
Keith Oswald, Chief Academic Officer
Joseph M. Lee, Ed.D., Assistant Superintendent, Educational Alternatives & Interventions
Heather Knust, CPA, Director, Budget
Jim Pegg, Director, Department of Charter Schools
Nancy Samuels, Director, Accounting
Bruce A. Harris, Assistant General Counsel
A. Denise Sagerholm, Assistant General Counsel
Sean Fahey, Associate Attorney
Adam Miller, Executive Director, Office of Independent Education and Parental Choice, FDOE

Enc.

Exhibit

2

I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:

s. 1002.33(2)(a); s. 1002.33(2)(b); s. 1002.33(2)(c); s. 1002.33(6)(a)(1); s. 1002.33(7)(a)(1)

Evaluation Criteria:

A response that meets the standard will present:

- A compelling mission statement that defines the purpose and values of the school.
- A set of priorities that are meaningful, manageable and measurable, and focused on improving student outcomes.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	X

Strengths	Reference
Concerns and Additional Questions	Reference

Section 1

DOES NOT MEET THE STANDARD

James Pegg (10/2/15 2:16 PM)

The applicant failed to meet indicators of School Board Policy 2.57 innovative rubric.

6. Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(16)(a)(3)

Evaluation Criteria:

A response that meets the standard will present:

- Clear description of the levels of service the school will provide to students with disabilities.
- A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

Section 6

Partially Meets the Standard

Cathy Weech (9/1/15 4:08 PM)

Clear description of the levels of service the school will provide to students with disabilities: Application states that "school will provide services to students with disabilities by offering a continuum of services including consultation and support facilitation in the regular classroom environment." Dropdown selection in section 6A indicates the school will be an "80/20" school, but provision for providing direct instruction (i.e., pullout) for up to 20% of the day could not be found in the document. For Gifted students, section 6I specifies that "...gifted students will receive enrichment through regularly scheduled gifted consultation provided by a gifted endorsed teacher," but section 6E implies direct services with, "Teacher of gifted students will collaborate with general education teachers..." A clear description of how the school will ensure that students with disabilities

will have an equal opportunity of being selected for enrollment: Found in application. Section 6B specifies that the school's enrollment application does not request information on disability status and that students with disabilities will have an equal opportunity of being selected for enrollment. Marketing strategy materials are mentioned that will specify that the charter school serves students with "exceptionalities" and "disabilities." An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs: Evident in application An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted: Evident. Strategies include progress toward IEP goals, promotion/retention rates, discipline data, and state mandated assessments. A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection: Application states that 10% of students in the school are anticipated to be ESE, based on data of public schools in the market they are considering (i.e., area between Turnpike and I-95, along Southern Blvd). This is low, compared to the District percentage of ESE students of approximately 14%. Section 6H lists passing scores on Florida K-6, 1-6, Pk-3 subject area exam as possibilities for staff qualifications. It is unclear why these subject areas would pertain to a school serving only high school students. Subject Area exams are mentioned as well, however. Application under Section 6H specifies school's instructional staff will include teachers who are Gifted certified/endorsed. It is not clear if such a position is supported by the budget, unless one of the teachers listed under Function 5100-Basic Instruction as "Classroom Teacher Salaries" is going to fulfill this role. It is also unclear as to where contracted therapists are funded in the budget, though they are referenced in the application.

Applicant's Name: Renaissance Charter High School of Palm Beach

Grades: 9-12

7. English Language Learners

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of English language learner students.
- Sound plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English language learner students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

Section 7

Partially Meets the Standard

Stephen Byrne (8/24/15 12:29 PM)

Schools must reference compliance with the District agreement with the United States Department of Justice which was signed by the Superintendent on February 26, 2013.

13. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Statutory Reference(s):

s. 1002.33(7)(a)(7); s. 1002.33.(7)(a)(8); s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

Section 13

Partially Meets the Standard

Jason Link (9/8/15 9:06 PM)

Section 13 D states: 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.-- Application states that parents will be required to volunteer a minimum of 20 or 30 hours per school year, depending on the number of children enrolled from the same household. If parents do not meet the required mandatory number of volunteer hours by the end of the school year, even after notification letters are sent, what then occurs?

Applicant's Name: Renaissance Charter High School of Palm Beach

Grades: 9-12

17. Budget

The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):

s. 1002.33(6)(a)(5); s. 1002.33(6)(b)(2)

Evaluation Criteria:

A response that meets the standard will present:

- Budgetary projections which are consistent with all parts of the application, including the school's mission, educational program, staffing plan and facility.
- A realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to monitor the budget and make adjustments as necessary.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

See attached.

Date: October 9, 2015

Application: Renaissance Charter High School of Palm Beach

Reviewer: Heather Knust

Section: 17 Budget

Rating: Partially Meets Standards

Conclusion

The budget lacks consistency with parts of the application and does not represent a realistic assessment of the projected sources of revenues and expenditures. Florida Statute 1002.33(6)(a)(5) and (b)(2).

Refer to detailed analysis below:

6. Exceptional Students

Applicant: Budgeted the number of ESE students at 10%.

District: Palm Beach County ESE population is 20% county-wide resulting in an understatement in revenue and even greater understatement of expenditures. See below for budget impact.

17. Budget

Applicant: Average teacher wage is assumed at \$37,000 with average benefits offered of 17.7% in year one decreasing to 17% in year 5.

District: Average teacher salary for Palm Beach County Charter Schools is \$39,500 (district average salary is \$49,300). Average teacher salaries for Charter School USA schools operated in Palm Beach County is \$38,670 based on teacher salary information reported to Palm Beach County for teachers paid over \$18,000. Proposed average salary is well below that of other charter schools in the area as well as Charter School USA Schools. Average benefit rate for charter schools in Palm Beach County is 25%, 17% is well below the average. The result will be high teacher turnover and the fewer certified teachers. See budget impact below based on an average salary of \$38,670.

Financial Impact of Adjustments

The original budget submitted has a net income ranging from \$12,674 to \$364,860. After making adjustments for the issues noted above, the school would be operating at a cumulative deficit.

	Planning	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Net Revenue	-	166,884	12,674	191,736	346,842	364,860
ESE (6)		(85,342)	(129,525)	(175,458)	(178,466)	(181,533)
Salaries at \$38,670 (17)		(61,731)	(100,005)	(128,450)	(131,019)	(133,640)
Benefit Rate at 17% (17)		(10,494)	(17,001)	(21,837)	(22,273)	(22,719)
Total Annual Impact		9,317	(233,857)	(134,009)	15,084	26,969
Total Cumulative Impact		9,317	(224,540)	(358,550)	(343,466)	(316,497)

Applicant's Name: Renaissance Charter High School of Palm Beach

Grades: 9-12

19. Action Plan

The Action Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Statutory Reference(s):

s. 1002.33(7)(a)(16)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	X	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

Section 19

Partially Meets the Standard

Ariel Alejo (10/28/15 2:23 PM)

Section # 19 fails to provide flexibility for addressing unanticipated events.

Applicant's Name: Renaissance Charter High School of Palm Beach

Grades: 9-12

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 22, 2015

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		
Partially Meet Standards						X	X
Does Not Meet Standards	X						
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
Partially Meet Standards						X	
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			
Partially Meet Standards			X		X		
Does Not Meet Standards							

Exhibit

3

Renaissance Charter School, Inc.

MODEL FLORIDA CHARTER SCHOOL APPLICATION

Proposed Start-up Charter School for 5-year Term:
Renaissance Charter High School of Palm Beach

Submitted to:

James T. Pegg, Director
Department of Charter Schools
3300 Forest Hill Boulevard – Ibis Building E
West Palm Beach, Florida 33406

Submitted on:

August 3, 2015



APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Renaissance Charter High School of Palm Beach

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Renaissance Charter School, Inc.

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: Educational Service Provider

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

PRIMARY TELEPHONE: (954) 202-3500

E-MAIL ADDRESS: Dkelmanson@charterschoolsusa.com


NAME OF EDUCATION SERVICE PROVIDER (if any): Charter Schools USA

NAME OF PARTNER/PARENT ORGANIZATION (if any):

Projected School Opening: School Year 2016-2017 or 2017-2018

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	9 and 10	600	1,200
Second Year	9 – 11	900	1,200
Third Year	9 – 12	1,200	1,200
Fourth Year	9 – 12	1,200	1,200
Fifth Year	9 – 12	1,200	1,200

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

Ken Haiko
Printed Name

Chairman
Title

August 3, 2015
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 Renaissance Charter High School of Palm Beach (School) is to prepare students for college and careers by creating 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.

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.*

Meeting high standards of student achievement means that every child will reach his or her academic potential given appropriate learning tools. The School proposes to achieve this principle by replicating a proven Education Model along with a standards-based curriculum with the ability to reach the needs of all learners. This Education Model will help students attain the Florida Standards and Next Generation Sunshine State Standards (NGSSS) and demonstrate mastery on Florida state assessments. The School will hold high expectations for all students in reaching their goals. All students are expected to develop Personalized Learning Plans that are unique to each student based on their performance data and achievement goals. High expectations are held for the individual student learning process, as the School will use an innovative seven-step method for rigorous learning to meet the ever-increasing demands of college-and-career readiness. The School will also offer college-level courses to provide the opportunity for advanced studies.

With the CSUSA Education Model at its core, the School will implement an Academy Model at the high school to provide a unique educational opportunity for students and families. All students will begin with a Freshman Academy, in which students become equipped to handle the transition to high school expectations and develop an academic plan to follow throughout high school. Students are assigned a mentor and take a required Freshman Success course in which they learn pertinent skills (i.e. study skills, organizational skills, research skills). From there, students can choose from different curricular tracks to develop knowledge and skills attributed to particular career pathways and goals. The academies are determined based on community and student need, as well as potential college/university and business partnerships. The Academy Model is described more in detail in Section 3.

- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.*

All decisions made by the School are conducted with financial efficiency in mind. Each year, the School will develop a strategic plan with initiatives for school improvement, which must be

aligned to the school's budget. The School will also 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 flexibility, per § 1002.33(18)(a), Fla. Stat. (2014) to elect not to follow the State Requirement for Educational Facilities. This is a financially efficient and responsible model that allows us to provide an educational setting with the use of regularly allotted FTE dollars. The Governing Board is responsible for ensuring that the School has adequate resources that are used wisely and that high standards for academic performance are met, as the Governing Board is responsible for approving the School's budget. Monthly dashboard meetings with CSUSA will keep the board informed of the financial health of the school, and the School will comply with monthly reporting to the district.

The School will align responsibility and accountability by hiring highly qualified teachers and purchasing cost-effective research-based materials. These resources will help students master the Florida Standards and NGSSS as required by the state's accountability system. School leaders and teachers will collaborate with schools of similar populations and among particular grade levels to ensure appropriate resources are purchased and used effectively based on experience and results. CSUSA will also conduct periodic resource reviews to ensure schools are given updated lists of recommended resources to use for supplemental, intervention, and tutoring resources, and will assist leaders through the decision-making process in determining what to purchase. CSUSA determines the core resources the School will use for ELA and mathematics. 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.

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: 1) academic excellence, 2) financial health, 3) growth, 4) operational performance, and 5) culture of excellence. The School will then create initiatives and monitor the implementation of these throughout the year. When reflecting on the plan throughout the year, the School will determine gaps based on data and then make budget priorities for the following year based on what is needed to improve. 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.

Progress Checks

Toward the end of the fall term, around October, the CSUSA's Strategic Planning team will engage with school leaders through a process known as the "Progress Check." This process provides mid-year assessments of school functions and allows school leaders to see where they are relative to their goals. It also guides leaders to identify issues that need to be addressed. The Progress Check addresses all key functions including employee turnover, school culture, financial issues, academic progress, and any other relevant indicators that are critical to tracking how the School is functioning. The Progress Check provides an invaluable opportunity for the School to assess themselves and take necessary actions to ensure school success.

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. CSUSA has a well-developed surveying program that utilizes cutting edge survey methodology and a rigorous analytical approach to provide the School with a deep understanding of the parent, staff, and student views. These surveys give leaders insights into how the School is functioning and allow them to make adjustments where needed to ensure that the school culture and climate is optimal for student learning.

- *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.*

Meaningful parent engagement will be an essential element of the School's culture, as CSUSA partly attributes their success to the major role parents play in the students' education. Parents will be actively involved in their child's education through conferences, volunteer hours, school events, and other aspects of the parent involvement program. The School will utilize a proprietary report card to keep parents informed of their child's academic growth and reading level. The report card contains both a practice grade and a mastery grade in order to 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. It also includes a component regarding citizenship, 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. The parent portal allows parents access to their student's progress on a continuous basis. 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 Florida Standards and NGSSS and graded accordingly, a passing grade in the content area denotes that a student has attained an acceptable level of mastery. After each interim assessment, families will also be provided with a report detailing the student's result to inform parents of their child's progress towards mastery of reading and math standards.

The School will follow a continuous improvement model that allows parents real-time access to their child's progress. Via a controlled access password, this online access will inform parents 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 simply 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, including goals for improving their reading level.

Formative interim assessments, administered by the Northwest Evaluation Association (NWEA), will take place three times a year to pinpoint exactly what skills and concepts the students need to master based on the current level they are performing at. This allows teachers to target instruction and inform parents of students' strengths and opportunities for growth. The reports also provide a corresponding Lexile score to determine a child's reading level. After administration of each interim assessment, the data will be communicated to parents. This data will be used and reported in conjunction with students' scores from the Florida Standards Assessment (FSA), End-of-Course (EOC) assessments and any other state-mandated assessment. Common Monthly Assessments (CMAs) will also be administered between each interim assessment to inform teachers, students, and parents of the child's progress towards

mastery of grade-level standards. These assessments have been effective by using student growth and achievement to drive instruction. The School will utilize a data warehouse to hold all of the data from these assessments and state assessments to determine whether a child is attaining at least a year's worth of learning each school year.

The School will work closely with families who have limited or no computer access at home. This might include having a station at school specifically for parents, as well as utilizing other means for communication. In addition, the School will partner with local community agencies to provide assistance to families.

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

- *Improve student learning and academic achievement.*

The School will produce high academic achievement for all learners and 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 Florida Standards and NGSSS; 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 described in more detail in Section 3: Educational Program Design. These include, but are not limited to:

- Goal setting at the school-level, teacher-level, and student-level
- Personalized Learning Plans
- Targeted small group instruction
- Advanced, college-level coursework
- Push-in/Pull-out instruction
- Intervention/Elective Period
- Tutoring/Saturday School
- Blended learning
- Parental involvement

- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.*

The Education Model encompasses all content areas with a primary focus on reading to increase learning opportunities for all students in accordance with the prescribed purposes of a charter school found within § 1002.33(2)(b)(c), Fla. Stat. (2014). The School's desire is to teach children to understand what they read through systematic, direct instruction of the Florida Standards. Students will have a double period of English/Language Arts (ELA) in their daily schedule in order to increase the opportunity for literacy development.

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 Research-Based Reading Plan in Section 4 of the application. The Supplemental Reading Intervention Program and Comprehensive Reading Intervention Program are also described in detail in section 4 and further outline how the School will meet the needs of students reading below grade level.

To ensure mastery of the standards, teachers will follow a spiral model of teaching and constantly review skills that have not been mastered. Lessons include time to review instructional focus content, model new learning, engage and process new information, practice until mastery, deepen understanding, and extend learning. 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.

The School will utilize blended learning models, differentiation, and research-based interventions to increase learning opportunities for all students. Higher performing students can benefit from blended learning programs that allow them to learn content at their own pace and at their own level. Enrichment opportunities through the Cambridge program will also be available for more rigorous instruction for advanced students. Low-performing students will be identified through the use of classroom grades and state, diagnostic, and NWEA assessments. Students who score below grade level will be given extra instructional support (small-group instruction, differentiated instruction, push-in/pull-out support, and opportunities for tutoring) outside of core classes to reach grade level and meet the standards. Tutoring may be offered before school, after school, and on Saturdays. Tutoring is free for students and is included in the School's budget (an average of \$28,440 annually). All additional help will be targeted toward specific skill deficiencies and is intended to engage students to re-teach content in a new way.

- *Encourage the use of innovative learning methods.*

As outlined in this application, the School will encourage the use of innovative learning methods and deliver educational best practices within the framework of a research-based Education Model. The School will implement innovative learning methods that are unique in their delivery and processes. Some examples, described further in this application, include, but are not limited to:

- **Student-Centered Learning** – Based on Marzano's research, students will go through an innovative, seven step learning process that enables them to construct a deep understanding of the material and develop autonomy and critical thinking skills.
- **Blended Learning and Educational Technology** – Students will have the opportunity to experience various blended learning models (flipped, rotation, a la carte, individualized, etc.) to learn content in a new and innovative way. A unique aspect of being a part of the CSUSA network is that students will have the opportunity to take courses that are offered in other CSUSA schools, while physically being located in this School. To facilitate effective blended learning strategies, the School will use state-of-the-art technology resources, including interactive displays, tablets, laptops, document cameras, production rooms, and more.

Also described in more detail further in the application, other innovative practices that differ from typical schools in their implementation include:

- **Guaranteed and Viable Curriculum** – The School will use a curriculum mapped to the standards, clustered and ordered in a particular manner for maximum learning opportunity. The School will determine core textbook resources, however, teachers will have the freedom to use multiple research-based effective resources chosen from an approved list. CSUSA is piloting an online curriculum mapping and lesson-planning platform to increase ease and effectiveness of the use of the curriculum.
- **Data-Driven Instructional Model** – In connection with our timely and effective measurement tools, the proven Education Model focuses on using student performance data to drive the instructional decisions made within the classroom. Data-driven instruction occurs for whole-group, small-group, and individualized learning.
- **Timely and Effective Measurement Tools** – The School will use innovative measurement tools, NWEA and CMA, which accurately pinpoint exactly which skills the students need to work on in order to reach mastery of the standards. These assessments provide instant results so teachers can provide timely feedback to their students to improve and make timely decisions with regard to student groupings, content taught, and other instructional decisions.
- **Restorative Justice** – In conjunction with The School District of Palm Beach County Student Code of Conduct, the School will implement a school-wide behavior plan that promotes student advocacy, empathy, empowerment, and positive decision-making skills, which are essential for adolescent development throughout high school. Every student will have an adult advocate, and students may be a part of the decision-making process with regard to reparation for misconduct.
- **Grading Philosophy** – The philosophy is unique in that grades reflect true standards mastery. Students are given multiple opportunities to demonstrate understanding, and are not penalized for non-academic aspects, such as neatness or timeliness. Those are considered for behavioral consequences.
- **Personalized Learning Plans** – Students take ownership of their data, provided by the timely measurement tools, to make decisions with regard to actions steps to meet academic goals. Students lead conferences with their parents and teachers to describe their plan to improve performance. These plans also promote the values of Student-Centered Learning and Restorative Justice, as both aim to empower students and make them more accountable and independent in their learning and behavior.

To further encourage the use of innovative learning methods in the classroom, the School will have access to an Innovations Team at CSUSA. These experts provide many facets of support and their aim is to bring 21st century skills and products into the classroom to further enhance the learning environment.

Some tasks include:

- Utilizing a rigorous review process for new software, platforms, etc. This team initiated the curriculum mapping and lesson planning pilot described above.
- Providing support with software and interactive technology to enhance blended learning opportunities.
- Researching new ways to support teachers in instructional strategies.

Renaissance Charter School, Inc. and CSUSA value partnerships with other organizations and school districts to be on the forefront of educational innovation. This includes the use of

disciplined innovation to identify solutions to help promote student achievement. CSUSA's active partnership in the research and development of problem identification and corresponding solutions provides a strong foundation for a solutions-based approach to innovation.

- *Require the measurement of learning outcomes.*

Progress monitoring and assessment are a fundamental element to the success of the Education Model in measuring learning outcomes of the students. Baseline assessment will provide all stakeholders with the information needed to identify students' strengths and weaknesses, effectively target instruction, and 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 NWEA interim assessment administration to target and differentiate instruction and help students focus on learning as they work to master specific skills and content of the Florida Standards. NWEA assessments, as well as CMA data, will provide administrators and teachers with data for measuring 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 for each student by reviewing results from the NWEA interim assessments, CMAs, and weekly 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.

All students at the end of the year will be required to take state-mandated assessments in order to determine mastery of the standards for each grade level and subject, as required. The School will follow all requirements for high school graduation, including the requirement of EOCs and their use to calculate the student's final grade, as mandated by the state of Florida.

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 use innovative measurement tools to drive instructional decisions. Teachers use data from the assessments to tailor instruction based on exactly what skills and concepts the students need to master. The data also helps make programmatic decisions with regard to intervention and tutoring. The following school-wide assessments (detailed in Section 3: Educational Program Design) are used:

- NWEA Interim Assessments
- Common Monthly Assessments (CMAs)
- Instructional Focus Plan (IFP) Assessments
- Weekly Standards-based Classroom Assessments

The School will have one major data warehouse for a student information system with all forms of student data, including state assessment results, interim assessment results, historical performance, demographic data, and more. This provides the convenience for stakeholders of the School in being able to obtain all information from one source as opposed to multiple providers and multiple reports. The School's student information system will track individual student data and offer the School the capability of disaggregating data by individual student, class, and grade level. It will also offer teachers, parents, and students online access to their 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 with 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, while also allowing students to monitor and take responsibility for their own learning. In addition, the electronic grade book will enable administrators 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 contain both a practice grade and master grade, giving parents a comprehensive overview of their child's current skill level and a measure of his/her progress toward attaining mastery of the standards. The report card identifies and evaluates a student's mastery of specific grade-level content by recording a grade in each content area. Teachers, parents, and students can identify the specific areas a student has mastered as well as areas in which a student needs improvement and support by aligning state specific standards with each content area in the electronic grade book. This translates into a grade on the report card. It also includes a component regarding citizenship aligned to 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.

- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.*

The School will provide learning opportunities that are unique to the CSUSA Education Model and competitive with The School District of Palm Beach County. Within the School's Academy Model, the students will participate in a Freshman Academy, then determine a college/career path academy based on their interests and goals. Students will also have the option to participate in internships based on partnerships established at the School with local businesses and entities aligned with the academy offerings. Students in need of enrichment will have the option to take advanced college-level coursework to further prepare for college. Those students in need of support in academics will be provided with after school tutoring, as well as Saturday School, to remediate and provide instruction in skill gap areas.

In addition, to stimulate continual improvement, the School will have a disciplined innovation approach, in which new processes and programs implemented at the school will be grounded in empirical evidence to support their use. Factors taken into consideration when implementing an innovation include effectiveness with students, ease of use for the teachers, cost, and scalability, to name a few. Innovations are piloted to test all of these facts. For example, a pilot is now being conducted for the online platform for curriculum mapping and lesson planning.

Another unique component of the School is its use of its own CSUSA Student Progression Plan. Many pieces of this plan are similar to Palm Beach County, as the School is mandated to follow state statutes; however, the School will use this plan to utilize different assessments and more rigorous promotion criteria to ensure students are held to high standards for achievement.

- *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 the standards that need to be covered clustered and ordered in a logical manner, 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 a 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 continuing to teach new content within the instructional period. Teachers have the responsibility of grouping students according to performance on particular skills for small-group instruction and to determine 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 and learn additional skills to improve their craft. To widen the reach of impact, teachers can also observe at QUEST visits, after proven effectiveness in their classrooms, and being properly trained. Teachers also have the opportunity to participate in providing input for curriculum mapping, increasing their ownership of the instruction that occurs across the network of schools of the ESP. Teachers diary map throughout the school year on the curriculum maps, making note of resources used, effectiveness of the curriculum plan, and other notations to share with administration. This information is also shared with CSUSA to make appropriate adjustments and updates to the curriculum as necessary.

At the end of the school year, administrators and faculty complete a survey to provide input on the current learning programs, resources, and professional development provided throughout the year. Data chats also occur throughout the year and teachers can voice their opinions on resources and professional development to ensure 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, along with student performance data, are analyzed and used to facilitate the 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 in turn 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 FLDOE, 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 for applying and attempting to obtain these positions within the network.

Section 2: Target Population and Student Body

A. Describe the anticipated target population to be served.

As specified in §§ 1000.05(2)(a) and 1002.33(10)(a), Fla. Stat. (2014), the School will serve as an open enrolment high school of choice for all Palm Beach County students, regardless of race, gender, ethnicity, national origin, marital status, or disability. In an effort to more accurately reflect the target market that this school will serve, enrollment projections are based on the public schools in the general market we are considering. The data for those schools was culled from the most recent versions of publicly available reports from the Florida Department of Education (FLDOE) and data provided by The School District of Palm Beach County's Department of Exceptional Student Education.

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

- School Size: 1,200
- Free Lunch Population: 50%
- Reduced Lunch Population: 4%
- Minority: 72%
- ELL-LEP: 6%
- ESE: 10%
- Gifted: 6%

Palm Beach County is the 5th largest school district by enrollment in the state of Florida, and was among the top 10 fastest growing school districts in the entire state from 2009 – 2013. This has led to school overcrowding throughout the county, particularly the high-density central Palm Beach region. Over a third of Palm Beach high schools had exceeded 90% of their FISH capacities as of June 2014. The county's high school average FISH capacity was 85%, and three of the high schools in the central Palm Beach region (Forest Hill, John I. Leonard, and Palm Beach Central) were near or had exceeded 100% of their FISH capacity.

The student market we are considering is generally the area between the Turnpike and I-95 along the Southern Boulevard corridor. There are a few charter high schools in this area, and the average FISH capacity of them matches the noticeably higher average FISH capacity of the local District high schools (90%). We also chose this area because of its proximity to the six existing K-8 schools in the Renaissance Charter School family. Our intention is to offer graduating RCS 8th graders a chance to continue their charter education on the way to college.

B. Provide the following projection for each year of proposed operation: the grades that the school will serve, the projected number of students to be served in each grade, the number of students expected in each class, and the total number of students enrolled.

The projected enrollment of the School is 1,200 students, but in no event shall enrollment exceed the maximum capacity pursuant to municipal code/ fire marshal. Table 2.1 provides the projected student enrollment per grade for each year of the charter.

Table 2.1

Projected Student Enrollment										
	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
9 th Grade	300	22	300	22	300	22	300	22	300	22
10 th Grade	300	22	300	22	300	22	300	22	300	22
11 th Grade	0		300	22	300	22	300	22	300	22
12 th Grade	0		0		300	22	300	22	300	22
Projected Enrollment	600		900		1,200		1,200		1,200	

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.

Student enrollment projections were calculated through a market analysis done using Economic and Social Research Institute (ESRI) mapping software, which tested and validated the density of our specific student market. This projected demand was then aligned to the different school size models developed by our ESP, and the Governing Board selected the appropriate model. Specific school sizes have been developed by our ESP to ensure consistently sized grade levels that facilitate student matriculation over time and allow optimal staffing of teachers, particularly for elective courses (music, art, PE, etc.).

It was demonstrated through the initial analysis that over 13,250 children aged 15 – 19 live within the market area stated in Part A. We chose the school model with a budget that best fits with the demand reflected in the initial analysis. The final number of budgeted students (1,200) represents approximately 9% of the immediate market, and this does not account for the direct matriculation from six K-8 schools within the Renaissance Charter School network within Palm Beach County.

These numbers are within the comparable thresholds of our ESP's historical Florida charter high school models. It is also important to note that the local area measured for data is significantly smaller than a Florida charter high school's actual enrollment footprint, which is technically countywide. That said, we can expect to attract students from outside the area measured, but the peripheral influence on the school's local enrollment and demographic composition will be negligible.

Section 3: Educational Program Design

A. Describe the school’s daily schedule and annual calendar, including the annual number of days and hours of instructional time.

The School will follow The School District of Palm Beach County’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. The school day will be longer than the typical school day of Palm Beach County’s public schools in order to provide additional learning opportunities for the students. Please see Table 3.1 for a sample daily classroom schedule. A sample annual calendar can be found in **Appendix I**.

Table 3.1

Sample High School Schedule		
Period	Time	Subject
	7:30 am – 7:54 am	Learning Skills/Homeroom
1	7:56 am – 8:46 am	ELA-Reading
2	8:48 am – 9:38 am	ELA-Writing
3	9:40 am – 10:30 am	Algebra I
4	10:32 am – 11:22 am	Art
5	11:24 am – 12:14 pm	Earth and Space Science
NA	12:16 pm – 12:46 pm	Lunch
6	12:48 pm – 1:38 pm	World History
7	1:40 pm – 2:30 pm	PE
	2:30 pm	Dismissal Begins

The Learning Skills/Homeroom period allows students to prepare for the day and develop organizational and study skills. Students also take part in a morning meeting/team building activity in order to encourage a positive start to their morning. In addition, teachers can provide a targeted mini-lesson based on student data (i.e. if students in that teacher’s class are struggling with a particular math concept, the teacher can review that concept to support instruction of the core math teacher).

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

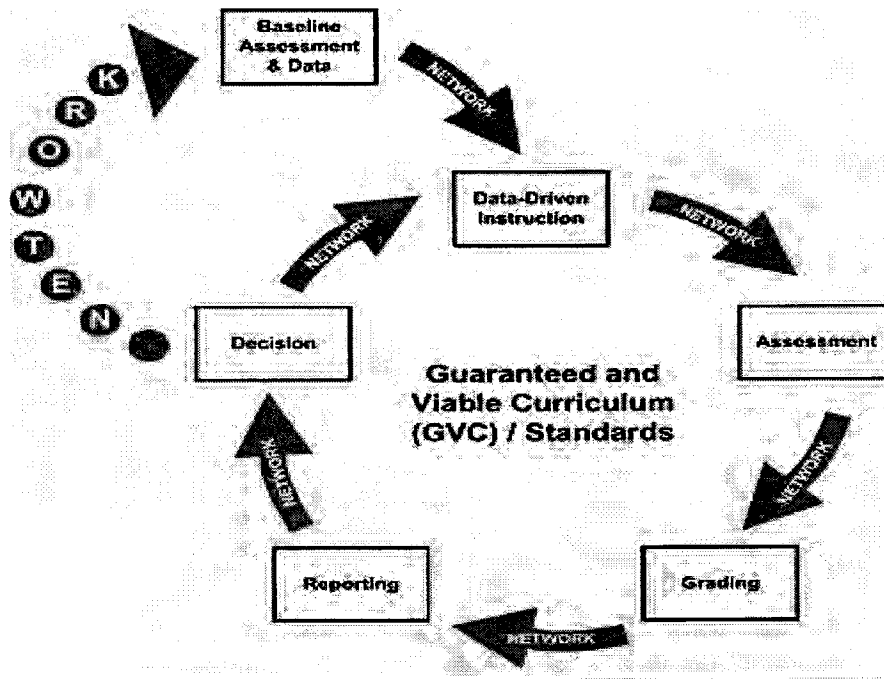
The Education Model

The development of the Education Model was based on Robert J. Marzano’s 35 years of research. It 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. Its structure enables administrators and teachers to better understand, explain, and predict 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 help implement the model and ensure that teachers have the support necessary to meet the needs of each student. The Education Model described throughout this application is implemented at all Renaissance Charter Schools in Palm Beach County. The School’s connection to other Renaissance schools will aid in implementation of the plan with fidelity and ensure effectiveness.

Guaranteed and Viable Curriculum

The core of the Education Model is the Guaranteed and Viable Curriculum (GVC), which ensures academic excellence in every classroom and encourages steady academic progress as students build their knowledge and skills from one year to the next in order to master the Florida Standards and NGSSS. 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, there is little chance that they will. Opportunity to learn addresses the extent to which the curriculum in a school is “guaranteed.” It also means that individual teachers do not have the option to disregard or replace assigned content (Marzano). 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 to the School) and school administration monitor learning so that the academic content necessary for achievement within each grade is not disregarded or replaced.

The graphic below illustrates a cycle that teachers follow to ensure students are mastering all of their grade-level standards in the GVC. Detailed descriptions of each component begin below.



Component 1: Baseline Assessment and Data

Baseline assessment provides all stakeholders with the information needed to identify students' strengths and weaknesses, effectively target instruction, and 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.

Assessment

Listed below are measurement tools, in addition to state-mandated assessments, that will be used for assessment purposes to establish a baseline to guide instruction. 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 and EOCs. 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.

- Northwest Evaluation Association (NWEA) Interim Assessments: Include three administrations in the areas of English language arts and mathematics. The NWEA assessments are nationally normed, Common Core-aligned assessments proven to be effective at targeting student achievement and determining skills students need to improve performance. NWEA uses a scale score (RIT) that continues through each grade level, which enables us to monitor growth from one grade level to the next, as well as determine exactly how far above or how far below grade level a student is. Results are used to set goals for students on specific skill gaps, as well as identify groupings and standards to teach for small-group instruction. NWEA currently provides the Measures of Academic Progress (MAP), a computer based assessment, which helps students prepare for the format of the state assessment and enables teachers to see results immediately. 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.
- Common Monthly Assessments (CMAs): Monthly assessments provided by CSUSA 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 provides a uniform tool to all schools in the ESP's network to monitor progress more frequently between interim assessments administered by NWEA. These tests can either be paper-based or computer-based and results are available within 24 hours. Teachers use the results to adjust their instructional focus plan and reteach standards that the students have not mastered. CSUSA also has the capability to view comparison reports across the network of schools to monitor trend data and make adjustments to school support if necessary.
- Instructional Focus Plan (IFP) Assessments: Tests aligned to specifications of Florida Standards and 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. More details regarding IFP can be found further in this section.
- Classroom Assessments: Formative assessments designed to evaluate whether a student has mastered a specific standard. Each assessment will be based on content that has been practiced multiple times and will measure the academic performance of each student on a particular standard. The assessments are used in all subjects and can be created by teachers or purchased. The assessments can be essays, projects, multiple choice or open response tests, exit tickets, or other forms of evaluating student performance.

Goal-Setting

As stated above, baseline assessment and data will be used to set goals at the School. Table 3.2 below shows how this data supports goal-setting at each level.

Table 3.2

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 Assessments, EOCs and NWEA interim assessments 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.

Goal-setting is viewed as a catalyst for the cohesion of the School as a team working toward the same mission. Goals will be heard throughout the day and visible when walking down the halls since 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 will meet with students to set academically focused personal goals that allow them 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 also encouraged to track progress on classroom walls to motivate students. Knowing that the School is a family and that everyone must do their share will inspire the students. Goal-setting is also 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 Plans

Every child is unique, therefore the School will create a Personalized Learning Plan (PLP), included in **Appendix G**, for every student that is 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 fosters 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 details regarding which skills have been mastered, need to be remediated, or are ready to be learned next. The student will set personal goals each quarter that are confirmed by teachers, and teachers will post formative data such as NWEA interim assessment 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, which will be congruent with NGSSS and Florida

Standards within the GVC. Students are expected to, at a minimum, 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

The PLP will also include the action steps to reach quarterly grade goals and NWEA interim assessment goals, teaching students the valuable lesson of having a goal and knowing what it takes to achieve it. 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, self-motivate to set and reach goals, and self-monitor progress will lead to successful completion of ambitions throughout life.

Component 2: Data-Driven Instruction

Leaders and teachers will analyze baseline data from the School's student information system and then provide targeted professional development to help teachers determine the instructional strategies that best meet the needs of each student. Teachers then have the information they need 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. This innovative approach to data-driven instruction and ongoing teacher support from within the network will ensure a culture of continuous improvement and increased student achievement at the School.

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 following strategies:

- Student-centered Learning
- Blended Learning
- Marzano's Thirteen High Probability Instructional Strategies
- Cross-Curricular Instruction and Learning
- Multiple Intelligences
- Project-based Learning
- Cooperative Learning

Student-Centered Learning

Based on Marzano's research and the learning map to guide instruction, students will be the designers of their own learning in order to obtain a deeper level of understanding. Teachers will use various Marzano strategies, described below, within these seven steps to focus on the students developing autonomy in processing, evaluating, analyzing, and demonstrating knowledge. Students will follow this seven-step process for learning:

1. Processing – Teachers provide direct instruction and multiple opportunities for students to interact with each other and the new knowledge.
2. Elaborating – Students are presented with a challenge that requires the students to think about the knowledge in a different way and apply critical thinking skills.
3. Recording – Students record their learning using graphic organizers, Cornell notes, or another method, based on their connections between the teacher's instruction and their own connections.
4. Reflection – Students use metacognition to reflect on their thinking and their contribution to others' learning as well.
5. Practice – For procedural knowledge, students are provided multiple opportunities to practice until fluent. Students work with the teacher either one-on-one or in small groups, based on data, to practice with formative feedback.
6. Deepening – For declarative knowledge, students work in small groups on tasks that require the application of knowledge to deepen their understanding.
7. Extension – After the teacher has taught to mastery, students will apply knowledge from the entire unit in a culminating project that requires experimental inquiry, problem-solving, investigative, or decision-making skills.

For each unit, students will go through a discovery or exploration process to first make their own inferences and hypotheses about content, adjust those understandings after instruction from the teacher, then correct mistakes and demonstrate their new learning. To further show ownership of learning, students can be presented with a rubric and the standards of a particular unit to construct their own way of demonstrating mastery of the content, whether in the form of a presentation, written piece, or other method. Other strategies include helping students elaborate on content, managing response rates with tiered questioning techniques, and helping students examine their reasoning. The intent of using student-centered learning is to increase the level of rigor within the classroom to help students be able to demonstrate college- and career-readiness.

Blended Learning

The School will also offer the unique experience of blended learning for students. According to the Innosight Institute, Blended learning 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.

Schools have the option of using various models that may include:

- Rotation model
 - Description: Students receive instruction from the teacher on a particular skill, participate in centers or independent work, and then complete similar activities on an online software program.
 - Example: Students learn how to multiply 2-digit numbers from the teacher, complete an activity to practice with a group during centers, and then independently complete an assignment assigned to them by the teacher using **Mathletics** on a laptop in class. Our current reading program, **Houghton Mifflin Collections**, also allows students to use apps to practice close reading, text analysis, and other skills. Students can practice reading skills on **Reading Plus**.
- A la carte model
 - Description: Students take an online course with an online teacher of record, but still attend school in a brick and mortar setting. The course is taken while physically in the school
 - Example: This is typically used for course recovery. When students fail a subject, they have the opportunity to re-take this course during a class period in lieu of an elective course through **Plato**. They complete coursework online while the teacher of record monitors progress. They are not allowed to complete the course at home.
 - Example: This can also be used for elective choices. A unique advantage that the School will have is its connection to the CSUSA network allowing students to take courses through Plato that may not be currently offered at the School due to staffing limitations. The School will also offer CTE courses for electives that allow for industry certification. These can be either provided online or face-to-face, depending on the course.
- Individualized Learning
 - Description: Students use programs that move at the child's pace to develop reading or math skills. They start with an online diagnostic assessment, then are placed within a track. They read passages, answer questions, receive tutorials, solve problems, and move through the program as they progress through their pathway. The teacher has to monitor use and progress, and the program will adjust according to student performance.
 - Examples: Programs such as **Reading Plus** and **Think Through Math**.
- Flipped learning
 - Description: Teachers can use this within a course for all students or for those who need enrichment. They watch a video or tutorial online on the weekend, the night before, or a day before to be exposed to a concept and develop an understanding on their own, then meet with the teacher after the fact to extend learning and practice.
 - Example: Tutorials done through the online version of textbooks we use such as Glencoe Math Connects or online resources.

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 as indicated above: Plato Courseware, Reading Plus, Think Through Math, 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 3.3. The strategies below have been proven by research 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.

Table 3.3

Category	Applications
Tracking Student Progress and Using Scoring Scales (Yields a 34 percentile gain)	<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 re-teach the material if goals are not being met
Setting Goals/Objectives (Yields a 25 percentile gain)	<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
Building Vocabulary (Yields a 20 percentile gain)	<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
Identifying Similarities and Differences (Yields a 20 percentile gain)	<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.
Interactive Games (Yields a 20 percentile gain)	<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 • 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 rational 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

Category	Applications
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 the learn it Examples include maps, diagrams, timelines, clusters, flowcharts, and structures

Cross-Curricular Instruction and Learning

This method of instruction requires a high level of collaboration among teachers since 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 process and remember information in different 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 prepares them for 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 (but not always) require students to work in teams or partnerships. Teachers have the ability to determine how they would like to implement project-based learning. An example could be posing a problem, such as "how can we improve the healthy habits of students at our school?" Students would then develop a solution to solve the problem. One student may design a persuasive campaign and conduct research to obtain facts to get students to make better choices. Another student may design and experiment with a greenhouse to grow vegetables for the students to eat.

Cooperative Learning

Cooperative learning is a strategy utilized by teachers to increase the rigor of an assignment, as it increases the expectations of students in completing a task. Students develop problem-solving

and social skills while applying knowledge learned in a particular unit. Within formal 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. Teachers set expectations with regard to social interactions, behavior, and task completion. They facilitate and monitor group work to hold students accountable and clarify misunderstandings that occur along the way. For an informal cooperative learning opportunity, teachers have students participate in focused discussions in which students make predictions, summarize learning, make connections, or respond to other teacher questions. They share ideas with each other and come to a consensus, then share their responses with the class to gain insight on others' ideas. This informal cooperative learning strategy includes turn-and-talks, think-pair-shares, and other purposeful discussions.

Differentiated Instruction

To ensure that the aforementioned strategies are all used appropriately, the School will emphasize daily differentiated instruction to accommodate all learners. The School will follow the belief that differentiated instruction is: 1) a teacher's response to student needs, 2) the recognition of students' varying background knowledge and preferences, 3) student-centered, 4) instruction that addresses students' differences, and 5) a blend of whole-group and small-group instruction. Students will benefit through the use of innovative, differentiated instructional methods, which utilize research-based instructional strategies, including 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 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: 1) the content students are learning, 2) the process in which the material is being taught, and 3) the product that is developed to demonstrate learning. Teachers will take into consideration the students' readiness for learning, their interest, and their learning profiles.

Some best practices with regard to differentiating include:

- For Student Readiness: Focusing on the standard for the content being taught and the objective that must be mastered, but content may be at various levels (i.e. students may read higher-level text yet still master the same standard as students reading on-level text).
- For Student Interest: Allowing students to choose from a list of options of how they will demonstrate mastery (i.e. some students may complete a project, whereas others might write an essay).
- For Student Learning Profile: Addressing various individual student differences in learning styles (i.e. students that are tactile learners can use manipulatives, whereas students who are visual learners can use pictures).

Teachers use data from NWEA, CMAs, and class assessments to drive the decision-making process with regard to differentiated instruction. Student groupings will change in classes

periodically depending on the activity level and ability level. Teachers will integrate formative assessments throughout activities to make adjustments. Continuously assessing, reflecting, and adjusting content, process, and product enables teachers to best meet the needs of each individual student.

Other examples of differentiation include:

- Whole-group – A teacher may assign a task to the students, yet differentiate the final product students need to create. For example, after completing a unit on World War II, students may be asked to demonstrate their understanding of the impact of WWII on each country. Students can have the choice to complete an essay, skit, debate, or other assignment based on student preference. The teacher will create the expectations for each choice and grade the students based on mastery of appropriate standards.
- Small-group – Each day, the small group that meets with the teacher is based on particular skill gaps of the students (i.e. all students that need more instruction in simplifying polynomial expressions). As other groups work in centers, their assignments are differentiated within the overarching center topic. For example, in a writing center, one student may be working on supporting details, while another may be working on developing a conclusion, and another may be working on grammatical practice.
- Technology – The School will utilize various technology resources to ensure students are using programs that meet their instructional needs. Teachers can differentiate by assigning content that the students still need practice with, based on NWEA, CMA, or class assessment data, and then monitor students' performance on those skills. Students can also use programs that are adaptive and adjust based on how students perform (i.e. Reading Plus), which enable them to move at a faster or slower pace. These are supplemental to core instruction, so students still receive grade level instruction, but may receive remedial instruction through technology programs as well.

Component 3: Assessment

Assessments measure instructional effectiveness and student achievement and are therefore an integral part of the Education Model. After data-driven instruction, formative assessments will be continuously administered to determine areas of growth and identify instructional priorities. Formative assessments, in particular, provide a systematic and regular measurement of students' progress in the classroom and are used to drive instructional practice. Each teacher will use classroom assessments from the resources purchased for the School. Other forms of assessments include exit tickets, quizzes, projects, essays, and more. Timely and specific feedback (based upon formative assessments of student performance on grade-level standards) is then given to establish individualized goals for all students (Marzano). To provide additional feedback in the instructional decision-making process, the School will use school-wide assessments including NWEA and CMA.

Component 4: Grading

Part of the process of assessing students and monitoring progress involves grading the assignments and assessments given to the students. The School will have a unique philosophy that focuses on academic grades only reflecting mastery of the standards that are taught in that subject. If a student only mastered 30% of the content on the test, then that is the grade they will receive. The teacher will reteach the concept, and students will practice and re-take a new assessment to improve their mastery of that standard. In order to guarantee that the student is completing his/her own work and ensure integrity, academic grades will only reflect work completed at school. Work completed outside of school, such as homework or projects, can be

included in a practice grade, but not the mastery grade. The student grade book includes practice grades and mastery grades, but only the mastery grades are considered part of their final overall academic grade.

Students will not be graded based on behavior that is tied to an assignment. For example, students will not be academically penalized for turning in an assignment late. However, they will receive a behavioral consequence for turning in work late because they did not follow the teacher's directions. The same principle applies for cheating. Students will receive a behavioral consequence if caught cheating, and are required to take a new, different assessment to measure mastery.

Grading a student's work solely on the standard that was taught allows the School to have a true indicator of the proficiency level of students since grades will not be skewed by non-academically related aspects. Students will be given enough opportunity to practice what is taught in order to demonstrate what they have learned, as it is the School's intent to provide ample opportunity for every child to be successful. Communication is key in order for this philosophy to be effective, therefore students will receive timely feedback on their work to understand how they demonstrated learning effectively, or what can be done to improve their grade next time they are assessed a standard. Parents will have real-time access to grades in the electronic grade book, and teachers will frequently communicate with families before a report card is issued to address any concerns about students who are failing their assignments.

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 access to online student data. Student achievement data will be included in each student's file and will make year-to-year evaluation and tracking of interim assessments more efficient. It will also provide students, parents, teachers, and administrators with the information to make decisions about differentiating instruction for each student.

After assessments are administered, results will be reported to every stakeholder, including students, parents, teachers, administration, community members, and the governing board. Students are given feedback through reports generated by the assessment, or by reviewing their work with the teacher to make sure they understand what they did correctly and what needs improvement. Families are given progress reports mid-quarter and report cards at the end of each quarter to stay informed of student progress. Parent conferences are scheduled to discuss particular assessments or other issues. The School will also send updates of progress on instructional software such as Reading Plus to ensure parents are aware of their child's performance and to reach out for support in motivating students to complete their practice. Teachers and administration stay informed of student progress through data chats, described below, and collaborate to make appropriate instructional decisions. Community members and the governing board are kept informed through leadership reports created by the principal to share at board meetings and PTC meetings.

The following graphics display some of the reports teachers are able to generate and use to target instruction for students and monitor progress.

Images 3.1 and 3.2: Learning Continuum

This report is generated from NWEA to determine what skills the students need to work on in order to improve mastery. The Class Breakdown Report sorts students in groups based on RIT score and goal area (i.e. Informational Text), then the teacher may access the Learning Continuum to view skills the students still need support with, or are ready to master next. The view can be sorted by student or group, and then broken down by skill or by standard. The teacher can choose to limit the display for one grade level, or can choose a span of grade levels in order to see remedial skills from previous grades, or enrichment skills for advanced learners.

Image 3.1

Learning Continuum - Test View

MAP: Math 6+ Common Core 2010 V2

Print

Edit Display Options

131-140	141-150	151-160	161-170	171-180	181-190	191-200	201-210	211-220	221-230
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Operations and Algebraic Thinking

Expressions and Equations

←	171-180	181-190	191-200	→
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Reinforce these skills & concepts	Develop these skills & concepts	Introduce these skills & concepts
Whole Numbers: Represent and Solve Word Problems		
<ul style="list-style-type: none"> Represents one-step addition and subtraction word problems with expressions or equations, whole numbers within 20 Represents one-step addition and subtraction word problems with objects, whole numbers within 20 Represents one-step equal-groups multiplication and division word problems with models, whole numbers 	<ul style="list-style-type: none"> Represents multi-step word problems with expressions or equations, whole numbers Represents one-step addition and subtraction word problems with expressions or equations, whole numbers within 20 Represents one-step equal-groups multiplication and division word problems with models, whole numbers Represents one-step equal-groups 	<ul style="list-style-type: none"> Represents multi-step word problems with expressions or equations, whole numbers Represents one-step addition and subtraction word problems with expressions or equations, whole numbers within 100 Represents one-step addition and subtraction word problems with expressions or equations, whole numbers within 20

Image 3.2

Learning Continuum - Class View

MAP: Reading 6+ Common Core 2010 V2 [Print](#)

[Edit Display Options](#)

Literature

Literature: Key Ideas and Details

Literature: Craft and Structure

<u>161-170</u>	<p>Author's Craft: Figurative Language</p> <ul style="list-style-type: none"> • Interprets idiom in literary text 	No Students
	<p>Author's Craft: Imagery, Description</p> <ul style="list-style-type: none"> • Understands that descriptions appeal to different senses 	
	<p>Author's Craft: Figurative Language</p> <ul style="list-style-type: none"> • Interprets idiom in literary text • Interprets simile in literary text • Understands the meaning of common idioms 	
<u>171-180</u>	<p>Author's Craft: Imagery, Description</p> <ul style="list-style-type: none"> • Understands that descriptions appeal to different senses 	
	<p>Characteristics of Genre: Literary</p> <ul style="list-style-type: none"> • Classifies literary text as a fairy tale • Classifies literary text as a story that could happen • Classifies literary text as make-believe • Classifies literary text as poetry 	

Anthony O

Overall RIT: 186

Lexile Range: 249-399

Goal Range: 174-186

Image 3.3 and 3.4: CMA Reports

Teachers can view the scores from each CMA assessment, and see each assessment broken down by standard. Teachers can also display all of the standards covered thus far in all of the CMAs at once, then track mastery in each class. This enables the teacher to quickly see which standards need to be reviewed during IFP, or during small group instruction. Image 4 allows teachers to analyze each individual item on the assessments to determine common misunderstandings and provide appropriate remediation for each standard.

Image 3.3

Charter School	Assessments Math CC Math Gr3 Test3 2014_15 2014-2015	Assessments Math CC Math Gr3 Test3 2014_15 2014-2015 CCSS.Math.Content.3.MD.C.6	Assessments Math CC Math Gr3 Test3 2014_15 2014-2015 CCSS.Math.Content.3.NBT.A.2	Assessments Math CC Math Gr3 Test3 2014_15 2014-2015 CCSS.Math.Content.3.NBT.A.3	Assessments Math CC Math Gr3 Test3 2014_15 2014-2015 CCSS.Math.Content.3.OA.A.2	Assessments Math CC Math Gr3 Test3 2014_15 2014-2015 CCSS.Math.Content.3.OA.D.9
1	2	3	4	5	6	
Student	90	4/5	5/5	2/3	3/3	4/4
	85	4/5	4/5	2/3	3/3	4/4
Chier	55	2/5	4/5	2/3	1/3	2/4
ez, Samantha	55	4/5	3/5	0/3	1/3	3/4
	55	3/5	4/5	1/3	1/3	2/4
	70	2/5	4/5	2/3	3/3	3/4
	75	5/5	5/5	1/3	2/3	2/4
Maritza	60	3/5	4/5	1/3	1/3	3/4
	75	4/5	4/5	3/3	1/3	3/4
el	80	5/5	3/5	1/3	3/3	4/4
	80	4/5	4/5	2/3	2/3	4/4
ando	80	4/5	4/5	2/3	2/3	4/4
n	70	3/5	4/5	2/3	2/3	3/4
	95	5/5	5/5	2/3	3/3	4/4
	55	5/5	3/5	0/3	2/3	1/4
	55	5/5	3/5	0/3	1/3	2/4
	85	5/5	5/5	1/3	2/3	4/4

Image 3.4

Fall Chamber 2 LANG ARTS 2 - 001 00-0-2			LA.6.1.1.2	LA.6.1.1.7	LA.6.1.1.1	LA.6.1.1.5	LA.6.1.1.3	LA.6.1.1.8	LA.6.1.1.9	LA.6.1.1.6	LA.6.1.1.4	LA.6.1.1.2	LA.6.1.1.8	LA.6.1.1.3	LA.6.1.1.7	LA.6.1.1.9		
Student	# Correct	% Correct	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8	1-9	1-10	1-11	1-12	1-13	1-14	1-15	1-16
Anna	23	71.88%	A	D	C	C	D	D	B	A	C	B	B	C	D	A	B	A
Isabel	25	78.13%	A	D	C	C	D	D	B	B	C	B	B	C	D	A	B	A
Clara	27	84.38%	A	D	C	C	D	D	B	A	A	B	B	C	D	A	B	A
Luc	20	62.5%	D	D	C	D	D	D	B	D	C	B	B	C	D	A	B	A
Idene	20	62.5%	D	D	C	C	D	D	B	B	C	B	B	C	D	A	B	A
Isaac	19	59.38%	A	D	C	C	D	D	B	A	C	B	B	C	D	A	B	A
Isayah	20	62.5%	A	D	C	C	D	D	B	B	A	B	B	C	D	A	B	A
Sam	23	71.88%	D	D	C	C	D	D	B	A	C	B	B	C	D	A	B	A
# Correct	438	68.44%	11	14	18	19	17	16	19	11	15	19	13	19	8	13	14	17
% Correct			55.00%							55.00%			65.00%		50.00%	65.00%		50.00%
Most Common Incorrect Response			D	B	A	D	A	B	C	B	A	A	A	A	B	B	C	D
Incorrect response times shown			6	1	1	1	1	2	1	7	2	1	1	1	7	3	3	2

Image 3.5: CMA and NWEA Reports

In the data warehouse, multiple assessment data points are held for easy comparison. In this report, the teacher can view the Fall NWEA assessment, the first few CMA assessments, and then the Winter NWEA assessment. This can be useful in determining trends in student performance and identifying red flags. For instance, it would be a concern if a child was performing on grade level on NWEA, yet was failing each CMA.

Image 3.5

Charter School	NIWEA MAP: Math 2-5 Common Core 20 Test RIT Score - Fall 2014-2015	Assessments Math CC Math Gr3 Test3 2014_15 2014-2015	Assessments Math CC Math Gr3 Test2 2014_15 2014-2015	Assessments Math CC Math Gr3 Test1 2014_15 2014-2015	Assessments Math CC Math Gr3 Test4 2014_2015 2014-2015	NIWEA MAP: Math 2-5 Common Core 20 Test RIT Score - Winter 2014-2015
1	199	80	92	67	81	209
2	202	85	75	56	86	219
3	161	55	67	39	55	196
4	177	55	50	44	59	184
5	186	55	46	39	50	198
6	196	70		61	36	194
7	194	75	50	61	55	203
8	189	60	42	33	55	195
9	198	75	38	39	68	201
10	170	80	71	39		198
11	189	80	63	56	59	190
12	200	80	71	78	91	193
13	167	70	58	44	36	186
14	204	95	83	72	82	210
15	181	55	58	28	64	192
16	172	55	35	33	59	182
17	187	85	63	33	64	197

Component 6: Decision

Decision is the final action. Teachers and administrators will make a decision based on the data to either move on to a new standard and begin with a baseline assessment, or revisit the same standard through data-driven instruction and reach 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 continues 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. These decisions are determined through data chats and team meetings and guide the standards that are taught in the Instructional Focus Plan.

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 pinpoint

what is needed in each classroom, including recognizing skills that each individual student needs to master. 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.

Instructional Focus Plan

To further monitor progress towards mastery of the standards, teachers (in conjunction with the School's administrative team) will plan together and schedule learning objectives aligned to the data-driven Instructional Focus Plan. This calendar is developed based on the data provided by each CMA 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.

Academy Model

In conjunction with the Education Model and its components described above, the School will utilize an academy model which will create small learning communities for students to take classes together, taught by a team of teachers from different disciplines. There will be a Freshman Academy for ninth graders, as well as options for different college preparatory/career themes. Partnerships with employers, the community, and local colleges will bring resources from outside the high school to improve motivation and achievement.

Freshman Academy

The School is aware that ninth grade is a pivotal year for students. In order to positively impact ninth grade students to successfully meet graduation requirements, the School will develop a Freshman Academy that will create organizational structures to build student success, as well as student academic opportunities that will support students as they grow within the culture of a high school. Throughout the first quarter of the school year special activities will be developed such as the following:

- Teacher Advisor
- Student-to-Student Discussions: juniors and seniors will discuss with freshman what they would do differently in ninth grade if they had the opportunity to re-do the year.
- Self-Awareness Studies that help students build upon their middle school work of career choice.
- Personalized Learning Plans containing a high school graduation goal built upon intermediate goals.
- In-depth studies of life after high school, including college choices.

The Freshman Academy will also include organizational and administrative features to support the student body, such as the following:

- Rooms clustered together for a smaller community within the larger school population.
- Common planning for core content teachers to discuss specific needs of ninth grade students, academic achievement of individual students, classroom management and absenteeism.
- An administrative peer assigned to the ninth grade center to work with the students, parents, and teachers to quickly identify and take action on the specific needs of students. For example, changing a student's schedule to enhance performance.
- Common system of class rules, procedures and expectations.

All freshmen will be enrolled in a Freshman Success course, in which students develop skills in organization, college and career research, public speaking, personal awareness and finance, and local and global awareness. This course is project-based and students will complete the course with a personal mission statement, a college/career research project, a role model research project, and a personal finance project. Students will use skills and knowledge learned in this course to help guide their success in their chosen academy in high school and beyond.

College Preparatory/Career Academies

Students will choose an academy for 10th through 12th grade that prepares them for college and career choices, enabling them to see relationships between academic subjects and the application to a broad field of work. Partnerships created with employers, community and local colleges/universities will help determine the academy options at the School. Students will have the option of participating in a Cambridge Academy, and depending on partnerships and student need, possibly the following options in Table 3.4 below.

Table 3.4

College and Career Academy	Focus of Courses/Programs/Partnerships
Leadership and Entrepreneurship	Law, finance, ROTC, business, criminal justice, education
Communications, Engineering, and Technology	STEM-related fields, graphic design, journalism, broadcasting
Physical, Environmental, and Medical Sciences	Health occupations, agriscience, psychology

Cambridge Program

The School will develop a Cambridge Program to support academic rigor throughout the programming of the School. The program will provide an international, pre-university, curriculum and examination for students who benefit from a rigorous academic program. For over 160 years the prestigious University of Cambridge has been setting worldwide curriculum standards through their examinations. The Cambridge curriculum is taught in over 150 countries worldwide. A Cambridge course combines the content of the Honors curriculum with the content students must learn to write the Cambridge papers successfully. Cambridge courses are demanding courses that emphasize higher order thinking skills, oral skills, writing skills, problem solving, teamwork and investigative skills. Highly motivated students who excel academically and are well rounded in their extracurricular activities are attracted to this program. Cambridge students are expected to have high academic expectations, be self-motivated, and have good study habits. They must demonstrate a commitment to succeed in this rigorous program.

Senior Project

The Senior Project is a culmination of a student's academic and community learning experience. Students are required to complete a synthesizing project in the second semester of

their senior year. The senior project may be a comprehensive research paper, performance, exhibition, scientific demonstration, hands-on project, or other worthy endeavor that integrates the entirety of a student's learning experiences during their high school tenure. The student must submit a proposal including research, timelines, resources, and thesis to members of the faculty who serve on the Senior Project Committee. This Committee shall be interdisciplinary and approves all senior projects. Each project must have a faculty advisor who, with the Project Committee, interviews, reviews, and grades each student's project. Students must receive a passing grade on their senior project in order to graduate.

In addition to the Senior Project requirement, as well as Florida state requirements for graduation, students must also complete 80 volunteer hours throughout their high school career in order to graduate. Students receive support from their mentor/guidance counselor in tracking these hours and determining appropriate fields in which to complete the hours.

C. Describe the research base for the educational program.

The School will use the research of Robert J. Marzano on effective schooling 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. As Marzano updates his research with new findings and strategies, the educational program incorporates much of the research as it becomes available.

School-level Factors

Guaranteed and Viable Curriculum

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. 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 that reveal 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. This helps guide teachers toward meeting and exceeding the standards in the instructional time teachers have available, and ensures that the curriculum is both *guaranteed* and *viable*. The curriculum is revisited and adjusted each year as necessary.

Challenging Goals and Effective Feedback

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 the School's 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 effective feedback is not provided. 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.

Parent and Community Involvement

According to research by Marzano, effective parental and community involvement includes the areas of communication, participation, and government. It is the school's responsibility to develop an environment in which lines of communication are open for all stakeholders to share ideas and concerns to improve the school overall. Schools that encourage parents to participate have an increased resource base for volunteer opportunities, and also experience lower absenteeism, truancy, and dropout rates of their students. Lastly, involving parents in the decision-making process regarding programs and other practices for school improvement has a positive impact on school climate.

Because parent participation is integral to the success of the School and each student, parents are encouraged to sign a parent commitment form to volunteer a minimum of 20 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 30 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, develop better skills to adapt socially and improve behavior, and 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, delivered 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 Personalized 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.

At the heart of the School is collaboration and community integration that aligns 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 list below describes possible proposed programs, activities, and potential partnerships that align to the aforementioned areas of extracurricular or auxiliary programs as identified by stakeholders. This is similar to supplemental programming that exists at other CSUSA-managed schools.

- **Partnerships:** 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. Examples include possible partnerships with Indian River State College or Palm Beach County Reading Council.
- **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. The options will align with the academies that will be offered at the School. For example, for a Leadership and Entrepreneurship academy, students can participate in ROTC. For a Science Academy, students can participate in a robotics club. For a Communications Academy, students can participate in a journalism or debate club.
- **Interscholastic Competitions:** The students may participate in academic games/exhibitions in any of the following areas: Social Studies and Literary Fair, Math Olympics, and others as identified by stakeholders. The CSUSA network hosts an annual Science Fair and Spelling Bee to allow students to compete against students across the state and/or country to demonstrate skills in those areas.
- **Interscholastic Athletics:** As identified by stakeholder opportunities and partnerships, athletic programs will be developed. Football, basketball, STEP team, ultimate Frisbee, and soccer are just some examples of athletic options that may be available at the School.

Safe and Orderly Environment

The need for a safe and orderly environment that is rooted in clear expectations and procedures is critical to ensure a school environment that is conducive to learning. More details regarding the school-wide behavior plan and code of conduct can be found in Section 8 of this application, but the School will implement the five areas of Marzano's research that are recommended to achieve a safe and orderly environment:

1. Establish rules and procedures for behavioral problems that might be caused by the school's physical characteristics or the school's routines
2. Establish clear school-wide rules and procedures for general behavior
3. Establish and enforce appropriate consequences for violations of rules and procedures
4. Establish a program that teaches self-discipline and responsibility to students
5. Establish a system that allows for the early detection of students who have high potential for violence and extreme behaviors

There will be high expectations for student behavior through implementation of Restorative Justice. The School will hold the belief that the students' social environment is just as important as the academic curriculum. Teachers will use strategies from this program to promote social development, responsibility, and communication skills within the students. Routines and procedures will set the tone of an efficient, focused classroom. The aim is to provide an environment that is safe not just in the physical sense, but also in the sense that students feel safe to explore ideas in a new way and share their opinions, beliefs, and academic findings. The School will determine the best strategies for implementing the philosophy of this program to develop a cooperative culture.

The School may offer social-skills training in addition to the Restorative Justice program for those needing additional support. Peer Counseling/Mediation is also an option for student development. Opportunities for mentorship will also be provided by staff members or partnerships with other entities to support behavioral and academic growth of the students. Within the School, there may be peer mentor programs between the upper grades and the lower grades to further motivate students to succeed both academically and behaviorally. Honor roll assemblies, pep rallies, and other motivational events will be hosted to reinforce positive choices within the School.

Collegiality and Professionalism

This school-level factor pertains to the manner in which staff members interact with each other both socially and professionally. In a collegial environment, teachers are supportive of one another in their attempts to learn and grow as professionals. In a professional school environment, staff members are given multiple opportunities to develop their skills and subject-matter knowledge. The School will foster both of these areas in the following ways:

New Teacher Induction/Returning Teacher Orientation

All new teachers (including those who are new to CSUSA's network of schools, not just 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, Curriculum Mapping, Lesson Planning, Targeted Instruction, Differentiated Instruction, Formative and Summative Assessments, Grading Philosophy, Tracking Progress, and much more. NTI 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.

Quality Education for Students and Teachers (QUEST)

A unique advantage of being a part of the CSUSA network of schools is having the opportunity to 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 CSUSA network who have had proven success in their roles (principals, high-performing 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: 1) classroom management, 2) student motivation, and 3) instructional strategies. The observer, a trained member of the CSUSA network, observes a lesson to examine how the teacher is integrating educational strategies within the lesson to promote student learning. The process allows for connection among professionals to share best practices, in particular with others who have had successful experiences with similar populations. Those who are paired typically develop relationships in which they continue to share ideas with each other and their teams to promote effective instruction.

After visiting all classrooms, the QUEST Team reflects on their day and reviews the data collected. Recommendations and commendations, derived from trends in the data, are compiled into a presentation and delivered to the staff to motivate and drive certain instructional practices.

Based on the recommendations and commendations, the leadership team refines its professional development focus for the school year. This data is tracked from visit to visit, and the Governing Board is also kept informed of the School's overall performance and growth on QUEST visits to monitor fidelity of the Education Model.

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 growing their craft. 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.

During the school year, needs and opportunities for staff training will be identified according to analysis of student performance data, administrator walk-throughs, QUEST visit data, 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. Professional development will be held in various ways including Professional Development Days, after school meetings, team meetings, data chats, or team lead meetings. Table 3.5 below shows a sampling of professional development that is available. The School may also participate in district offerings for professional development as needed.

Table 3.5

Instructional/Classroom Strategies	Subject or Content Area
<ul style="list-style-type: none"> • Using Data to Drive Instruction – CMAs, NWEA, and other assessments • Differentiated Instruction • Common Expectations • Cross-Curricular Instruction • Explicit Vocabulary Instruction • Data Analysis for Data Chats • Targeted Instruction • Minute-by-Minute Plans • Action Steps and Monitoring Effectiveness • Student Engagement • Incorporating Test Specifications • Student-to-Student Interaction • Six Stages of Feedback • Standards-Based Centers • Critical Thinking Strategies • Maximizing Instructional Minutes • Research-based Innovative Learning Methods 	<ul style="list-style-type: none"> • Writing Strategies Across Subjects • Investigating Thinking in Math • Vocabulary Instruction in Science and Social Studies • Reading: a Core Skill • Other Content-based Professional Development • English for Speakers of Other Languages • Regulations and Procedures • Exceptional Student Education Regulations and Procedures

Curriculum Cadre/Webinars

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 much more. Curriculum Resource Teachers (CRTs) at the School will attend monthly sessions and then disseminate the information to faculty at the School. Each year, the focus of the Curriculum Cadre will change to meet the School's current educational needs.

Principals Institute

CSUSA 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 expectations 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.

Leading Edge

This opportunity to pursue advancement is offered to the top percentile of staff within the company. Employees participate in professional development and training sessions to prepare for future roles such as CRT, curriculum specialist, dean, assistant principal, or principal. The board and ESP value promoting top talent within the network to maintain fidelity to the Education Model and support the mission of the School and CSUSA.

Teacher Learning Communities (TLC)

TLCs support teachers throughout the year by focusing on research-based teaching methods. A master teacher leads the TLC at the School. New teachers meet at least once a month with a master teacher to receive support and training, 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.

Teacher-level Factors

Research shows that the most effective teachers produce higher gains than the least effective teachers. Over time, this effect on student performance compounds, which shows the importance of training and retaining the most highly effective teachers. When a teacher possesses a high level of skill and knowledge in the following three teacher-level factors, the impact is the most powerful on student achievement (Marzano).

Instructional Strategies

The educational framework founded upon the works of 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. Teachers are encouraged to employ whichever strategies will work best for their students based on data. Marzano's thirteen high probability instructional strategies, and others implemented at the school, are described in Section B.

Classroom Management

The School will expect teachers to set up and maintain highly structured classrooms with effective management techniques to prevent student misbehavior and produce an efficient learning environment. Teachers will focus on four areas for effective classroom management:

- Establishing and enforcing rules and procedures
- Carrying out disciplinary actions
- Teacher and student relationships
- Maintaining an appropriate mental set

More details regarding the philosophy behind the classroom management techniques of the teachers can be found in Section 8.

Classroom Curriculum Design

The teachers of the School will not simply follow a textbook when planning their instruction. Classroom curriculum design involves the deep understanding of the content students are expected to learn throughout the year and how to best teach that content in various ways to ensure students can master that content. The curriculum map will aid in the grouping and pacing of standards, and teachers will be expected to unpack those standards to be able to accurately gauge the level of understanding for each student. The School will adhere to the following principles of Marzano's research:

- Learning is enhanced when a teacher identifies specific types of knowledge that are the focus of a unit or lesson.
- Learning requires engagement in tasks that are structured or are sufficiently similar to allow for effective transfer of knowledge.
- Learning requires multiple exposure to and complex interactions with knowledge.

Student-level Factors

Home Environment

With regard to the impact on student achievement, research by Marzano indicates that the home environment is comprised of three elements:

- Communication about school
- Supervision
- Parental expectations and parenting style

No school or teacher can control the impact a child's home environment has on the student each day or the actions parents take in raising their child. However, the School will make all attempts possible to keep lines of communication open between the school and the families to ensure they are supported in their child's education. The School will keep parents informed of their child's reading level and academic progress in school. Teachers will share progress reports, report cards, NWEA reports, CMA scores, and other pertinent information related to student performance. Curriculum Nights will be hosted to share ideas and best practices with regard to helping your child at home with their home learning, reading, test preparation, or other aspects. Parents will be encouraged to attend board meetings, PTC meetings, or other events that pertain to the School's improvement. The aforementioned methodologies and other communication attempts will aim to improve the three elements above for families.

Learned Intelligence/Background Knowledge

To promote the acquisition of learned intelligence and background knowledge, the School will take the following action steps:

- *Involve students in programs that directly increase the number and quality of life experiences students have.*
This will be conducted through live and virtual field trips, guest speakers, real-world activities and other special events.
- *Involve students in a program of wide reading that emphasizes vocabulary development.*
The School will have a double period of ELA, and incorporate reading across all subject areas as much as possible. Each classroom will have a wide variety of fiction and nonfiction text suited towards students' interest level and reading levels. Students will be encouraged to read in their free time, whether that be at home, in the cafeteria, during dismissal, or any other appropriate time in order to reach their Reading Challenge goal, discussed in Section 4.

- Provide direct instruction in vocabulary terms and phrases that are important to specific subject matter content.

Teachers will participate in training in explicit vocabulary instruction to incorporate into all subjects. Students will be presented information in a variety of ways (text, visual, kinesthetic) in order to develop an understanding of the words, then will apply their knowledge of their vocabulary through written, visual, verbal or other applications.

Motivation

The evidence is clear that students who are motivated to achieve are more likely to do so. Therefore, the School will make multiple attempts to motivate students in various ways. Through goal-setting and personalized learning plans, discussed previously, students take ownership of their learning and set goals to motivate their achievement. Teachers will consistently provide timely and specific feedback to students on their assignments and classwork to ensure students know how to fix their mistakes or reinforce their learning. Students will participate in tasks that are engaging, such as hands-on activities, interactive technology tasks, or other project-based learning activities, discussed previously in the Instructional Strategies section and below in alignment to the mission. The School expects its teachers and administrators to invest in the achievement of students, and therefore personally motivate each and every child to reach his or her potential.

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

Mission: To prepare students for college and careers by creating 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.

College- and Career-Readiness

Students will develop college-and career-readiness by participating in the School's Academy Model, which provides coursework and studies that will prepare students for post-secondary endeavors. They will be able to take courses for college credit, choose elective classes targeted towards certain study areas, and participate in internships and other extra-curricular activities to build key skills. Skills that are pertinent for college or career include critical thinking, collaboration, presentation, goal-setting, research, technology, and many more. The aim is to provide an environment that fosters independence and autonomy to set students up for success in the future.

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 Houghton Mifflin Collections and Glencoe Florida Math Connects as the 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 in regard to both academics and behavior. Student safety will be a priority, as a highly structured behavior plan focused on procedures and order will be established to prevent unsafe issues from arising. Bullying prevention is critical to this plan, 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 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 encouraged to 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 Restorative Justice (described in Section 8 of the application), 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.

A strict uniform policy will be in place to help establish the culture of the School. When all students wear the same uniform, it develops a sense of unity and belonging. Uniforms minimize distractions within the classroom, as students can focus on the academic tasks at hand, instead of the clothes the other students are wearing. This can also help prevent bullying and other behavioral issues, because students can't be picked on based on what style of clothes they have, nor can students wear colors associated with certain gangs or affiliations. Uniforms establish a sense of order and preparation, and the Governing Board believes that when students wear uniforms they are "dressed for success."

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 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 on dry-erase boards instead of waiting 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 discuss why it is correct. Students therefore go through a discovery or exploration process to first make their own inferences and hypotheses about content, adjust those understandings after instruction from the teacher, then correct their mistakes and demonstrate their new learning. There will be an emphasis on student-centered learning and developing autonomy in

processing, evaluating, analyzing, and demonstrating knowledge. 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-world 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 positive behavior system, such as Restorative Justice. Students will be encouraged to demonstrate behaviors that encompass moral values of a productive citizen both within the School and outside of school. The teacher will incorporate character education lessons within the required content areas, and report cards will include a grade 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. Students can use these community service events for completion of their 80-hour volunteer requirement at the School, or they may complete the requirement at other local entities. The requirement is alignment with the mission in developing students who display citizenship skills and awareness for their role in the local community.

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. Teachers can use PowerPoint presentations with guided notes to aid in note-taking skills and provide help to students who are visual learners. These are just a sampling of the strategies the teachers may 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 interactive displays/panels. 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.

A primary focus of CSUSA-managed schools is utilizing technology as an effective method to increase student engagement and interaction with learning and real-world application. The School will do the same and 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 and an optimal experiential learning environment by taking technology out of the hands of the teachers and placing it within the hands of students.

With the integration of technology, all students will have targeted access to curricular resources, assessments, 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.

Below are the typical resources incorporated and their potential uses:

- **Interactive displays/panels with tablets**
 - Teachers interact with the panel and tablet to display how to complete work, such as step-by-step math problems, displaying an essay and showing how to edit, or writing notes on the tablet that display on the screen for analyzing a reading passage
 - Teachers can interact with videos/tutorials/PowerPoints on either the panel or tablet
 - Students can interact with the tablet to show their work, which can be displayed for the class to see to evaluate and learn from each other
 - Students can use virtual tools to manipulate texts and math problems (i.e. highlighting texts, showing counters, etc.)
 - Tablets can be used to read digital content and books
 - Each teacher will have their own laptop that also connects to the panel
- **Classroom laptop computers**
 - Students can use these during centers or independent practice to complete work independently on software
 - Students can use these for research or other projects as designated by the teacher
 - Students may utilize them during lunch and before or after school if they do not have access at home
- **Computer labs/Mobile laptop carts**
 - Used to work on computer skills, software programs, research projects, PowerPoint presentations, and other activities
 - Used for electives associated with graphic design, computing skills, and other technology skills
 - Can be open before and after school for student use if they do not have access at home
 - Teachers can request to use these in the classroom for whole-class projects, typing essays, or completing assignments on software programs
 - Used for testing purposes
- **Document cameras**
 - Used to display texts, manipulatives, books, or other resources while the teacher or student interacts
- **Mounted projector and screen**
 - Used in art, music, Spanish, and computer labs
 - Can connect to their computers to display and present documents
- **Production room**
 - Typically includes a camera, green screen, lights, AV equipment, and Safari Montage encoders
 - Used for filming, processing, and streaming morning announcements
 - This room can also foster student creativity in developing presentation and videos for various projects and activities
- **Multi-purpose room**
 - Outfitted with sufficient audio/video equipment for presentations

Teachers will be trained to integrate technology into the student-learning environment to increase academic achievement for each student.

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 the 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, maximizing 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 and education for its 21st century learners.

To support the use of technology in the classroom, the School will have access to an Innovations Team at CSUSA. This team of experts has many facets of support in which they aim to bring 21st century skills and products into the classroom to further enhance the learning environment. Some tasks include:

- Utilizing a rigorous review process for new software, platforms, etc.
- Providing support with software and interactive technology
- Researching new ways to support teachers in instructional strategies

In addition to utilizing technology for student engagement, it is also used for online testing. The School will be required to have sufficient numbers of qualified computers or devices to take tests and the infrastructure to enable those devices to work properly, including sufficient wireless connectivity and bandwidth. The School's Technology Plan, which can be found in **Appendix H**, will comply with online testing requirements.

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

A key tool the School will utilize that has been successful at other CSUSA-managed schools to effectively determine students' levels in English language arts and math is the nationally-normed interim assessments, administered by NWEA. These adaptive assessments allow the School to target exact proficiency and determine how far above or how far below a child is from grade level. Teachers will have the capability of seeing the standards the students have previously mastered, what they need to review to become more proficient, and what they are ready to learn next. This data is used to effectively group students based on specific skill sets and target instruction to fill skill gaps and master the standards. Data chats held with administration allow the leadership team to monitor progress towards attainment of the standards.

The Education Model described throughout this application allows teachers the ability to continuously teach and assess students to determine mastery of the standards. After an instructional unit, teachers grade assessments based on a specific level of mastery of the standards and determine whether the class should move on to the next standard, or whether the concept needs to be taught in a new way. Students who have not yet demonstrated mastery will continue to receive support through targeted small group instruction, even if the class moves on to the next unit. Students will receive intensive interventions if they continue to not master skills and concepts. The School will use a Response to Intervention (RtI) model to ensure students are receiving the appropriate interventions based on their performance. Strategies for ensuring that students receive additional instruction include targeted small group instruction, intervention/elective period, push-in/pull-out support, tutoring, and Saturday School.

Response to Intervention

Between diagnostic and NWEA assessment periods, teachers will administer a variety of assessments to students in need of intervention, or to those who are not responding to interventions:

- 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.
- Curriculum-Based Measurement (CBM) – Provides information on reading ability and growth to make appropriate instructional decisions
- Comprehension Measures – Can be used both formally and informally, and examples include a maze procedure of Content Area Reading Inventory (CARI). The National Institute for Literacy provides a bank of assessments appropriate for use with older readers.

All elements of progress monitoring will be shared with parents through the report card and data conferences, which are 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 Rtl 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 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 those individual needs; different curriculum resources; 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 English language arts are embedded with differentiated instructional lessons, strategies, and assessments that are associated with each Rtl tier. The increased instructional minutes for Tiers 2 and 3 are described in Table 3.6 regarding the progression plan for reading instruction. The Supplemental Intervention Reading Program and Comprehensive Intervention Reading Program, both described in Section 4: Curriculum Plan, are aligned to meet the needs of the students in each tier and describe the resources used.

Table 3.6

Grades 9 – 12	
On-grade-level Instructional Plan	100-minute Language Arts Class (Double ELA Period)
Strategic Instructional Plan	On-grade-level Instructional Plan + 50-minute Intensive Reading Class
Intensive Instructional Plan	On-grade-level Instructional Plan + Strategic Instructional Plan + 30-minute Daily Intervention Sessions 60-minute Tutoring Sessions

Intervention/Elective Period

Students receive targeted instruction in classes during a specific time period that are grouped based on their various levels of performance and targeted skill gaps. Each quarter, the groups are adjusted accordingly based on NWEA, CMA, and classroom data to ensure students continuously get the support they need. Examples of grouping include:

- Students that are below grade level will receive an intensive reading class focused on comprehension and word attack skills.
- Those students who are on grade level in reading, but still need support in math, will receive instruction geared towards mastery of foundational concepts and skill practice in intensive math.
- Students who are above proficient in both reading and math will be able to participate in an elective period that correlates with their chosen academy path.

Push-in/Pull-out Instruction

One way that students receive targeted instruction 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 core courses will be crucial for increasing student learning gains, as increased instructional minutes is the primary driver 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/Saturday School

When students are not making adequate learning gains, as indicated on NWEA interim 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 that is 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.

Instructional Focus Plan

To further monitor progress towards mastery of the standards, teachers, in conjunction with the School's administrative team, will plan together and schedule learning objectives aligned to the data-driven Instructional Focus Plan. This calendar is developed based on the data provided by each CMA 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.

Instructional Strategies

The School will employ other various strategies to meet the needs of the target population and ensure students are engaged and challenged with their learning in order to attain mastery of the standards. As described previously, these strategies, used in conjunction with information obtained from NWEA with regard to the skills students are ready to learn, will help provide a learning environment that pushes students beyond what they might experience in a typical classroom setting:

- Blended learning
- Student-centered learning
- Project-based learning
- Thirteen high probability instructional strategies
- Multiple intelligences
- Cross-curricular learning
- Cooperative learning

Cambridge

To further accommodate those students who are above grade level and high achievers, the School will implement the Cambridge program. This program can only be applied for once the school has opened. This program provides an international, pre-university curriculum and examination for students who benefit from a rigorous academic program. Cambridge courses are demanding courses that emphasize higher order thinking skills, oral skills, writing skills, problem solving, teamwork, and investigative skills. Highly motivated students who excel academically and are well rounded in their extracurricular activities are attracted to this program. Cambridge students are expected to have high academic expectations, be self-motivated, have good study habits, and demonstrate a commitment to succeed. The program is offered in various subjects, but there is also a Global Perspectives component available in which students have the opportunity to place their personal perspectives in a global context to research and explore a range of issues that challenge people across the world. Students also have the option for interdisciplinary and skills-based subjects. Students develop 21st century skills by collaborating with others, communicating in multiple forms, evaluating arguments, and thinking independently and reflectively.

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 and the 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. Table 3.7 shows the proficiency of CSUSA Florida schools compared to the state average.

Table 3.7

Comparison	Proficiency	Growth 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 3.7 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 3.8

Reading				Math				Writing				Science			
School-wide Average				School-wide Average				School-wide Average				School-wide Average			
Year	2013	2014	Growth	Year	2013	2014	Growth	Year	2013	2014	Growth	Year	2013	2014	Growth
CSUSA Avg	58	60	2	CSUSA Avg	58	63	5	CSUSA Avg	57	65	8	CSUSA Avg	57	61	4
Florida	57	58	1	Florida	58	58	0	Florida	58	58	0	Florida	56	57	1
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 3.8 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.
- 88% (7 of 8) of second-year schools exceeded the writing proficiency levels of their districts.
- 84% (16 of 19) of CSUSA schools that have been open at least five years exceeded their district's reading proficiency.

Further evidence that the existing educational model has been effective and successful in raising student achievement can be found in Table 3.9, which shows 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 3.9

Year	Reading			Math			Writing			Science		
	Average			Average			Average			Average		
	2013	2014	Growth	2013	2014	Growth	2013	2014	Growth	2013	2014	Growth
Florida	57	58	1	58	58	0	58	58	0	56	57	1
Broward	57	58	1	58	58	0	65	64	0	54	54	0
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	56	57	2	56	57	1	58	57	-1	52	54	2
Renaissance Charter Middle School	73	77	4	67	78	11	57	58	1	67	70	3
Duval	53	52	-1	54	52	-2	58	55	-4	54	54	0
Duval Charer 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 3.10 below shows the success of the replicated model across Florida, as demonstrated by school grades in the established CSUSA schools.

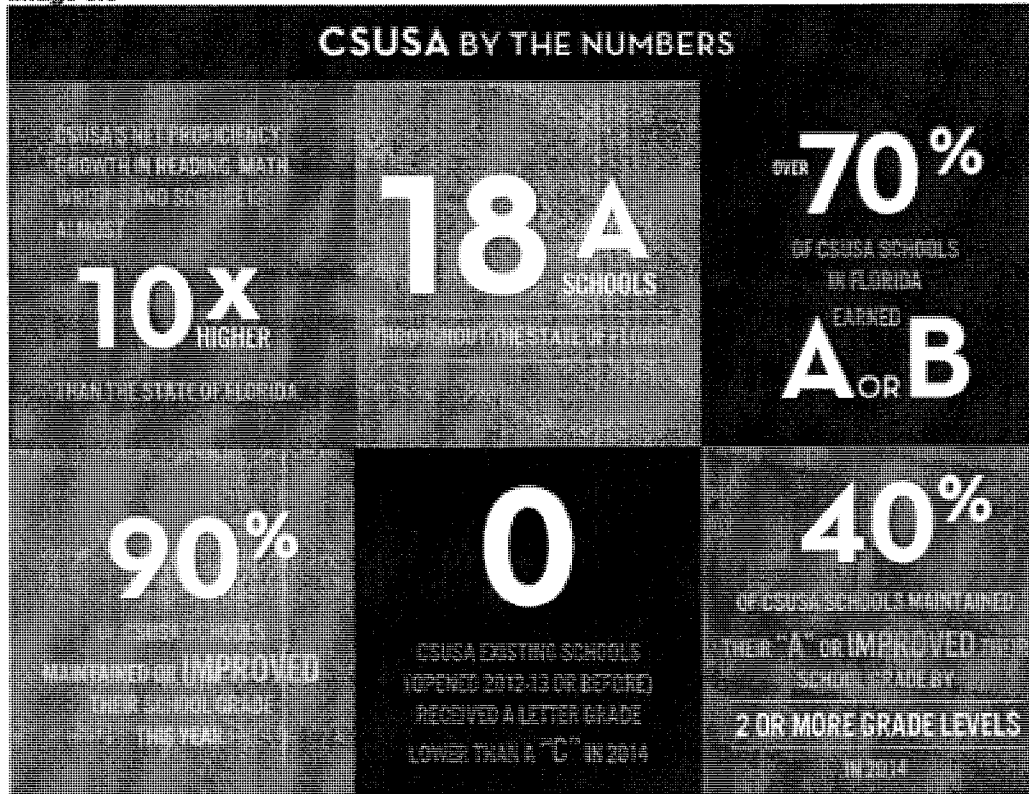
Table 3.10

CSUSA Established* Schools								
District	School	Grade 2014	Grade 2013	Grade 2012	Grade 2011	Grade 2010	Grade 2009	FRL (%)
Broward	Coral Springs Charter School	A	A	A	A	A	A	33%
Broward	Hollywood Academy of Arts & Science	A	B	A	A	A	A	59%
Broward	Hollywood Academy of Arts & Science Middle School	A	A	A	A	A	A	62%
Broward	North Broward Academy of Excellence	A	B	A	A	A	B	79%
Broward	North Broward Academy of Excellence Middle School	A	B	A	A	A	A	74%
Broward	Renaissance Charter School at Coral Springs	A	B	A				56%
Broward	Renaissance Charter School at Plantation	B	B	B				61%
Dade	Aventura City of Excellence School	A	A	A	A	A	A	10%
Dade	Downtown Miami Charter School	A	A	A	B	D	C	93%
Dade	Keys Gate Charter School	B	C	B	B	A	A	74%
Dade	Renaissance Elementary Charter School	A	A	A	A	A	A	29%
Dade	Renaissance Middle Charter School	A	A	A	A	A	A	47%
Dade	Keys Gate Charter High School	C	B	A				68%
Duval	Duval Charter School at Arlington	C	D	C	C			19%
Duval	Duval Charter School at Baymeadows	A	A	A				2%
Duval	Baymeadows Charter High School	B	B	A				4%
Hillsborough	Woodmont Charter School	C	F	D				87%
Hillsborough	Winthrop Charter School	A	B	C				23%
Lee	Bonita Springs Charter School	C	B	A	A	A	A	49%
Lee	Cape Coral Charter School	B	C	B	B	A	C	74%
Lee	Gateway Charter Elementary School	C	B	A	A	A	A	69%
Lee	Gateway Charter High School	B	B	A	A	B	B	54%
Lee	Gateway Charter Intermediate School	C	B	A	A	A	A	58%
Lee	Six Mile Charter Academy	B	B	A	B	B	A	60%
Osceola	Canoe Creek Charter Academy	A	C	B	A	A	B	68%
Osceola	Four Corners Charter School	A	A	A	A	A	A	64%
Osceola	P. M. Wells Charter Academy	A	C	B	B	B	B	81%
St. Lucie	Renaissance Charter School of St. Lucie	A	C	B	A	C		59%

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

Image 3.6 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.

Image 3.6



2013-2014 CSUSA High School Highlights

Success of the CSUSA Education Model in high schools is evidenced by the performance data shared below. Table 3.11 shows the school grade comparison for the past five years of CSUSA-managed schools versus the district in which the school resides. Grades highlighted in green meet or exceed the school district grade (corresponding data can be found in **Appendix D**).

Table 3.11

School Grade Comparison					
	2014	2013	2012	2011	2010
DCHS	B	B	B	NA	NA
Duval County	C	C	C	B	B
GCHS	B	B	A	A	B
Lee County	B	C	B	A	A
KGCHS	C	B	A	NA	NA
Miami-Dade County	B	B	B	B	B
CSCS	A	A	A	A	A
Broward County	B	C	B	A	A

Duval Charter High School at Baymeadows (DCHS)

For the 2013-2014 school year, DCHS outperformed the district in reading, math, science, *and* writing proficiency. In fact, the school outperformed the district in proficiency for all subjects by double-digit percentage points. Also, when compared to the district, DCHS achieved higher learning gains for students overall and learning gains for the lowest quartile in both reading and math. The school made impressive improvements in overall proficiency from 2013 to 2014, jumping 10 percentage points in reading, 9 points in math, and 12 points in writing.

Gateway Charter High School (GCHS)

From 2013 to 2014, GCHS increased overall proficiency for reading, math, science and writing; the most impressive growth was demonstrated in the percentage of students proficient in math, jumping 19% points from 49% in 2013 to 68% in 2014. The school demonstrated outstanding growth in learning gains as well, increasing by double digit percentage points for learning gains overall and learning gains for the lowest quartile. In addition, GCHS outperformed the district with regard to math, writing, and science proficiency, as well as with reading and math learning gains for all students and those in the lowest quartile. With continued focus on the students below grade level, as indicated by the achievement in learning gains in reading, the school will achieve the catch-up growth needed to increase reading proficiency.

Keys Gate Charter High School (KGCHS)

KGCHS experienced success in the areas of math and science from 2013 to 2014. Improvements were made in math in the percentage of students who are proficient, students achieving learning gains, and students in the lowest quartile making learning gains. In fact, KGCHS outperformed the district with regard to the percentage of students in the lowest quartile achieving learning gains. Additionally, KGCHS increased science proficiency from 2013 to 2014 by five percentage points, whereas the district only increased by two percentage points. To increase student performance in reading and writing, KGCHS will implement a double period of ELA and an improved intervention plan, similar to the proposed School described in this application.

Coral Springs Charter School (CSCS)

In 2014, on average, CSCS outperformed the district in reading, math, writing, and science proficiency by almost 13 percentage points. More impressively, for the past five years, CSCS has exceeded the district in the following areas:

- Reading, math, and science proficiency
- Learning gains overall for reading and math
- Learning gains for the lowest quartile in reading

Most recently, from 2013-2014, CSCS students improved their performance in reading and writing proficiency; reading and math gains overall; and reading and math gains for the lowest quartile.

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

Renaissance Charter School, Inc., the Governing Board, currently operates the following high-performing charter schools pursuant to § 1002.331, Fla. Stat. (2014) listed in Table 3.12.

Table 3.12

School	Grades Served
Hollywood Academy of Arts & Science Elementary	K – 5
Hollywood Academy of Arts & Science Middle	6 – 8
North Broward Academy of Excellence Elementary	K – 5
North Broward Academy of Excellence Middle	6 – 8
Renaissance Charter School at Coral Springs	K – 8
Duval Charter School at Baymeadows	K – 8
Renaissance Elementary Charter School	K – 5
Renaissance Middle Charter School	6 – 8

The Governing Board’s record of not only operating high-quality charter schools, but also in replicating and expanding, is reflected in the success of its schools closing historic achievement gaps and significantly increasing student academic achievement for all students—including economically disadvantaged and minority students. The portfolio of Renaissance Charter School, Inc. includes a National Blue Ribbon Award winner and the 2012-2013 #1 middle school in Broward County.

Via the 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 the students of Palm Beach County. CSUSA’s New School Opening Team is critical to its success in replicating schools. NSOT members represent each functional area within CSUSA 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

The Governing Board and CSUSA have both incrementally grown their network of schools in Florida over the past 17 years. As its 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 two 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.

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

1. Track record of outstanding performance
2. Systemic implementation of the Education Model
3. Support and infrastructure for replication
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. Performance is measured across five strategic priorities: 1) Academic Excellence; 2) Financial Health; 3) Growth; 4) Operational Performance; and 5) Culture of Excellence. As such, Renaissance 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 6-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 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 ensure successful replication of high-quality practices of the existing school.

For new schools and schools that do not meet their targets, additional support is 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 will receive comprehensive training that ensures their understanding of the GVC and Education Model. NTI 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: 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 in order 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 consists of a full day, in-depth process in which members of CSUSA's network who have had proven success in their roles 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- Florida Standards.

The Academic Core

A common academic core prepares all students for both State assessment tests and post-secondary endeavors.

Students entering grade nine as of 2014-2015 need to complete the requirements from the Florida Department of Education listed in Table 4.1 below 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. The School will adhere to all statutory requirements with regard to high school graduation and progression, including EOC calculation in final grades.

Table 4.1

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
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/core/fileparse.php/7746/urll/1516CCD-Basic9-12.pdf>.

The School will develop a Cambridge Program. The University of Cambridge Advanced International Certificate of Education (AICE) Program at the High School will be an international, pre-university curriculum and examination system for students who benefit from a rigorous academic program. A Cambridge course combines the content of the Honors or AP curriculum with the content students must learn to write the Cambridge papers successfully.

Cambridge courses are demanding courses that emphasize higher order thinking skills, oral skills, writing skills, problem solving, teamwork and investigative skills. Cambridge students are expected to have high academic expectations, be self-motivated, and possess good study habits. They must demonstrate a commitment to succeed in this rigorous program.

The Cambridge curriculum aims to encourage the skills of independent research and investigation, the use of initiative and creativity, and the application of knowledge and skills. A range of assessment techniques is used. Emphasis is placed on the use of externally marked examination papers by the University of Cambridge International Examinations (AICE) and on compulsory practical work where appropriate. An important principle of this examination system is that students are rewarded for positive achievement—what they know, understand, and can do—rather than being penalized for an accumulation of errors. This requires students to demonstrate a high level of literacy and the ability to organize knowledge and ideas to produce reasoned written responses.

Plan of Core Academic Courses

Because students in grade 9 benefit from sustained skill development, which builds upon and consolidates the skills acquired in grades K – 8, the 9th grade academic program is highly prescribed. All 9th grade programs focus upon the consolidation of skills, a core of common learning, and the development of higher level thinking skills. The typical progression of core courses is described below and students will be required to attain the credits for graduation. The order of some courses and electives may vary depending on previous academy choice, previous credit attainment and student ability/interest.

English or English through ESOL

Emphasizes basic skills in reading; in writing clear, coherent exposition; and in developing a more varied and stronger vocabulary. Texts include a Shakespeare play, anthologies of short fiction, poetry, and at least one novel per semester. Students in Honors level classes will read a minimum of 1 novel per quarter. The core resource used for ELA courses will be Houghton Mifflin Collections. Students in English through ESOL will have access to the same curriculum as student in English but will receive instruction with ESOL Strategies for English Language Learners and will be grouped with other ESOL students. Students will progress through ELA I – IV throughout high school.

Mathematics

Algebra I provides a program of study that acknowledges students' different levels of achievement. Normally the typical progression will be Algebra I then Geometry. Students who have completed these courses may continue in the next appropriate sequence of mathematics courses (i.e. Algebra II and Pre-Calculus). The core resource used will be Glencoe Math Connects.

Social Studies

Students begin by taking World History, which serves as an introduction to the study of history from ancient civilizations to the 15th century. It examines a wide range of early societies from Africa and Western Europe to China. Readings focus on the effects of geography and climate on the growth of civilization, the interaction of cultures, the evolution of social and political institutions, religion, and philosophy. Students read a significant number of primary sources as well as secondary accounts and interpretations. Analytic thinking, reading, and writing skills are emphasized. A major research paper in conjunction with another academic discipline is required in the spring semester. In subsequent years, students will take U.S. History, U.S. Government, and Economics with Financial Literacy. Core resources will be provided by the McGraw-Hill Networks series.

Science

Typically students will begin their 9th grade study of science in Physical Science or Earth/Space Science, then the recommended sequence of Biology, Chemistry, and Physics is preferred, but for students who have passed Algebra I in middle school may begin with Biology or Pre-AICE Biology, then progress into Chemistry or AICE Chemistry, and Physics or AICE Physics. Students have options for progression though, as long as they fulfill their graduation requirements with their selections. The aim is to have students build their progression based on science and mathematical skills learned in each course. Core resources will be provided by McGraw-Hill/Glencoe.

Intervention/Elective Period

As a result of legislative changes in 2015, intensive reading and math are no longer required for students who scored below a level 2 on the state-mandated assessment. However, the Governing Board and CSUSA value providing instruction that best meets the needs of their students. Therefore, the School will still offer intensive reading and intensive math to students below grade level during intervention periods. These periods will be targeted toward specific skill gaps for each cohort. Cohorts will be flexible since students may change their intervention period/intensive class as they master their skills (i.e. a student may start in a period for fluency, then as they master foundational skills, they move into a comprehension period). Intensive reading courses emphasize basic reading, comprehension, and analytical skills. Intensive mathematics courses emphasize basic computational and arithmetic skills. ESOL students in need of intensive reading may take Developmental Language Arts Through ESOL. Students who do not need intensive courses will take electives.

Senior Project

As a culmination of a student's academic and community learning experience, each senior completes a Senior Project that is a graduation requirement. This project is required in the second semester of the students' senior year. Included within the project is a submission of a proposal, research, timelines, and thesis to an interdisciplinary faculty committee, which approves all Senior Projects. Each project must have a faculty advisor who, with the Project Committee, interviews, reviews, and grades each student's project.

Response to Intervention

Additional learning opportunities are allocated and measured using a Response to Intervention (RtI) model. This model is a multi-tiered approach to providing services and interventions through the Collaborative Problem Solving Team (CPST) 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 Schools Response to Intervention (RtI) correlates with the FLDOE Statewide Response to Instruction/Interventions Implementation Plan to ensure all students are educated using a guaranteed and viable curriculum and ensure learning gains. The RtI model, along with additional learning opportunities described in Section 3, aims to help students achieve the Florida Standards and Next Generation Sunshine State Standards.

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: 1) the intended curriculum, 2) the implemented curriculum, and 3) 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 9 – 12.

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

The School will follow the action steps below for implementing a GVC as indicated by Marzano's research:

1. **Identify and communicate the content considered essential for all students versus that considered supplemental or necessary only for those seeking postsecondary education.**

The GVC includes the Florida standards and NGSSS clustered and ordered in a particular manner, with the standards unpacked to ensure teachers understand all of the essential concepts students must learn. This is shared with teachers prior to the start of the school year so they can plan appropriately.

2. **Ensure that the essential content can be addressed in the amount of time available for instruction.**

As indicated above, the standards are clustered into logical groupings so teachers can teach concepts in conjunction with others for the most efficient use of instructional time.

3. **Sequence and organize the essential content in such a way that students have ample opportunity to learn it.**

Not only is the content organized in a particular manner, but the School's Instructional Focus Plan allows for teachers to spiral old concepts to ensure students have multiple opportunities to master skills. The curriculum map includes essential questions, evidences of learning, sample resources, essential vocabulary, and other pertinent information needed to teach the concepts.

4. **Ensure that teachers address the essential content.**

Administrators and CRTs will monitor the concepts taught through walkthroughs, lesson plan reviews, data chats, and CMA results.

5. **Protect the instructional time that is available.**

Teachers are expected to follow a minute-by-minute plan with a sense of urgency for every lesson. Procedures and routines are taught until they become automatic habit to decrease the amount of time spent on transitions. The School will minimize interruption of lessons by limiting the number of announcements made over the PA system during the school day and ensure that teachers are informed of changes in scheduling and other issues with advance notice.

Implementation of the GVC is supported through the following:

- **Instructional Focus Program (IFP)**: Teachers, in conjunction with the School's 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 NWEA 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 Monthly Assessments**: In addition to the aforementioned assessments, the ESP will provide "common monthly 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 interim 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 facets are discussed at these meetings to ensure the 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. Provide evidence that reading is a primary focus of the school and that there is a curriculum and set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy for students reading below grade level.**

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 reading program, Houghton Mifflin Collections for ELA. 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, and 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.

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 a double period of ELA that 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 period. Students who need remediation (determined by state assessments, diagnostic and screening assessments) will receive an intensive reading class in addition to their scheduled ELA periods. 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 elective period.

Table 4.2 below describes the progression plan to increase instructional minutes in reading to ensure that students achieve mastery of grade level expectations, aligned with RtI.

Table 4.2

Grades 9 – 12	
On-grade-level Instructional Plan	100-minute Language Arts Class (Double ELA Period)
Strategic Instructional Plan	On-grade-level Instructional Plan + 50-minute Intensive Reading Class
Intensive Instructional Plan	On-grade-level Instructional Plan + Strategic Instructional Plan + 30-minute Daily Intervention Sessions 60-minute Tutoring Sessions

The Comprehensive Research-Based Reading Plan (CRRP)

The Comprehensive Research-Based Reading Plan (CRRP) 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. 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 textbook program. The core resource chosen is Houghton Mifflin Collections, however all resources will be continuously reviewed and updated based on effectiveness of meeting the needs of the students. The

Collections series helps students develop college and career-ready skills such as critical thinking and reasoning, analysis of complex texts, determining evidence, and communicating purposefully. There is an online and text-based component to vary the interactive strategies teachers can use with their 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) that are suggested in the curriculum maps are to be used for close, analytic reads.

Part of the period will consist of teachers providing the designated reading lesson for the day in the seven step learning process described previously, 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.

Students will be screened at the beginning of the school year 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. Groups are flexible based on progress monitoring of reading skills through continuous formative assessments within the classroom, NWEA assessments and further Common Monthly Assessment (CMA) testing.

Supplemental Intervention Reading Program (SIRP)

Based on interim and classroom assessment data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the core ELA instruction in an intensive reading class. Data is used from NWEA, CMA, and class performance to determine the focus of the intensive reading lessons, whether that is for comprehension skills, vocabulary use, fluency, or others.

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 core ELA instruction and intensive reading class 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.

Response to Intervention

Between diagnostic and interim assessment periods, teachers will administer a variety of assessments to students in need of intervention, or to those who are not responding to interventions:

- 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.
- Curriculum-Based Measurement (CBM) – Provides information on reading ability and growth to make appropriate instructional decisions.
- Comprehension Measures – Can be used both formally and informally, and examples include a maze procedure of Content Area Reading Inventory (CARI). The National Institute for Literacy provides a bank of assessments appropriate for use with older readers.

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 focus of the School's reading program is to develop students who:

- Are able to use reading as a primary method of learning
- Are able to learn from increasingly complex content area reading materials
- Are able to communicate effectively using reading and writing
- Are prepared for reading demands beyond high school and in the workplace
- Acquire the habit of reading for enjoyment as a life-long pursuit

There is also an expectation that students experience literature in age appropriate genres to understand the purpose of reading. High school students will focus on building higher level skills of close reading and literary analysis through a variety of genres. Close reading requires that the student develop reading skills around four central approaches to literature: 1) critical, 2) biographical, 3) chronological, and 4) thematic. Literary analysis directs the students towards the ways in which literature can be understood by itself; as a reflection of its author; as influenced by its context (historical, scientific); and as a projected series of dominant ideas (philosopher, writer's perspective, fate and free will, appearances and reality, etc.).

While it is typical that students in high school who struggle in reading typically need support with comprehension and vocabulary, the School may also experience students below grade level who need support in basic skills such as decoding and fluency. The School will use all available data, such as NWEA, CMA, assessments within resources, and other diagnostic assessments to determine student's ability level and skill gaps.

Adequately addressing struggling readers' needs in the high school years clearly requires a multi-faceted approach with specialized reading instruction. Specialized reading instruction must begin with teachers who understand and are capable of teaching reading strategies. Students who are struggling with reading or who are below grade level must be quickly identified and referred for academic review. Once struggling readers are referred, they will be assessed using a diagnostic, such as the Diagnostic Assessment of Reading 9-12 (DAR) as well as formative assessments. DAR provides individual diagnostic information in essential areas of reading and language: word recognition, word analysis, oral reading, silent reading comprehension, spelling, and word meaning. By incorporating a student's academic record, DAR and FSA/EOC results of the previous year and formative assessments, the teacher will create Personal Learning Plans for each student. The plans will be created at the beginning of the year and modified through on-going monitoring of students' strengths and weaknesses. Additionally, the diagnostic assessment of the students' strengths and weaknesses will guide the formation of the Progress Monitoring Plans (PMP) created in accordance with the guidelines of State Standards.

Also, parents of students who have been identified with reading deficiencies must be notified in writing. The notification must include a description of current and proposed supplemental intensive intervention. Scientifically research-based intervention programs/strategies will be used. Interventions will interface with the core curriculum and be aligned to student deficiencies as identified by diagnostic assessment.

If a student should need multiple specialized plans, such as PMPs, Individual ELL Student Plans, Educational Plans for Gifted Students, or Individual Education Plans (IEP) for ESE students, members of committees will overlap so that communication among members and alignment of plans can be ensured.

The School will support the teaching of reading through the implementation of the following guidelines:

- All ninth through twelfth grade students who are not meeting the minimum FSA requirements (scoring below level 2) will be placed in an intensive reading class
- All ninth through twelfth grade students who have below a 2.0 grade point average in their language arts or English class, as well as those that are targeted based on NWEA performance, will be placed in an intensive reading and/or writing class.

Comprehension is a critically important piece in the development of children's reading achievement. According to the findings and determinations of the National Reading Panel (2000), reading comprehension is a complex cognitive process that cannot be understood without a clear description of the role that vocabulary development plays in the process of understanding what has been read. A student who can decode a written word into speech and add to his/her vocabulary has a better chance of comprehending what they read. If that word is not part of his/her vocabulary, the student will have to use other strategies to determine the meaning of the word. Therefore, the size of a student's vocabulary (either oral or print) will significantly impact the degree of a student's reading comprehension.

Students need to read as much as possible in order to develop vocabularies. Teachers must encourage students to comprehend the meanings of new words by giving explicit information about the word's definition coupled with attention to their usages and shades of meaning across contexts.

Strategies for vocabulary development include, but are not limited to the following:

- Repetition
- Multiple exposure
- Computer technology
- Study roots and affixes
- Study topics
- Student glossaries
- Oral story telling

The following are types of instruction that are effective in improving reading comprehension:

- Cooperative learning, where students learn reading strategies together
- Use of graphic and semantic organizers
- Use of story mapping
- Question answering with immediate teacher feedback
- Story sequence and structure review
- Summarization
- Discussion

Reading Program Specifications

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

- 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 with 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 also participate in monthly leadership meetings with administrators. 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 will be on staff at the School, and a regional curriculum specialist will be assigned for support. In addition to designated teacher professional development days, professional development will be provided at least monthly along with weekly grade level meetings. Teachers will meet for data chats with mentor teachers and administrators after NWEA interim assessment and CMA administrations to analyze student progress and develop an action plan for professional development, which can include reading intervention strategies, content area professional development, 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 regarding best practices, new regulations, and any other expectations within their roles. Principals and assistant principals attend meetings monthly to receive support within their positions.

CSUSA also has a professional development plan for New Teacher Induction. This event occurs network wide (prior to orientation at the school level) over the span of at least a week. 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 and 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 and from results of each Common Assessment and NWEA interim 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 and for personal reading pleasure in order 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 will 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. This year, students in grades 9 – 12 are required to read 30 books.

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 regular daily homework assignments from core courses. 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 also have the opportunity to use tablets or bring their own devices to school for reading.

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 who demonstrate 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

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 and close reads. The core resource, Houghton Mifflin Collections, provides the opportunity to teach comprehension, text analysis, and other skills with fiction, nonfiction, and various types of complex texts. Various performance tasks are provided for students to demonstrate mastery in reading writing, speaking, and listening. Students will be required to respond to text-dependent questions that require the use of higher order thinking skills such as evaluation and analysis. The use of literature also supports attaining content knowledge in other subject areas. By providing direct, systematic instruction for all six components of reading, the School will ensure that all students achieve annual growth in reading.

To build academic vocabulary, teachers will be guided in choosing the most important vocabulary words to teach, and will follow a 6-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.

For those below grade level who need support in phonemic awareness skills, 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.

Efficient Use of Instructional Time

In order to maximize instructional time, teachers are asked 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 and visitors to see. This makes all stakeholders aware of what's happening in the classroom and helps keep instructional pacing appropriate.

Teachers will use various Marzano strategies that focus on the students developing autonomy in processing, evaluating, analyzing, and demonstrating knowledge. Students will follow a 7-step process for learning: 1) Processing; 2) Elaborating; 3) Recording; 4) Reflection; 5) Practice; 6) Deepening; and 7) Extension. For each unit, students will go through a discovery or exploration process to first make their own inferences and hypotheses about content, adjust those understandings after instruction from the teacher, then correct mistakes and demonstrate their new learning. Students move into small-group, independent practice to further master procedural knowledge for fluency, or deepen understanding of declarative knowledge. This is a time in which teachers can pull a teacher-led 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. Teachers use a closure activity after each lesson, 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. Extension activities are conducted at the end of an entire unit, and students are expected to apply their understanding of all standards learned within the unit. This extension can be in the form of a presentation, written piece, or other method.

The intent of using this lesson plan format is to increase rigor and critical thinking skills. Other strategies include helping students elaborate on content, managing response rates with tiered questioning techniques, and helping students examine their reasoning. With student-centered learning the School will help develop autonomy and help students be able to demonstrate college- and career-readiness.

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. Results from the assessments in Table 4.3 below will be shared with parents and will be the basis for Personalized Learning Plans as well as Progress Monitoring Plans.

Table 4.3

Category	Assessment
Diagnostic	DAR
Screening	NWEA MAP
Progress Monitoring	Running Reading Records, CBM; other tools based on school program
Outcome Measures	NWEA MAP; CBM; State assessments

In addition to the assessments above, fluency assessments such as oral reading fluency checks using scaffolded discussion templates, will provide data regarding reading level progress. Comprehension measures can be used as well. 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. CMAs also provide a uniform tool to the School to measure mastery of the GVC. NWEA, administered three times per year, as well as CMAs will provide data regarding progress toward the state-mandated assessment.

Assessments will be used to determine appropriate placement for students and appropriate interventions. Tables 4.4 and 4.5 below from Just Read, Florida! 2014-2015¹ include recommendations and requirements for placement of students.

Table 4.4

Student Reading Placement, Grades 9-10					
Status of Student's Independent Reading Capacity	Reading Intervention Required?	Intensive Reading or Intensive Language Arts Required?	Extended Time in Reading Intervention Required?	May Districts Offer Content Area Reading Intervention in lieu of Intensive Reading/ Language Arts?	Teacher Certification/ Professional Development Required
L1 No decoding or text reading efficiency issues	Yes	School Determined	No	Yes	RE RC CAR-PD NGCAR-PD

¹ The following charts may reference FCAT, as is written on the state's documentation. The School understands that FSA has replaced FCAT 2.0 as the state-mandated assessment as of 2014-2015. In the event the state of Florida makes changes to documentation and requirements, the School will adhere to any new regulations.

Student Reading Placement, Grades 9-10					
Status of Student's Independent Reading Capacity	Reading Intervention Required?	Intensive Reading or Intensive Language Arts Required?	Extended Time in Reading Intervention Required?	May Districts Offer Content Area Reading Intervention in lieu of Intensive Reading/ Language Arts?	Teacher Certification/ Professional Development Required
L1 Decoding or text reading efficiency issues	Yes	Recommended	Yes	Not recommended to replace intensive reading/ language arts	RE RC
L2 No decoding or text reading efficiency issues*	Yes	School Determined	No	Yes	RE RC CAR-PD NGCAR-PD
L2 Decoding or text reading efficiency issues	Yes	Recommended	Yes	Does not replace required ² intensive reading/ language arts	RE RC

Table 4.5

Student Reading Placement, Grades 11-12					
Status of Student's Independent Reading Capacity	Reading Intervention Required?	Intensive Reading or Intensive Language Arts Required?	Extended Time in Reading Intervention Required?	May Districts Offer Content Area Reading Intervention in lieu of Intensive Reading/ Language Arts?	Teacher Certification/ Professional Development Required
L1 Graduation Requirement Not Met, No decoding or text reading efficiency issues	Yes	School Determined	No	Not recommended to replace intensive reading/ language arts	RE RC
L2 Graduation Requirement Not Met No decoding or text reading efficiency issues	Yes	School Determined	No	Yes	RE RC CAR-PD NGCAR-PD
L1 or L2 Graduation Requirement Not Met Decoding or text reading efficiency issues	Yes	Recommended	Yes	Does not replace required intensive reading/ language arts	RE RC

² As of 2015, the state of Florida no longer mandates intensive reading for students who score below a level 2 on FSA. The School will continue to use intensive reading for those students in need of intervention, as determined by FSA, NWEA, or class performance.

Student Reading Placement, Grades 11-12					
Status of Student's Independent Reading Capacity	Reading Intervention Required?	Intensive Reading or Intensive Language Arts Required?	Extended Time in Reading Intervention Required?	May Districts Offer Content Area Reading Intervention in lieu of Intensive Reading/ Language Arts?	Teacher Certification/ Professional Development Required
L2 FCAT, Graduation Requirement Met through FCAT score of 1926-2067 or Concordant Score	Yes	No	No	Yes	School Flexibility
L1 FCAT, Graduation Requirement Met through Concordant Score	Yes	No	No	Does not replace required intensive reading/ language arts	School Flexibility

Differentiated Instruction

Students will be assessed at the beginning of the school year 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 focus of instruction for each group is differentiated in the core ELA class, as well as the intensive reading class. One group of students may work on comprehension skills using leveled texts, while another may be working on fluency practice through repeated reading. The reading lesson segments can incorporate differentiated texts as well—for on-level, advanced, below-level, and ELL students. Teachers will utilize various resources to engage students in reading activities to deepen their understanding of reading skills through hands-on activities and integration of technology.

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 students. These tasks are utilized as students master concepts and deepen their understanding, and will ultimately 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 Research-Based Reading Program (CRRP) 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 Houghton Mifflin Collections as a resource in ELA. Since 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 tools for planning and assessing, intervention, and supplemental resources, as well as various sources of texts and other features to meet the needs of all students. 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 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 core ELA 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 ELA period in times such as before and after school, during electives, and any other opportunity to support student achievement of individual learning goals.

Materials and resources that will be used are:

- **Reading Plus**^{*3}
- Failure Free Reading

*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 core ELA period in a small-group setting (with more frequent progress monitoring) to ensure accelerated progress toward grade-level expectations. Research-based programs that the teacher will utilize are:

- Corrective Reading
- Lexia Reading*

Use of Technology and Digital Materials

A primary focus of the School is utilizing technology as an effective way to increase student engagement and interaction with learning, as well as for real-world application. The School will do the same and 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. Teachers will be trained to integrate technology into the student-learning environment to increase academic achievement for each student.

With the integration of technology, all students will have targeted access to curricular resources, assessment, technology-based intervention, and enrichment enhancing differentiation. 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
- Production room

The School will utilize digital texts and materials in addition to the traditional texts used in schools. All of the textbook programs used will have a digital book component for both school and home. The Plato program used has a full digital curriculum. Reading Eggs, an intervention resource, has over 300 digital books. The School will work to build a partnership with a local library as well to obtain more access to digital content. Materials will consistently be reviewed and updated based on impact on student achievement, with digital texts as a priority to meet student need.

³ 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.

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 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) 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 Monthly Assessments, NWEA interim assessments, 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 program using formative assessments to ensure fidelity of implementation and the effectiveness of the program. 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 following 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 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: 1) with the content students are learning, 2) the process in which the material is being taught, and 3) 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.

Intervention/Elective Period

Students receive targeted instruction in classes during a specific time period that are grouped based on their various levels of performance and targeted skill gaps. Each quarter, the groups are adjusted accordingly based on NWEA, CMA, and classroom data to ensure students continuously get the support they need. Examples of grouping include:

- Students that are below grade level will receive an intensive reading class focused on comprehension and word attack skills.
- Those students who are on grade level in reading, but still need support in math, will receive instruction geared towards mastery of foundational concepts and skill practice in intensive math.
- Students who are above proficient in both reading and math will be able to participate in an elective period that correlates with their chosen academy path.

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 Rtl 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, 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 determined by diagnostic and formative data. Tutoring sessions will be targeted by using students' NWEA interim 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's 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 NWEA interim 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.

The following are possible courses that may be offered as electives at the School depending on teacher certification and student population. All courses at the School will be consistent with the courses made available by the FLDOE via <http://www.fldoe.org/core/fileparse.php/7746/urll/1516CCD-Basic9-12.pdf>.

Foreign Language

The study of foreign languages opens doors to a greater understanding of the world and its cultures. The goal of studying languages is to achieve a level of proficiency that enables students to use the language to communicate and appreciate different ways of seeing the world. The program builds students basic skills in reading, writing, speaking, and understanding the cultural roots of the language. The School will offer at least one of the options listed in Table 4.6 below.

Table 4.6

Language Core Options	
Foreign Language/Classics	Spanish I-IV Latin I-IV German I-IV American Sign Language I-IV

Physical Education

It is recommended that students complete their Physical Education requirement in grades 9 or 10, which are listed in Table 4.7 below. The A++ Secondary Reform Act, a bill signed into law by the Governor on July 1st, 2006, requires students entering high school in 2007-2008, and all those who follow, to complete one full credit of Physical Education to integrate Health. A new course was written to comply with this new statute language. Called "Health Opportunities through Physical Education" (HOPE), this new course will include some of the health information formerly taught in the Life Management Skills course. Under this new plan, Life Management Skills (0800300) is no longer required for graduation and becomes an elective.

Table 4.7

Physical Education Options		
Option 1	Option 2	Option 3
.5 credit in Physical Education and .5 credit in Personal Fitness and .5 credit in Health	1 credit HOPE Core course	1 credit HOPE Physical Education Variation course

Arts

Art classes expose students to a varied program in which students explore basic elements of music, the visual arts, and performing arts. All arts disciplines benefit from instruction that combines individual attention with small and large group learning experiences. Arts instruction builds understanding by connecting arts and non-arts content. The instruction will include hands-on activities, student interest exploration, and historical perspectives taught by highly qualified teachers certified in the corresponding subject area. One of the highest benchmarks for quality art instruction is a well-trained and certified Arts teacher. Depending on student demand and certification, some options for fine arts credits include the courses listed in Table 4.8 below.

Table 4.8

Fine Arts Core Options	
The Fine Arts	1. Art-Visual Arts <ul style="list-style-type: none"> • 2-D Studio Art • 3-D Studio Art • Art History
	2. Music <ul style="list-style-type: none"> • Band • Orchestra • Chorus • Vocal Ensemble

Technology

Technology courses offered will provide students the opportunity to develop real-world application skills utilizing software programs for college-and-career readiness. They will learn computing, design, research, word processing, and other skills. Courses will also be offered in alignment with academy models, for instance, graphic design for students in a Communications Academy. A sample of Technology courses can be found below in Table 4.9.

Table 4.9

Technology Courses	
Computer Education	AICE Computing
	AICE Applied Information and Communication Technology
	AICE Design and Technology

Curriculum Enhancements

In order for curriculum to be current and relevant, the School will strive to provide learning experiences which reflect today's dynamic times. The Governing Board and ESP view the School's curricular programs holistically as including in-school instruction as well as out-of-school activities. The School encourages and offers experiential learning opportunities. The experiential opportunities may include "school to work" programs, internships, and apprenticeships.

For students to develop all their talents, skills, and intelligence, there must be social and emotional experiences in which to interact. Athletics will focus on traditional athletic teams but will also emphasize lifelong sports for adult participation. Athletic teams will be available to males and females and will be phased-in pending facility, coaching staff availability, and student preference. Table 4.10 below shows a sample of possible athletic teams.

Table 4.10

Sample Athletic Teams		
Basketball	Track & Field	Cheerleading
Baseball	Swimming	Tennis
Volleyball	Cross country	Softball
Wrestling	Soccer	Football

Table 4.11 below shows a sample of possible extracurricular activities.

Table 4.11

Sample Extracurricular Activities	
Graphic Design	Newspaper
Student Government	Ecology Club
Robotics Club	Yearbook

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

Within the student information system, teachers can track the results of formative assessments, the extent to which they have covered each standard, and the level of mastery attained by students all in real time. Teachers diary map on the curriculum maps by writing notes regarding instruction and resources used, and tracking how students perform on each unit and standard. This is an important reflective piece when evaluating the curriculum, as this feedback from the teachers is gathered each year and used to make adjustments to the curriculum. CMAs aligned with curriculum maps that are tied to the standards will also be administered to track mastery of the grade-level standards of the curriculum. Results from these assessments are also used to determine trend data and evaluate the curriculum.

School administrators will monitor the effectiveness of the implemented curriculum throughout the year by conducting weekly informal walk-throughs and as many as four QUEST visits, in which every teacher is observed and coverage of the curriculum is examined. Administrators also conduct data chats to monitor coverage of the GVC and evaluate its implementation. 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. CSUSA uses information gathered by administrators to make adjustments to the GVC as well.

Ultimately, the effectiveness of the GVC will be evaluated by the attained curriculum, primarily measured by students' performance on the FSA and EOCs. 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 CSUSA) 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. Indicate how much academic improvement students are expected to show each year, how student progress and performance will be evaluated, and the specific results to be attained.**

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.

Goal-Setting

Goal-setting will align to the Florida School Performance Grades accountability system. Subsequent changes to the Florida School Performance Grade accountability calculation will prompt a revision to the school's goals in the affected 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 FSA, 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 English Language Arts (ELA), Mathematics, Science, and Social Studies (when applicable); the percentage of students making annual learning gains in ELA and Mathematics; and the percentage of the lowest 25% of students making annual learning gains in ELA and Mathematics. High school grades also include two "Other" components, graduation rate and student performance on college coursework and/or technical certification exams. Once a school's points are totaled, the percentage of possible points earned will be calculated. This percentage will correspond to a configuration of a final school grade. As of the application date, the state of Florida has yet to finalize the School Performance Grade grading scale. According to a preliminary draft of the 2014-15 school grade calculation, eighty percent of the Florida high school grade is based on student performance and learning gains on state assessments. The remaining twenty percent includes points for on-time graduates and college and career readiness.

On the assessment components of the school grade students will demonstrate academic improvement and success by meeting high standards and making annual learning gains as defined by the State of Florida. Currently proficiency, or the meeting of high standards, is defined as those students who score an achievement level of three or higher in ELA, Mathematics, Science and/or Social Studies. On the FAA, students must score a level 4 or higher to be classified as meeting high standards.

It has yet to be determined how students will demonstrate a year's worth of learning, or a "Learning Gain" on the FSA. The School will adhere to the new learning gain calculations in Table 5.1a once they have been established by the State of Florida.

Table 5.1a

Proposed FSA Learning Gain Requirements	
FSA achievement level	<ul style="list-style-type: none"> Improve one or more levels (e.g. from 1-2, 2-3, 3-4, 4-5).
Show significant growth within an achievement level	<ul style="list-style-type: none"> Show adequate growth within an achievement level, according to Florida's required Scale Score increases in math and ELA. The increases required for each grade and subject have yet to be determined on the FSA.

Learning gains on the End of Course Assessments may be 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, all of which are listed in Table 5.1b.

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 are based on the latest information provided by the FLDOE at the time the application was submitted.⁴ 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 students 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. In compliance with the Elementary Secondary Education Act Wavier (ESEA), school proficiency and learning gain calculations include Students with Disabilities and English Language Learners with more than two years of English instruction.

School's Goals

As of the 2014-2015 school year, Florida Standards and corresponding assessments have been 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 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 9-12 buildings on a single 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

⁴ <http://schoolgrades.fl DOE.org/pdf/1314/SchoolGradesCalcGuide2014.pdf>

available data calculated school-wide and published annually by the Florida Department of Education.

The School's minimum goal requirements and the methodology to calculate these targets 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 2013-2014 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.

While the state of Florida's 2014-15 high school grade calculation eliminates six College and Career Readiness components, the School's mission is to prepare students for college and post-secondary endeavors. As such, in addition to the assessments goals presented below, the school will also meet or exceed comparable Palm Beach County Public Schools' graduation rates and High School Acceleration performance each year of the charter.

Proficiency Goal

Specific: Each year, on the State Assessments (currently FSA, FCAT 2.0⁵, End of Course and FAA⁶) 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, ELA, Science and Social Studies).

Measurable: Student Math, ELA, Science and Social Studies scores 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 The School District 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 proficiency is at or above 90% in any prior year, the School will increase said proficiency by 1%, or meet or exceed the performance of The School District of Palm Beach County's demographically similar schools. If proficiency is at or above 90% in any prior year, the School will increase said proficiency by 1%, or meet or exceed the performance of demographically similar schools.

Attainable: We believe this goal is attainable, given our students will have 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.

⁵ Incoming ninth and tenth grade students who have not been retained will not be taking FCAT 2.0 reading re-take. FCAT 2.0 is included on this list in the event the School enrolls students who have been retained in the past in high school and must take the FCAT 2.0 reading re-take in order to graduate.

⁶ The school will outline goals on alternative assessments in any year where the number of students participating in the FAA exceeds ten. In those years the school will meet or exceed District performance on the alternative assessment. A student group of ten or more was chosen to provide meaningful targets and to protect the privacy of individual students.

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/summer.

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 ELA and Mathematics.

Measurable: Student ELA and Mathematics scores 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 The School District of Palm Beach County's demographically similar high 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 replaced many FCAT 2.0 tests. The School will adhere to the new learning gain calculations once they have been established 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/summer.

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 ELA and Mathematics.

Measurable: Student ELA and mathematics scores 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 The School District 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 replaced 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/summer.

Florida A+ School Grade Goal

Specific: The School will meet or exceed The School District of Palm Beach County's performance on all Florida A+ School Grade model components, including proficiency, learning gains, graduation rate⁷, and High School Acceleration among district high schools with comparable student demographics.

Measurable: The School will meet or exceed The School District of Palm Beach County's average performance, among high schools with comparable student demographics, on each element of the Florida School Grade.

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 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/fall by the State of Florida.

The goal setting procedures described above represent a comprehensive list of performance targets aligned to the proposed 14-15 (current) Florida school grade calculation. Baseline values on each metric will be established at the end of the School's first academic year. Table 5.2 below represent an application of the goal setting procedures to a sample baseline year of data; goals in Year 2 and beyond will be based on meeting or exceeding the baseline achieved in Year 1 (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 2, 3, 4 and 5 goals are shown with baseline values from the average of a sample⁸ of the most recent Palm Beach County area schools' School Performance Grade results, published in June of 2014. Since the actual student population of the School is unknown, the sample average among the Palm Beach County area schools' performance is a best approximation of the average Palm Beach County area student's performance. When the student population of the sample schools does not contain the minimum number of students required for reporting, the district average is substituted and notated with a ^D.

⁷ The sample graduation rate baseline has been estimated with the most recent data available (2013-2014).

⁸ The schools used in this sample include: Alexander Dreyfoos School of the Arts, G-Star School of the Arts, Leadership Academy West, Mavericks High School at Palm Springs, Forest Hill Community High School, John I. Leonard High School, Lake Worth Community High School, Palm Beach Central High School, Royal Palm Beach High School, Wellington High School

Table 5.2

Sample Goals: Grades 9-12 Palm Beach County High Schools

2013-2014 results were used as a baseline

Goal Area	Assessment	Subject	Sample 2014*/2015 Baseline Results	Year 2	Year 3	Year 4	Year 5
Proficiency	FSA Grades 9-10	ELA*	54	59	63	66	70
	Algebra 1, Algebra 2 and Geometry EOC	Math*	66	69	72	75	78
	US History EOC	Social Studies	70	73	76	78	80
	Biology EOC	Science	57	61	65	69	72
Growth	FSA Grades 9-10	ELA*	62	66	69	72	75
	Algebra 1, Algebra 2 and Geometry EOC	Math*	65	69	72	74	77
Closing the Achievement Gap	FSA Grades 9-10	Lowest 25% ELA*	64	68	71	74	76
	Algebra 1, Algebra 2 and Geometry EOC	Lowest 25% Math*	59	63	67	70	73

Goal Area	Assessment	Subject	Sample 2014*/2015 Baseline Results	Year 2	Year 3	Year 4	Year 5
Proficiency	Additional High School EOCs	Algebra 1	45	51	55	60	64
		Algebra 2*	45	51	55	60	64
		Geometry	55	60	64	67	70

All values are percentages.

Goal Area	Assessment	Subject	Sample 2014* Baseline Results	Year 2	Year 3	Year 4	Year 5
School Grade	Acceleration Performance		81	83	85	86	88
	Graduation Rate		85	87	88	89	90
	FSA ELA 9-10, Algebra 1, Algebra 2, Geometry, US History and Biology EOCs	School Grade Points Earned (out of 1000)	663	697	727	754	779
		Percent (%) of Points Earned	66%	70%	73%	75%	78%

+ At the time of application 2014-15 results have not been released by the state of Florida. 2013-14 data have been used in lieu of 2014-15 results.

* At the time of application 2014-15 results have not been released by the state of Florida. 2013-14 Algebra 1 data have been used in lieu of 2014-15 baseline Algebra 2 results.

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.

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

The School will adhere to the CSUSA Florida Student Progression Plan found in **Appendix G**. Many pieces of this plan are similar to Palm Beach County, as the School is mandated to follow state statutes; however, the innovative use of this plan is to utilize different assessments and more rigorous promotion criteria to ensure students are held to high standards for achievement.

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.

At the high school level, this extends to student progress towards graduation. As every credit is crucial to the success of the School's students, teachers take ownership of a student's path towards graduation. During the data chats, teachers will discuss students that may be in danger of not graduating and discuss individualized solutions for the students. Students are then provided guidance on creating a graduation plan that describes the types of courses they will take each year in order to graduate.

In order to satisfy graduation requirements, students must receive credits in all required coursework and maintain a passing grade point average of 2.0 or higher.

Students must also pass the following state assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- FSA Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the following EOC assessments and the results constitute 30 percent of the final course grade:

- Algebra I
- Biology I
- Geometry
- U.S. History
- Algebra II (if enrolled)

Table 5.3 below outlines the credit requirements for graduation.

Table 5.3

English Language Arts	4 credits (ELA I-IV)
Mathematics	4 credits (must include Algebra I and Geometry)
Science	3 credits (must include Biology I)
Social Science	3 credits (1 credit World History, 1 credit United States History, 0.5 credit United States Government, and 0.5 Credit Economics with Financial Literacy)
Performing Arts, Speech and Debate, or Practical Arts	1 credit
Physical Education/Health	1 credit (to include integration of health)
Electives	8 credits
Online Course	1 course

While we have listed the minimum graduation 24-credit requirements in the chart, we recommend and encourage our students to strive beyond the minimum requirements. Our suggested program of study, which will be finalized by the school leadership team, will encourage students to take more credits and vary their programs of study based on their vision for the future. Students will also have the opportunity to take AICE courses for advanced coursework.

Preliminary Scholastic Achievement Test (PSAT) is a standardized test that provides firsthand practice for the Scholastic Achievement Test (SAT) Reasoning Test™. It also gives students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs. The SAT Reasoning Test is a measure of the critical thinking skills students will need for academic success in college. The SAT assesses how well students analyze and solve problems—skills you learned in school that you'll need in college. The PSAT's is typically taken by high school sophomore, but juniors are also encouraged to take it. The American College Testing (ACT) Program is a widely accepted college entrance exam. It assesses high school students' general educational development and their ability to complete college-level work. Based upon student request, the School will either offer and/or serve as a resource for gathering more information regarding PSAT, SAT and ACT preparatory classes and the application process.

During the initial year of operation, the School will be eligible to apply for accreditation from the Southern Association of Colleges and Schools. The accreditation process aligns with the Charter Schools USA Education Model. The SACS process has three major components: to meet the standards for accreditation, to identify and implement an improvement process, and to provide quality assurance. SACS accreditation will support the school's commitment and capacity to engage in ongoing improvement, and in meeting local, state, and federal requirements.

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

Describe the methods used to identify the educational strengths and needs of students and how these baseline rates will be compared to the academic progress of the same students attending the charter school.

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/ EOC scores, the first NWEA interim assessment, 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. The School District of Palm Beach County 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.

Interim Assessments

The School will use NWEA interim assessments 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. NWEA assessments are administered three times a year, prior to the state standardized test, providing teachers with an updated evaluation of student learning. CSUSA 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 indicates 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 / 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 the measurement tools that will be used for assessment purposes at the School. 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 a 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/EOC annually, as appropriate. ELL students will participate in any state 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.
- Common Monthly Assessments – CSUSA 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 interim 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.
- FSA Writing Component Benchmarks – Will be administered regularly to measure progress in writing. The School will follow the 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.
- 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
- CBM
- 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 interim assessment. Continual monitoring of student achievement data will be provided by administering additional benchmarks two more times during the school year. The NWEA interim assessment test will be administered periodically prior to the FSA, 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 that 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 NWEA MAP, numeracy diagnostics, and other diagnostic assessments, as well as previous performance on FSA and EOCs.

Formative Interim Assessments

Described above, the School will use NWEA MAP assessments. 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. CSUSA will assist the School in compiling this student assessment data by individual student, skill, class, and grade level. This will give the School administrator an understanding of what each student has mastered and will allow for professional discussions about data-driven instruction in the classroom.

Florida Standards Assessment (FSA)

The School will follow the state of Florida's transition to Florida Standards. As such, the School will utilize the FSA, which serves as the foundation of the statewide assessment and accountability program. The FSA includes grades 9 – 10 assessments in ELA and mathematics. 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

EOCs 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 EOCs are computer-based tests designed to measure student achievement for specific 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, Algebra II, Biology I, and US History. They measure the Florida Standards and Next Generation Sunshine State Standards.

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 also 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—is aware of 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 NWEA and Common Monthly 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 and via 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)

CSUSA-managed schools utilize a Progress Monitoring Plan, which 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. The PMP will be utilized at the School as well. 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 that identifies the lowest 25% in the School from NWEA data and individual student FSA scores will be compiled. 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 NWEA interim assessment will be given within the first month of school so that individual student strengths and weaknesses can be quickly identified 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 (IEP) for Exceptional Student Education (ESE) Students, members of committees will overlap so that communication among members and alignment of plans can be ensured. Table 5.3 below outlines how Progress Monitoring will be conducted.

Table 5.3

Progress Monitoring		
School Level	<p>Goal Setting 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>Monitoring Individual data chats held quarterly to review areas of strength and opportunity based on NWEA results. Data from the student information system supports creation of school action plans.</p>
Teacher Level	<p>Goal Setting Proficiency and learning gain goals are broken down into grade level and classroom level targets.</p>	<p>Monitoring 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>Goal Setting Student data from FSA/ EOC, academic grades, NWEA 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/EOCs.</p>	<p>Monitoring In data chats with students, teachers analyze the data within the PLPs 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, 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. Furthermore, 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.

Formative interim assessments, administered by NWEA, will take place three times a year. After administration of each assessment, that data, in conjunction with students' scores from the Florida Standards Assessment and EOCs, will be communicated to parents to keep them informed of student progress.

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 § 1002.33(10)(f), Fla. Stat. (2014). The School will provide services to students with disabilities by offering 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. 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 period and as indicated by the student's IEP. This allows the special education teacher to support the learning and progress of students with disabilities as needed through strategy and skill instruction, remediation, pre-teaching, or re-teaching.

The School will employ Special Education Teachers, one of whom will be identified as the Lead Special Education Teacher and who will oversee ESE processes and compliance. The Lead Special Education Teacher will receive a stipend in addition to the salary. A Student Services Coordinator will oversee 504 Plan processes and compliance. The Lead Special Education Teacher 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 Lead Special Education Teacher will maintain a school year calendar reflecting each ESE student's annual IEP date as well as reevaluation dates that will be due during that school year. This will allow the School to schedule and hold meetings in a timely manner.

The Student Services Coordinator will ensure compliance with Section 504 of the Rehabilitation Act of 1973, which 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 that 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 Supports 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 and students who have previously been identified as having a disability. Through a collaborative problem solving model, the School Based Team (SBT) (which may include school counselor, teacher, curriculum resource teacher, administrator, School's district-assigned area resource teacher, and the School's district-assigned school psychologist, if warranted) 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, then the School will follow The School District of Palm Beach County's procedures for referring that student to the appropriate evaluator(s) (upon receipt of parent consent), which may include, but is not limited to the School's district-assigned School psychologist for a psycho-educational evaluation or related-services providers.

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 School District of Palm Beach County to ensure that initial evaluations of students suspected of having a disability are completed within 60 calendar days 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, LEA representative, the student's parent, and student (if over 13 years of age). All School District of Palm Beach County processes and procedures will be followed related to student eligibility determination.

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 § 1002.33(10)(f), Fla. Stat. (2014). 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 district, state and federal special education guidelines and regulations as provided in The School District of Palm Beach County's Exceptional Student Education Policies and Procedures (SP&P), 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 The School District of Palm Beach County. 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 The School District of Palm Beach County offers.

The School will ensure, to the maximum extent appropriate, that 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 the area resource teacher assigned by The School District of Palm Beach County on behalf of the student to determine the most appropriate placement based on the student's needs. The School will follow The School District of Palm Beach County's processes and procedures related to student placement decisions.

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 designate 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 of all teachers who serve exceptional education students

within the School will be on each student's progress. 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). Additional ways to evaluate the progress of the School's special education students include a review of their performance data from the annual state mandated assessment (Florida Standards Assessment [FSA] / End of Course [EOC] Assessment). For ESE students with significant cognitive impairment who may participate in the Florida Alternate Assessment (FAA) as deemed necessary by the student's IEP team, this assessment data will also be used to evaluate the effectiveness of the School's ESE program. 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, which will occur 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 Enrollment Manager will advise the Special Education Lead Teacher of the student's enrollment. This individual will review the student's IEP and 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 may have the opportunity to receive extra reading minutes to increase their growth

throughout the year since it is the intention of the School to meet the individual needs of students during the school day. Based on common assessments and/or NWEA assessment data, students may receive additional instruction and practice on identified skills. Teachers will provide additional instruction beyond the standard instructional period at times such as before and after school, during electives or lunch, and any other opportunity in order 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 as having significant skill deficiencies and/or read two or more years below grade level) through additional instructional minutes using an evidence-based intervention program. Students will receive additional instruction outside of the ELA period 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 Supports 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 Personal Learning Plan, using data derived from Common Assessments, ongoing progress monitoring, report card, and NWEA 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 and a review of district-wide ESE averages, the School expects that the population of students with disabilities will amount to approximately 10% of the student population. For purposes of projections, the Educational Model, staffing plan and budget are based on this percentage of the ESE population.

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 to ensure all necessary IEP services are being implemented. Special education staff will include a Special Education Lead Teacher who oversees ESE compliance as one of the position's responsibilities, as well as additional ESE certified teachers (with certification in ESE

and a passing score on the Florida K-6, 1-6, PK-3 subject area exam; or a passing score on the appropriate Florida Subject Area exam; or appropriate HOUSSE plan) based on students' IEPs. It is anticipated that three ESE teachers would be hired in Year 1 with an increase in to six teachers by Year 5. ESE staffing will be adjusted up or down as needed based on actual student enrollment. Specific information regarding the 5-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 and support facilitation in the regular classroom environment (at least 80% of instruction will occur in a class with non-disabled peers). The Special Education Lead Teacher will work with the school's Student Services Coordinator to ensure that students are scheduled in a manner that allows for implementation of the services identified on each student's IEP. The School's instructional staff will also include teachers who are gifted certified/endorsed and who 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 demonstrate the need for a special program for gifted students, who demonstrate a majority of characteristics of gifted students based on a standard scale or checklist, who score at the 90th percentile or higher on the math or reading portion of an individually administered achievement test, and who have superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence would meet eligibility criteria for gifted services at the School. In addition, students from underrepresented groups as defined in Rule 6A-6.03019, F.A.C. who meet The School District of Palm Beach County's eligibility criteria for gifted services under Plan B, would also be served by the School. 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 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 School District of Palm Beach County's Gifted Handbook. 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 consultation provided by a gifted endorsed teacher. The gifted endorsed teacher will also collaborate with the student's general education teachers to support the teacher in the extension of the student's learning. All gifted students are responsible for mastering the 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 NWEA results of their students. For gifted students, teachers will use this 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 between NWEA 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 [FSA] / End of Course [EOC] Assessment data, NWEA 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 successful completion of high school Advanced Placement (AP) classes for these gifted students will also be used as a measure of effectiveness as well as results from EOC/AP 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 encompass 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 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 that 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 The School District of Palm Beach County will serve students identified as having limited proficiency in English. The School will adhere to The School District of Palm Beach County's LEP Plan with the exception of:

- Parent Leadership Council – The School will utilize its own methodology of obtaining parent input on the ESOL program, such as through surveys, PTC meetings, governing board meetings, and community events.

The School will use the CSUSA Student Progression Plan for any references to Palm Beach County's Student Progression Plan found within the district's ELL Plan.

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. Students remain in their core classes until it is determined that they qualify to enter the ESOL program. The assessment instruments used will follow the established guidelines and procedures of The School District of Palm Beach County. For placement purposes, within 20 days of registration, the student will be assessed using the Language Assessment Scale (LAS) Links. Students in grades 9 – 12 will be assessed using the appropriate LAS Links oral, reading, and writing assessments. 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. 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 the LAS Links assessments.

If the assessment is delayed beyond the 20-day period, the following documentation will be provided for each student:

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

If a student in grades 9 – 12 scores proficient on the oral assessment, then he or she must take the reading and writing assessment. If the student scores proficient on that assessment as well, then he or she does not qualify for entry into the ESOL program, unless recommended by the ESOL committee. Those students who do not qualify are 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 inputs the assessment information into the district system to indicate that appropriate language assessment has been completed.

Students in grades 9 – 12 who score non-proficient on LAS Links oral will be classified as ESOL students. If a student scores proficient on the oral assessment, but non-proficient on the reading and writing assessment, then he or she will be classified as ESOL. The scores and classification status will be entered into the district 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, and any other time updates that need to be made (change in ESOL level, instructional program, assessment data, etc.) in order to ensure documentation of the student's current services.

Information that is included in the student's ELL Plan addresses program eligibility, instructional setting, instructional focus, and adequate progress. The School will use the district's Student ELL Plan form and include all required information.

Parent Notification

The parent/guardian will be notified after the assessment has been completed to indicate if the student qualified for ESOL services or not. The letter will include information regarding the student's ESOL level, ESOL program information, date tested, the principal's signature, and the 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, Annual Measurable Achievement Objectives (AMAO) letters, or any other appropriate documentation noted on the Palm Beach County ELL Plan. 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 and can conduct the following services:

- Review instructional programs and lack of progress
- Address parental/teacher concerns
- Retention of ELLs⁹
- 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 a combination of four of the following: the ESOL designee/Coordinator for the School, the mainstream teacher, ESOL-endorsed teacher, the parent/guardian, the Principal/Assistant Principal, and the School Counselor/Student Services Coordinator. As soon as an ELL meeting is scheduled, the parent/guardian is notified and invited. During the meeting, 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.

Programmatic Assessment

Steps will be taken to determine the academic levels of incoming ELL students prior to placement into the ESOL program. The School will obtain all prior ESOL program and state assessment records from other schools to review and conduct parent/student interviews, classroom assessments, and teacher observations. This information will be documented in the student's ELL Plan.

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.

The School will offer ELL students instructional services through a Mainstream/Inclusion English Language Arts and Mainstream/Inclusion for Core/Basic subject areas model, as indicated in the Palm Beach County ELL Plan. Sheltered instruction may be offered to students in grades 9 – 12 as needed via Developmental Language Arts Through ESOL. 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 differentiated ESOL instructional strategies, accommodations, materials, and assessments, which are monitored by the ELL committee and school

⁹ The School will adhere to the promotion and retention policies for ELLs as outlined in the CSUSA Student Progression Plan.

administrator 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. Materials and resources provided at the School may differ from the materials and resources indicated in the district's plan.

Instruction is supported through the use of ESOL instructional strategies including, 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 Rtl, 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, school-wide, and classroom assessments as mandated. Accommodations include, but are not limited to additional time for assessments, oral presentation of test directions, flexible setting, and small group for testing.

Extension of Services and Exiting ESOL

The School will utilize the state-mandated Comprehensive English Language Learning Assessment 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. A student is considered for Extension of Instruction based on his/her third year anniversary DEUSS date. The ELL committee will meet no earlier than 30 days prior to this anniversary date. Criteria for extension includes performance on CELLA or LAS Links (depending on entry date), FSA, EOCs, class grades, teacher input, progress monitoring data, social skills, and other key information deemed pertinent to evaluate the child holistically. The recommendation for extension will be documented in the student's ELL Plan. ELL students will be assessed annually at the end of the 4th, 5th, and 6th years of receiving extended services.

In compliance with Fla. Admin. Code 6A-6.0903, ESOL students in grade 9 who show proficiency in all four modalities of the CELLA and demonstrate proficiency on the FSA in ELA¹⁰ will exit the ESOL program. ESOL students in grades 10 – 12 who demonstrate proficiency in all four modalities of the CELLA, demonstrate proficiency on the 10th grade FSA ELA to meet applicable graduation requirements, or an equivalent concordant score pursuant to § 1008.22, Fla. Stat. (2014) will exit the ESOL program. An ELL committee may also convene to determine exit of the ESOL program.

Post-Program Review and Re-entry of ELL Students

The student's academic progress will be monitored through the Post Program Review for a period of two years. Documentation, which includes report cards, progress reports, test scores, and classroom performance, 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. At each review point, the review will be noted in the student's ELL Plan and entered into the electronic system. 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.

Placement decisions for re-entry are based on the ELL committee's review and take into consideration the student's instructional needs and previous placement. Students may be provided additional support as appropriate. Students will be given diagnostic assessments (as described previously in this application) to determine areas of need. Students may only re-enter the ESOL program within their 2-year monitoring period after exiting the program.

Students Entering from Other School 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

¹⁰ According to the district's plan, students needed to achieve a level 3 or higher on FCAT 2.0 reading, along with proficiency on CELLA, in order to exit the ESOL program. This assessment has now been replaced with FSA. The School will adhere to the district's policy when they indicate the corresponding level a student needs to earn on the new assessment.

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 ELL committee will take part in monitoring these PMPs to ensure ELLs are making adequate progress based on performance of class and interim assessments. See question C in this section 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-endorsed teachers based on the student population. If there are at least 15 students that speak the same native language, then the School will have at least one assistant or teacher proficient in that language and trained to assist in ESOL instruction. 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 ELL 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 The School District of Palm Beach County, 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 Houghton Mifflin Collections ELA program, such as scaffolded instruction strategies for building background knowledge, making cultural connections, and analyzing language, to supplement the lesson and provide differentiated support to ELL students. Students who are performing below grade level will also be referred to the Rtl process as described in the Educational Program Design section of this application, and the ELL 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 at the School 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 the Think Through Math program 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 to foster communication and collaboration 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 foster a school-wide culture that promotes a safe and orderly environment at all times for students and staff. 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 belief is that using positive and proactive approaches to student behavior and discipline will result in fewer disciplinary incidents within the School.

The School will implement the Restorative Justice program, or similar program, as its approach to classroom management. The program will increase accountability for students, strengthen their relationships with peers, and allow them to make more positive choices. Based on guidelines from the program, the purpose is to provide opportunities for students to:

- Become aware of the impact of their behavior
- Understand the obligation to take responsibility of their actions
- Take steps toward making things right

All components of the program will foster student advocacy, leadership, empowerment, accountability, and community. They are used in conjunction with The School District of Palm Beach County Student Code of Conduct consequences. One component of the program includes restorative chats or conferences, which provide the opportunity for students to meet with an adult advocate at the school and possibly their parent to reflect on the actions that occurred, how the actions affected others, and how to repair the harm caused by the actions. Peer Jury is another component that can be used to determine a plan to repair harm caused by a student's misconduct. Peer Jury members go through extensive training on how to conduct hearings, maintain peace and conduct mediations. Peace circles provide the opportunity to build community in the classroom and discuss appropriate behavior choices to resolve conflict, handle grief, or address other issues adolescents may face. A mentoring program will also be developed to support those students who need additional guidance in common expectations and behaviors.

Prevention is key with a successful classroom management program. The School will have explicit procedures and routines for daily activities that both teachers and students will be taught on in order to minimize the opportunity for misconduct. Teachers will receive extensive training on the importance of routines and setting expectations for the students. Along with teaching grade-level content, the first two weeks of school are focused on teaching and practicing school procedures, which are highly structured routines developed by teachers in order to prevent the opportunity for misbehavior. These procedures can include arrival routines, lining up for transitions, sharpening a pencil, and every possible action between. These procedures are taught until they are second-nature for the students, and are continuously implemented throughout the school year with fidelity in order to keep the students focused on academics and instruction instead of being distracted by poor behavior.

In situations when disciplinary action must be taken, the School will utilize The School District of Palm Beach County Student Code of Conduct, with the exception of:

- Student Dress Codes and Uniforms – The students will adhere to the School's uniform policy, as outlined in the student handbook.
- In-School Suspension and School Service Work – The School will not use these options as consequences/interventions for any infraction. The Principal will determine the appropriate consequence based on level of severity, number of offenses, and situational details. Consequences used in lieu of these options include after school detention, lunch detention, Saturday detention, or others included in the matrix.
- School-wide Positive Behavior Support – The School will implement a school-wide positive behavior plan (as described above) with the same guidelines found within The School District of Palm Beach County Student Code of Conduct, but the specifics of the plan may differ from the chosen plan of the district.

The School District of Palm Beach County Student Code of Conduct referenced can be found at: <http://www.palmbeachschools.org/ssci/documents/StudentCodeofConductFY15-DRAFT-secondary.pdf>.

The School will work collaboratively with The School District of Palm Beach County 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 School District of Palm Beach County Student Code of 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 School District of Palm Beach County Student Code of Conduct, and classroom management. Teachers will also be encouraged to attend classroom management professional development sessions offered by The School District of Palm Beach County, 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:

- Restorative Justice
- 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 to a safe area. The disruptive student's parents/guardians shall be immediately notified, and the student will be counseled by school staff when possible. 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 Johnston Stand Up for All Students Act" (§ 1006.147, Fla. Stat. [2014]) 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 required 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 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.

In accordance with § 1002.33(7)(a)7, Fla. Stat. (2014), the School will utilize The School District of Palm Beach County's Student Code of Conduct (found in **Appendix J**) as indicated above. Copies of The School District of Palm Beach County Student Code of 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.

Discipline

The School will follow the discipline guide in The School District of Palm Beach County Student Code of Conduct to determine appropriate consequences for the incidents listed. When determining appropriate consequences, the principal will take into consideration the nature of the infraction, past disciplinary actions, student attitude, age and grade level, and severity of the problem. The School will not utilize In-School Suspension, or School Service Work as consequences/interventions, but rather detention, Out-of-School Suspension, or other school-specific consequence depending on the factors mentioned previously. Detention can be before school, after school, during lunch, or on Saturdays.

Suspension/Expulsion

The School will follow all of the guidelines of The School District of Palm Beach County Student Code of Conduct with regard to suspension and expulsion. As indicated above, the School will not use In-School Suspension as a consequence.

Dismissals

The School will not dismiss students based on conduct or behavioral issues.

II. ORGANIZATIONAL PLAN

Section 9: Governance

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

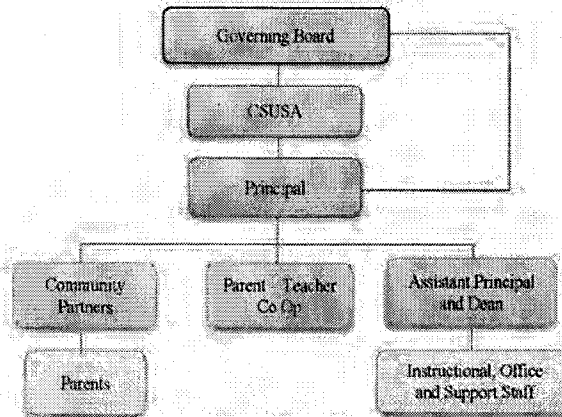
Renaissance Charter School, Inc. is a Florida not-for-profit corporation. Renaissance Charter School, Inc. (Governing Board) was designated as a 501(c)(3) by the IRS in June 2003 and was organized exclusively for the purpose of governing charter schools. The foundation was originally named Ryder System Charter School, Inc. and was created on August 19, 1998; the name was subsequently changed to Renaissance Elementary Charter School, Inc. on June 1, 2004; and another name change to Renaissance Charter School, Inc. on September 24, 2004, in order to allow for a broader mission. The current Governing Board members are:

- Ken Haiko, Chairman
- Dennis Clark, Vice Chairman/Secretary
- Margaret Wells, Treasurer
- Dr. Preston Jones, Director
- John O'Brien, Director
- Shane Strum, Director
- Thomas Wheeler, Director

Appendix A contains corporate documents including the IRS Letter of Determination, Articles of Incorporation, and By-Laws.

The Governing Board is governed by the general philosophy that we are an organized group of volunteers who, collectively, are legally and morally accountable to the community for the health, vitality, and effectiveness of the School. The Governing Board will have ultimate authority over and responsibility for school operations.

B. Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the board to the school's leader and administration.



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

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

As per the management agreement, CSUSA shall consult with the Governing Board with respect to the hiring of the Principal and will have the ability to provide input on the Principal's performance. The Governing Board will hold the Principal accountable primarily through the performance expectations defined in the management agreement between the Governing Board and CSUSA. A comprehensive and rigorous performance evaluation process has been developed by the ESP, which aligns expectations to the Education Model and the specific mission of the School.

C. Provide a description of how the governing board will fulfill its responsibilities and obligations.

The Governing Board will hold the Charter for the School. The Governing Board is comprised of respected Florida leaders who 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; developing the appropriate policies to ensure those fundamentals are maintained; and effectively and properly manage public funds. The primary role of the Governing Board is to:

- Determine and preserve the organization's mission and vision
- Create and oversee the organization's operational policies
- Exercise continuing oversight over charter school operations
- Ensure effective organizational planning
- Ensure adequate resources, finances, and fiscal propriety
- Manage resources effectively (adopt and 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
- Ensure charter compliance
- Enhance public standing
- Ensure legal and ethical integrity and maintain academic and financial accountability

- Understand laws applicable to charter school board members
- Recruit and orient new board trustees and assess board performance
- Monitor school academic performance and ensure adequate progress is made
- Provide rigorous oversight
- Select ESP
- Perform operational oversight of the ESP
- Attend training and conferences regularly

The Governing Board is responsible for the legal and financial obligations of the School. The Governing Board is represented by the Law Offices of Levi Williams, P.A., which is separate and independent of the ESP's legal counsel, Tripp Scott, P.A. 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 has the ultimate responsibility of ensuring that the School's finances are managed properly.

The Governing Board will annually adopt the School's budget and provide continuing oversight over charter school operations, including:

- Communicating the mission and vision to the school community
- Holding CSUSA 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 § 229.592, Fla. Stat. (1998)
3. Financial records of the 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 below illustrates the School's organizational goals.

Table 9.1

School's Organizational Goals	Measurable Objective
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, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and frequency of meetings. If the Board has not yet developed policies, the applicant shall describe the timeline for development and approval of Board policies.

The By-laws contained in **Appendix A** specify the Governing Board's operational policies and procedures. The business and property of the School shall be managed and controlled by the Governing Board. The Governing Board will be accountable to the district, parents, and students through regularly scheduled 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. The Governing Board will be responsible for developing and implementing all policies related to general practices of the School.

Further, the Governing Board will appoint a representative 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 Governing Board representative's contact information will be provided to parents and will be posted on the School's web site. At least two meetings per school year will be held at the School with the board-appointed representative present.

The Governing Board may have a Chairman, President, Vice President, Secretary, and Treasurer, each of whom shall be elected by the Governing Board. Other officers and assistant officers as may be deemed necessary may be elected or appointed by the Governing Board.

Number of Directors

The initial Governing Board shall consist of the Directors named in the Articles of Incorporation. At any time, the number of Directors may be increased to no more than nine and decreased to no fewer than three by a majority vote of the Governing Board.

Election and Term of Office

All officers of the Governing Board shall be elected by a vote of the Governing Board at the annual meeting of the Governing Board. A duly elected officer shall hold office for a term of one year, commencing at the close of the annual meeting, and until their earlier death, resignation, or removal.

Duties

Chairman

The Chairman of the Governing Board shall preside at all meetings of the Governing Board and shall perform such other duties as may be assigned to him by the Board. The Chairman also fulfills the duties of President, as listed below.

President

The President shall be the principal executive officer of the Governing Board and, subject to the control of the Governing Board, shall in general supervise and control all of the business and affairs of the Governing Board. He/she shall act as a duly authorized representative of the Governing Board in all matters in which the Governing Board has not formally designated some other person to act. He shall report as directed to the Governing Board at each meeting. He may sign, with the Secretary or any other proper officer authorized by the Governing Board, deeds, mortgages, bonds, contracts, or other instruments which the Governing Board has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by the Governing Board or by the By-laws to some other officer or agent of the Governing Board, 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 Governing Board 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 the Governing Board.

Secretary

The Secretary shall keep or cause to be kept all of the records of the Governing Board, record or cause to be recorded the minutes of the meetings of the Governing Board, send out or cause to be sent out all notices of meetings of the Governing 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 Governing Board.

Treasurer

The Treasurer shall ensure that a true and accurate accounting of the financial transactions of the Governing Board is made and that such accounting is presented to and made available to

the Governing Board. The Treasurer shall perform such other duties as may be prescribed by the Governing Board.

Resignation or Removal of Directors

A director of the Governing Board may resign at any time by tendering his/her resignation in writing to the Governing Board, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Governing Board 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 1-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 will not receive compensation for services rendered in their capacities as directors, and no loans shall be made to any director.

Conflict of Interest

The purpose of the conflict of interest policy is to protect the Governing Board's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Governing Board 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 A** for the Conflict of Interest policy. Renaissance Charter School, Inc. shall be governed by and adhere to all applicable laws regarding conflict of interest, including § 112.313(2), (3), (7), and (12), Fla. Stat. (2014).

Ethical Issues

These will be completed by every Governing Board member as a preliminary screening for background information. This form includes "Ethical Questions" to be answered.

Public Meetings and Minutes

The School's governing body shall conduct regularly scheduled meetings, provide reasonable public notice of the date, time, and place of its meetings, and accessibility to meetings (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. The School's 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 Governing Board will hold meetings at regularly scheduled intervals, during which they will be presented information at minimum regarding 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 2016-17 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 School's 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.)

Since Renaissance Charter School, Inc. is an established governing board, this question does not apply.

F. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.

The Governing Board will comply with § 1002.33(6)(f), Fla. Stat. (2014), 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 § 1002.33(9)(k), Fla. Stat (2014). 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.

As specified in § 1002.33(9)(j)4, Fla. Stat. (2014), topics to be covered will include:

- Government in the Sunshine Law
- Conflicts of Interest
- Ethics
- Financial Responsibility

Other topics may include:

- Models of Governance and Leadership
- Charter School Law in Florida
- Basic Understanding of Parliamentary Procedures
- 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. Complete Addendum B (Form IEPC-M1A) if the proposed school will be operated by an existing governing board that operates or has operated charter schools in Florida.**

The Governing Board's current board members include: Ken Haiko, Chairman; Dennis Clark, Vice Chairman/Secretary; Margaret Wells, Treasurer; Dr. Preston Jones, Director; John O'Brien, Director; Shane Strum, Director; and Thomas Wheeler, Director. See **Appendix B** for resumes of Governing Board members. **Appendix D** contains Form IEPC-M1A, which includes the history of all schools operated by the Governing Board.

Kenneth J. Haiko

Kenneth Haiko serves as Chairman of the Board and has been a strong advocate of 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 37 years, Ken brings many years of business, finance, and charter school experience to the Governing Board.

Dennis P. Clark

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 nonprofit organizations and small businesses. Dennis brings a wealth of knowledge and expertise to the Board of Directors in the area of finance.

Margaret Wells

Margaret Wells serves as Treasurer of the Board, and has been involved in education and student interaction for over 15 years. She taught history, health, and physical education at Colonial Christian School, where she also served as an athletic coach. Since 2006, Margaret has been a key member of the Parent, Teacher, Student Organization at Keys Gate Charter School, where she has held the positions of Member, Secretary, 2nd Vice President, and Parliamentarian. In addition, she also serves as the Director of the Homestead Charter Foundation/Local School Governing Council. Margaret currently works as a Data Analyst for Performance Improvement at Homestead Hospital. Her experience with governing boards, education, and data analysis makes her a unique and integral member of The Board.

Preston Jones

Dr. J. Preston Jones is a Director of the Board and currently serves as Dean of the H. Wayne Huizenga School of Business Entrepreneurship at Nova Southeastern University. In this role, one of his main duties is to ensure the highest quality educational experience for students in order to help prepare them for the increasingly competitive global job market. Along with his educational experience, Dr. Jones adds a wealth of governing board experience to the Board. He was appointed to the Florida Technology, Research and Scholarship Board by Governor Charlie Christ, and also serves as a board member of the Greater Fort Lauderdale and Miami Chambers of Commerce Sigma Beta Delta International Society. Dr. Jones' expertise in education and board governance is an invaluable asset to Renaissance Charter School, Inc.

John O'Brien

John O'Brien is a Director of the Board and 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, the school achieved an A-plus rating from the Florida Department of Education. John brings a wealth of education knowledge and school leadership expertise to the Board.

Shane Strum

Shane Strum is a Director of the Board. He currently serves as the Vice Chancellor for business development for Keiser University. Shane brings more than a decade of experience in public relations, working in state and local government and private universities. He has extensive knowledge in marketing and negotiations of educational contracts. He previously served as the Director of Corporate and Government Affairs at Nova Southeastern University's Huizenga School of Business where he worked to establish and maintain educational programs. Shane's experience and commitment to education is an asset to the Board.

Colonel Tom Wheeler

Colonel Tom Wheeler is a Director of the Governing Board. 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 the Governing Board.

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 a student or his/her parents feel they have a grievance or complaint, they should do the following:

1. Carefully analyze the problem and be sure they have all the facts
2. Ascertain that they have a rational attitude about the problem
3. Seek to resolve the problem with the teacher, if applicable, through appointment
4. If a student and/or parent does not believe the problem has been resolved, meet with school administrations
5. If left unresolved, students and/or parents should contact the Charter Schools USA Support Center

If left unresolved, students and/or parents should contact the governing board.

Section 10: Management

- A. Describe the management structure of the school. Include job descriptions for teachers and each administrative position that identify key roles, responsibilities and accountability.**

The relationship between the Governing Board and CSUSA will be codified with a performance-based management agreement. The proposed management agreement between the Governing Board and CSUSA 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, CSUSA will provide to the Governing Board an accounting of all school revenues and expenditures. In addition, CSUSA 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.

CSUSA 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 CSUSA accountable for the successful operation of the School and its ability to deliver academic results.

The Governing Board intends to contract with CSUSA 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, which can be found in **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 school governing 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, CSUSA shall consult with the Governing Board with respect to the hiring of the School leader. CSUSA 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 1-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, review the subject, and assert 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

Per § 1012.34(4)(c), Fla. Stat. (2014), a formal evaluation is conducted at the end of the year by the person responsible for supervising the principal. 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. Table 10.1 below outlines the School Principal Evaluation Tool.

Table 10.1

School Principal Evaluation Tool				
Academic Excellence	Operational Management	Superior Culture	Financial Growth	Growth
<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 communications 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 for each year of the charter term aligned with the school’s projected enrollment as detailed on the cover page of this application.

The School’s staffing matrix is included 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 individuals who possess a desire to make education exciting and to make a difference in the educational experience of each student.

If students are to reach 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:

- The 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)
- Resume database searches and social network scanning
- 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).
- Online 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)

CSUSA 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 draws on effective teacher research and is informed by factors identified in applied psychology, such as interview structure and the phrasing of question prompts. 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:

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)
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.

Table 10.2

Teacher Selection Process					
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 § 1002.33(9)(k)4, Fla. Stat. (2014) 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 § 1012.56, Fla. Stat. (2014). 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 § 1012.315, Fla. Stat. (2014), 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 School Operations Administrator, in conjunction with the School's leadership team (Principal and Assistant Principal), oversee and monitor teacher certifications. The Human Resources department will maintain a file for every teacher (and staff member) and partner with the School Operations Administrator and School leadership team to ensure that his or her certification remains 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 5-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, CSUSA will provide professional development trainings as outlined in Table 12.1 in Section 12.

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

If the school intends to enter into a contract with an Education Service Provider (ESP):

A. Describe the services to be provided by the ESP.

CSUSA, 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

ESP Services	
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 • 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

ESP Services	
	<ul style="list-style-type: none"> • Purchasing of technology • Maintenance of student information system • Maintenance of school websites • Email hosting

CSUSA 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. CSUSA is responsible for facilitating the transactions to acquire necessary property for the School. CSUSA will only make spending decisions based on the approved operating budget. CSUSA 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. CSUSA will be paid management fees per the School budget as approved by the Governing Board. CSUSA 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 nonprofit 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 CSUSA 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 related audits.
- Work 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, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual and personal).**

Please refer to **Appendix C** for the proposed management agreement between the Governing Board and CSUSA.

- 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 has chosen to continue the partnership with CSUSA due its successful management of our current charter schools. Our schools have achieved outstanding academic success with strong student enrollment. We have worked closely with the CSUSA Management Team to ensure the schools' success. We have full confidence in CSUSA's delivery of services, and therefore believe this will be in the best educational and financial interest of the new charter school we seek to establish in Palm Beach County. We initially selected CSUSA due to its experience, success, capacity, and Education Model that fits our mission and vision of challenging each student to reach his or her full academic potential. In addition, the ability of CSUSA to deliver a fully equipped, state-of-the-art facility by carrying the start-up costs and underwriting the school as necessary, was a key factor in our decision and remains a critical reason why we feel CSUSA will be the best educational and financial management team to successfully further the School's mission. CSUSA has exceeded our expectations in service delivery. Our relationship with CSUSA is governed by a performance-based Management Agreement. We, as a board, work closely with our legal counsel, the Law Offices of Levi Williams, P.A. (who is independent from CSUSA's legal counsel – Tripp Scott, P.A.), to review and negotiate the terms of the Management Agreement prior to execution. We will provide oversight of CSUSA on compliance requirements through routine monitoring of school operations. We will evaluate CSUSA's effectiveness based on the School's performance relative to annual goals that we set. Performance goals include, but are not limited to: timely submission of required reports outlined in the management agreement; strict adherence to the approved annual budget for the operation and management of the School, with no aggregate cost overruns; and any performance goals contained within the Charter Contract and this charter application.

CSUSA has a proven success record in over 70 schools. The company can provide the resources to build, manage, and support a new school. We have not researched or pursued any other vendor for this application cycle since we are completely satisfied with CSUSA's performance and service delivery over the course of our partnership. CSUSA's educational model and other services fulfill the needs that are important to us. We have worked with the CSUSA executive, financial, operations, facilities, and human resources teams and have a solid understanding of their educational and operational models.

Strong academic performance of CSUSA-managed schools is a major factor in maintaining our partnership with CSUSA. In Louisiana, the CSUSA-managed charters (that have been open for longer than one year) are proving to be high-quality schools of choice that meet or exceed their peer and neighborhood schools across various performance metrics. In Florida, the FLDOE has designated 12 CSUSA-managed schools as "High Performing Charter Schools."

CSUSA also has a successful track record in managing schools in the Governing Board's network. The Governing Board believes CSUSA has the right resources, educational 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 the first year.
- 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-managed schools in Florida carry a fund balance. A positive fund balance demonstrates the school is financially viable. 75% 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, 95+% of parents re-enroll their children for the next academic year.
- Durability – CSUSA has been a pioneer in the charter school movement, opening its first charter school in 1998 and experiencing steady growth ever since, including opening 17 schools in four states in 2012.
- Diversity – CSUSA operates successful charter schools in both urban and suburban communities. Over 70% of students in CSUSA-managed schools are non-white. Approximately 50% of CSUSA-managed schools receive Title I funding, and over 50% 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 – As the Renaissance Charter School, Inc. network of schools grows, it is important for us to partner with an education service provider with a proven ability to grow along with us. 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, Governing Board, and school board. 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).

Each time the Governing Board plans to open a new school, we use that as another opportunity to evaluate CSUSA and its ability to serve the needs of students, parents, and the Governing Board. As the Renaissance Charter School, Inc. network 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 educational model is crucial as we strive to expand while continuing to provide quality results.

Resources from CSUSA's corporate support center have enabled the expansion and growth to new sites in an efficient and effective manner. CSUSA's first step in expansion is the creation of the New School Opening Team (NSOT). The NSOT is a team of professionals representing each functional area within the company (finance, education, human resources, technology, operations, facilities, marketing, enrollment, development and governance) who are focused on ensuring all tasks that are required to open a brand-new school are completed on time and correctly.

The NSOT takes responsibility for the full range of tasks required to open a new school. This includes recruiting, hiring, and training school staff; marketing; enrollment of students; facility planning, acquisition, and construction; school operations infrastructure (food service, uniforms, FF&E, etc.); establishing financial processes; managing board relations; and compliance with authorizer requirements. A school operations manual has been developed and is continually refined and is provided to new schools as an additional resource for understanding key processes and systems. As the team is completing the above tasks, CSUSA (with input from the NSOT) identifies the additional resources and staffing required in each functional department based on planned growth, and acquires these resources with the expectation to be able to continually support a growing network of schools. Once the pre-opening tasks are complete and the staff is hired, the staff development process begins. CSUSA's staff development process significantly contributes to our ability to expand our model to new sites. CSUSA has realigned the hiring timeline so that school leadership positions are hired and on boarded three months prior to school opening. This enables the school leadership team to participate in the new school opening process. The school leadership team participates in professional development by working with their assigned mentors from other schools and attending functional meetings across the company to learn CSUSA's standard operating procedures and the CSUSA culture. All new teacher hires attend New Teacher Induction for two weeks prior to the opening of a new school.

Finally, the CSUSA corporate support team prepares to provide new schools with continuous support through the first-day opening processes and throughout the school year. Scaling a mindset through strong educational and philosophical training, as well as long-term teamwork between new and existing schools, assures a much greater level of success as CSUSA and the Governing Board work towards successful new-school endeavors.

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 the support center and implemented regional support roles. The two 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 Educational Model.
- Regional Directors – The Regional Directors are each assigned an area of the country or state and oversee the schools in that 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.

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 § 1002.33(9)(h), Fla. Stat. (2014), 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.

CSUSA 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.

CSUSA views internal controls as a means to reduce risk of asset loss and 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. CSUSA uses these components to establish its internal control policies and procedures.

CSUSA 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, CSUSA will report on a monthly basis the current student enrollment of the School and the number of students on the waiting list, if any. CSUSA will also provide a budget vs. actual report and forecast which shows the School's anticipated results at year-end.

CSUSA 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 § 1002.33(9)(h), Fla. Stat. (2014).

In compliance with § 1002.33(9)(j), Fla. Stat. (2014), 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” (§ 1002.33(9)(i), Fla. Stat. [2014]).

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 CSUSA. No employee of CSUSA 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 CSUSA.

The Governing Board has the authority to approve the budgets, and CSUSA 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 will be determined by the governing board and CSUSA annually, but will never exceed 15% of revenue. 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.

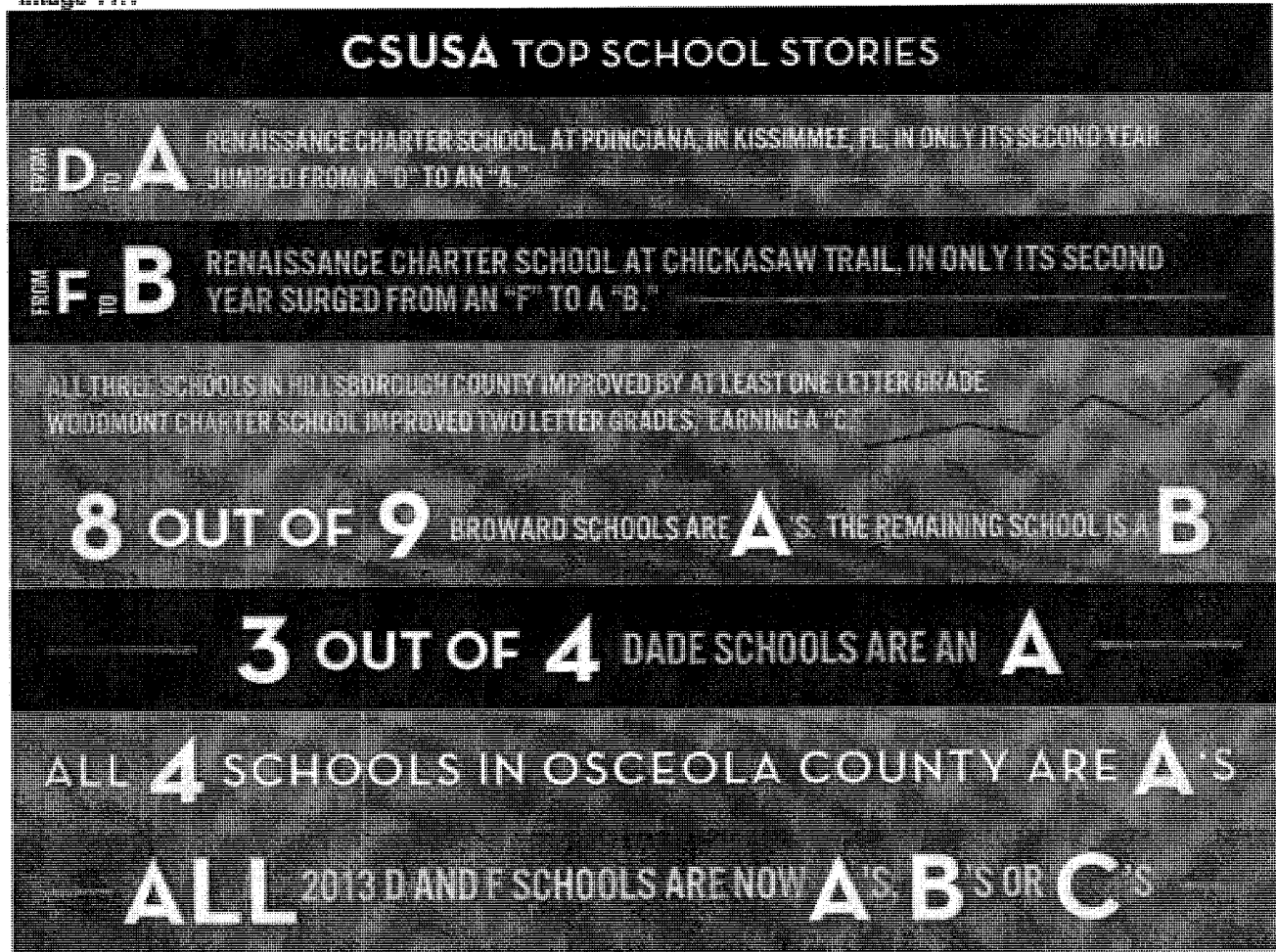
CSUSA has unparalleled experience and qualifications in charter school management, including team members with direct oversight to plan, design, develop, staff, operate, equip, and maintain the facility and programs. CSUSA has an experienced and talented management team led by Jonathan K. Hage, President and Chief Executive Officer. Under Mr. Hage’s leadership, CSUSA 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 currently educates more than 57,800 students in 70 schools across 7 states.

For the past 17 years, CSUSA has been a leader in education reform. Since its inception, its mission has been to put students first. CSUSA’s commitment to providing parents and students choice drives their thinking and day-to-day decisions. CSUSA’s educational philosophy is that every child can learn given the appropriate learning tools and relevant teaching strategies. CSUSA’s highlights include the following:

- 100% of schools managed for three years or more achieved an A, B or C.
- 95% network-wide parent satisfaction.
- 58% of schools met or exceeded their district’s performance on state assessments.

Further evidence of CSUSA Schools' performance can be seen below in Image 11.1.

Image 11.1



Every one of the schools managed by CSUSA has increased its academic performance over time and closed the achievement gap. CSUSA has clearly defined high standards for academic excellence, personal growth, and social development incorporated into the curriculum across all grades. Students are expected to master the skills they need to acquire in order to be productive members of the local and global society, such as problem solving and critical thinking.

Accreditation

CSUSA is the first education management organization in the nation to receive full, system-wide accreditation through AdvancED. The proposed school will be an immediate candidate for accreditation within the first year of operation, which allows access to capital outlay funding in its first year of operation.

Parent Involvement

Recognizing the role that family plays in a child's academic and social development, parents are engaged in the learning process.

Professional Development

Principals and teachers are provided annual development opportunities to develop the skills that are associated with highly effective teachers.

Leading Edge

Employees are encouraged to join the Leading Edge Program, created to identify and develop potential leaders within the organization.

QUEST Team

CSUSA's QUEST Team offers a peer-to-peer review through small teams of subject matter experts. QUEST Teams provide valuable feedback, establish mentorships, and foster shared learning across the network.

Student performance is assessed against objective measures and data is constantly used to inform further instruction. While CSUSA's Education Model addresses the core subjects, it also addresses the needs of the whole child, including a focus on the Arts. The first step to building a successful school is to create a positive culture of excellence and high expectations within the students and families. A school culture is developed through leadership, and CSUSA has a strong team of professional educators with a variety of backgrounds and experiences.

- G. Provide a complete list of other charter schools the ESP operates or previously operated using Addendum C (Form IEPC-M1A).**

Appendix D contains Form IEPC-M1A, which includes the history of all schools operated by the ESP.

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 employees are motivated through achievement and growth. 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 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 state-approved trainings or programs to provide incentive bonuses for teachers based on student achievement.
- School-wide performance incentive goal provided to faculty and staff that achieves predetermined school-wide goals such as student growth measures.

As allowed in § 1002.33(12)(i), Fla. Stat. (2014), 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. 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
- 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 will use a salary worksheet to calculate starting salaries in a fair and consistent manner. 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 as follows: at least 1/3 based on performance of students, at least 1/3 based on instructional practice, as well as other indicators of performance.

Once the starting salary is determined, the employee will receive increases depending on how well he/she performs. Increases are assessed annually based on local market analysis, cost of living adjustments, budget, and other factors that might justify adjusting the increase amount. The above does not include additional bonus opportunities that teachers are eligible for through School and goal achievement.

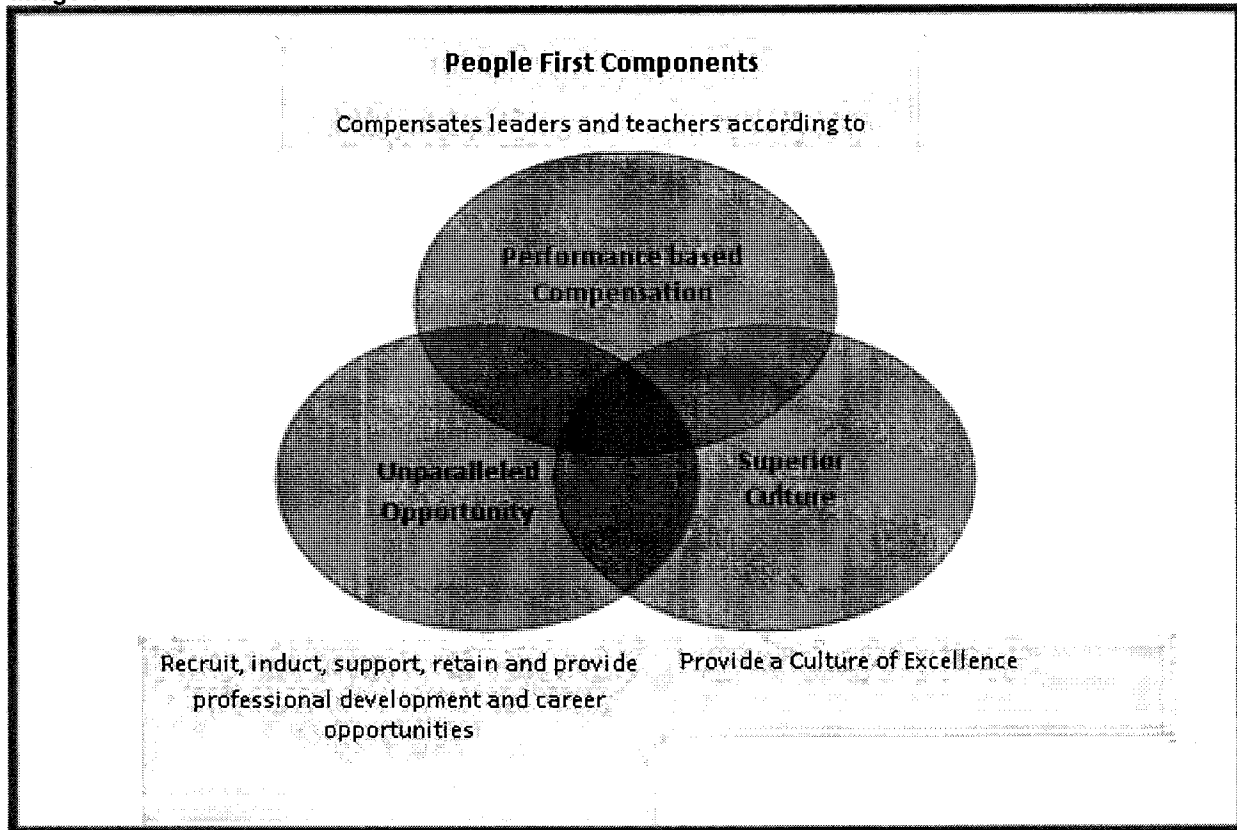
CSUSA works hard to provide performance incentives to supplement base pay and to reward high-performing staff. Each year, a percentage increase will be built into the budget for merit increases as funding allows. During the initial years of operation as enrollment in the School is growing, it is a challenge 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, Team Member of the Year, and New American Hero. These are awarded at an individual school level and to 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. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.**

The Governing Board will work directly with CSUSA to implement the School's employment procedures and policies. CSUSA 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. Image 12.1 below describes the School's People First Plan, which is the framework for all employment policies and procedures.

Image 12.1



The School will implement the People First Plan. 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 the Education Model and the most effective strategies to use within the classroom, the ESP will provide the following professional development trainings found in Table 12.1. The table provides a sample list of professional development sessions. Other topics may be incorporated as needed.

Table 12.1

Required Trainings	Sample Offerings within Trainings
<p>New Teacher Induction Two-week seminar that includes training on the CSUSA Education Model, as well as instructional methods for data-driven instruction, research based classroom management and student motivation, among other topics.</p> <p>Returning Teacher Orientation One week seminar that includes training on new school initiatives, safety and procedural protocols, curriculum, and other pertinent information for the school year.</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 Chats Staff development is provided to teachers to ensure that they are analyzing their students' data for maximum student achievement.</p> <p>Ongoing Professional Development Teachers meet with administrators, CRTs, curriculum specialists, or peers to receive additional professional development based on QUEST data, survey results, teacher demand, or other areas deemed necessary for school improvement. This is conducted after school, on professional development days, or during planning.</p>	<ul style="list-style-type: none"> • Curriculum Mapping • Using Data to Drive Instruction – CMAs, NWEA, and other assessments • Differentiated Instruction • Common Expectations • Cross-Curricular Instruction • Explicit Vocabulary Instruction • Data Analysis for Data Chats • Targeted Instruction • Minute-by-Minute Plans • Writing Strategies Across Subjects • Action Steps and Monitoring Effectiveness • Student Engagement • Incorporating Test Specifications • Student-to-Student Interaction • Six Stages of Feedback • Reading: A Core Skill • Standards-Based Centers • Critical Thinking Strategies • Investigating Thinking in Math • Maximizing Instructional Minutes • English for Speakers of Other Languages Regulations and Procedures • Exceptional Student Education Regulations and Procedures • Research-Based Innovative Learning Methods • Content-based Professional Development

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, 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.

Where applicable, the School will ensure compliance with the new law which requires the following components in instructional evaluations (§ 1012.34, Fla. Stat. [2015]):

- At least 1/3 based on performance of students
- At least 1/3 based on instructional practice
- Allows for the inclusion of other indicators of performance

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 CSUSA. The governing board and CSUSA continually revise the evaluation system to ensure compliance with current requirements and laws.

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 for the current year. Cut scores to identify the appropriate quality points will be determined by using a 65% confidence interval (CI) to ensure that 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.

When 2016 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 courses that do not have statewide assessments, cut scores to determine quality points (4, 3, 2, or 1) will be

developed based on 2016 standards-based EOC scores. By 2016-17, 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 the Palm Beach County'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 defined below in Table 12.2.

Table 12.2

Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
3.5 – 4.0	2.5 – 3.49	1.5 – 2.49	1.0 – 1.49

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 support 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 also allow 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 a "school of choice" and open to all eligible students in the district, 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 (i.e. geographic, 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 3-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 outlined 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 the School's 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
- Participation in targeted community events
- Appropriate sponsorships of community activities

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.

In compliance with § 1002.33(7)(a)8, Fla. Stat. (2014), 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.

The School is committed to enrolling a diverse student population and shall abide by the provisions in the Florida Educational Equity Act, § 1000.05(2)(a), Fla. Stat. (2014), 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
- Enrollment applications in multiple languages on the School's website
- 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 and 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 proposed high school will function in conjunction with the current network of Renaissance Charter Schools in Palm Beach County (Renaissance Charter School at Central Palm, Renaissance Charter School at Cypress, Renaissance Charter School at Palms West, Renaissance Charter School at Summit, Renaissance Charter School at Wellington and Renaissance Charter School at West Palm Beach) which are free public schools of choice for parents and students who live in Palm Beach County. The schools will form a continuous feeder pattern of K-12 education for students of Palm Beach County. The majority of eligible students matriculating from the existing schools are expected to continue their education at the high school, with the purpose of the school feeder pattern to be the production of high academic achievement for all learners.

The School will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. Pursuant to § 1002.33(10)(b), Fla. Stat. (2014), 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 § 1002.33(15)(c), Fla. Stat. (2014) which includes enrolling students according to racial/ethnic balance provisions in § 1002.33(7)(a)8, Fla. Stat. (2014). In accordance with § 1002.33(10)(d), Fla. Stat. (2014), 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 an 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 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 Palm Beach County and age requirements are verified. At each phase of the admission process, the appropriate correspondence will be generated and communicated to each applicant either via electronic means or in hard copy. 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 The School District of Palm Beach County is collected for review and verification.

The following items are generally required for all students:

- Completed registration form (PBSD 0636)
- Proof of Residence
- Record of Physical
- Proof of birth (birth certificate, passport, religious records)
- Additional helpful documents (report cards or other information from previous schools)

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. A sample student application can be found in **Appendix K**.

Tables 13.1 and 13.2 outline the enrollment timeline.

Table 13.1

Year 1	
Open Enrollment	February – March
Application Verification	March
Notification of Lottery	March
Lottery	April
Student Enrollment/ Waitlist Notice Sent	April
Registration	April – ongoing

Table 13.2

Year 2	
Recommit Period	January – February
Open Enrollment	January – February
Application Verification	March
Notification of Lottery	March
Lottery	March
Student enrollment/ Waitlist Notice Sent	March
Registration	March – ongoing

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 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. If the number of applications exceeds the capacity of a program, class, grade level, or building, a 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 § 1002.33(10)(b), Fla. Stat. (2014). 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 on the waiting list for the 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 21 days after the acceptance period

deadline and will have a specific timeline to respond to the School of their decision to attend. If an accepted applicant decides not to attend the School, the slot will be given to the first applicant on the waiting list.

Lottery Rules and Procedures

1. All applicants who applied within the open enrollment window (students not already attending the School) participate in the lottery irrespective of preference status. Only applications received prior to the end of the enrollment deadline are eligible to participate in the lottery.
2. 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.
3. ALL offers of enrollment shall be made in the order of the lottery results and the 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 conducting 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 offered their seat.

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. 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 the applicant will be placed back on the waitlist according to the 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.**

To further the School's mission and purpose, which includes developing well-rounded, engaged students, active parental participation will be required at the School. Parents are required to participate in their child's education. 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 required to volunteer a minimum of 20 hours per school year. When two or more children from the same family are enrolled, parents will be asked to volunteer a total of 30 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. Many opportunities are provided to families that have a limited schedule and school personnel work closely with each family, individually, to design their volunteer opportunities to meet the needs of their family.

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.

The student information system, currently provided by PowerSchool, supports continual and meaningful parental involvement in each student's education. Parents will have real-time access to their child's gradebook to monitor progress in class. Daily communication with the teacher is encouraged through use of the agenda book, in which students track their homework assignments for each day and messages are sent home. Progress reports and report cards are distributed every quarter, and parents are encouraged to schedule conferences to discuss student performance and progress toward mastery of grade-level standards. The School will offer Curriculum Nights for parents to attend and learn about various educational topics, such as state assessment information or home-reading strategies. The School believes that parent involvement in a child's education is crucial for his or her success, so the School will make every effort to keep parents engaged and informed.

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 matters, 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)

Developing community partnerships will also aid with the student volunteer hour requirement necessary for high school graduation. Within their high school career, students must complete at least 80 volunteer hours. This can be conducted through school partnerships, or with other entities or local activities. Students are required to document their hours and receive appropriate signatures as proof of completion. The School asks parents to support students in coordinating the completion of this requirement. The aim of the volunteer hour requirement is to help students develop an awareness of their community and develop an understanding of how they can support society in various ways. Acquiring citizenship skills is a key component of the School's mission.

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's 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 § 1002.33(18)(a), Fla. Stat. (2014). 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 70,000 – 100,000 square feet in size, occupying one to three floors. 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.**

CSUSA has extensive experience acquiring and developing properties to operate charter schools. In addition, CSUSA 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's 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 CSUSA have been successful at securing long-term, low-interest financing for charter schools.

C. Explain the strategy and schedule that will be employed to secure an adequate facility.

Pending approval of this charter application, the School's 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 § 1002.33(7)(a)(13), Fla. Stat. (2014).

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), Fla. Stat. (2014), 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 CSUSA, 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. CSUSA has opened charter schools ranging in size from 45,000 – 155,000 +/- square feet. CSUSA will design a superior learning environment to achieve thematic and specialty programs inclusive of school technology, academic communities, and arts and sciences. CSUSA has an extensive network of architectural firms experienced in designing schools that 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 CSUSA 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. The temporary facility would fully meet the programmatic and educational needs of students and staff. 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.**

The School may provide transportation through an agreement or contract with The School District of Palm Beach County, a private provider, or parents. One bus has been included in the budget for transportation. 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. 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.

If busing is offered, during the enrollment process the transportation vendor will determine which students live within the eligible transportation zone and those students will be offered busing. All students are accepted without regard to whether transportation is requested. The School and the District shall cooperate in making arrangements to 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 (§ 1002.33(20)(c), Fla. Stat. [2014]).

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.

The School will comply with the Healthy Hunger-Free Kids Act, which requires school cafeterias to meet new federal nutrition standards for school lunches and breakfasts. The Governing Board will appoint a person, usually the National School Lunch Program (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 the 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; and marketing and promotions.

Prior to the beginning of each school year, training personnel will be 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 will be 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. If a child does not have the funds to purchase a meal he/she is given a meal which consists of a sandwich, a fruit, and milk.

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. The budget should be based on the projected student enrollment indicated on the cover page of the application.

A copy of the School's projected 5-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 start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

A copy of the School's start-up budget is included in **Appendix F**. 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. Costs of planning and development of the School will be recovered by the ESP through the management fee it collects in future years. However, the School will apply for the Public Charter Schools Grant Program, Planning, Design and Implementation (2013 – 2016), which includes a \$25,000 planning and design award. If awarded, the grant will assist the School with the start-up costs, which will be incurred prior to the period when the School will begin to receive operational funding from the Sponsor.

- 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 \$6,099 per student. This is from the latest funding worksheet provided by the FL DOE.
- The School will apply for the Charter School Program Grant. However, those funds were not used in the budget because they are not a guaranteed source of revenue.
- Capital outlay is assumed at an average rate of \$626 per student each year.
- For the first year, the school will seek 5-year financing at prevailing interest rates. The financing will be used to cover FF&E and IT capital expenditures.
- Food service revenue consists of a combination of full-paid lunches and reimbursement from the National School Lunch Program

Expense Assumptions

- Average teacher wage is assumed at \$37,000.
- Management Fees are calculated at 0% in Year 1, .41% in Year 2, 7% in Year 3, 7% in Year 4, and 7% in Year 5.
- Rent is included in the budget as indicated in Table 17.1

Table 17.1

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enter ANNUAL amount	\$ 13,648.00	\$496,346	\$818,392	\$1,195,548	\$1,217,333	\$1,239,537

- Capital expenditures for computers, software, and furnishings are included in the budget. Since Year 1 will be the initial year for these purchases, the expense is expected to be 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 & capital purchases in the first year will be financed over five years.

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 the 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, and 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 3-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 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 maintain 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's 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: Education Service Providers, as well as in the response to question B below. The Governing Board will retain ultimate control of the School's finances.

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.

The School will employ a school-based School Operations Administrator who will act as a liaison to the ESP for human resource, payroll, and financial matters relating to cash collection. The School Operations Administrator 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 School Operations Administrator 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: CPA; 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 School on a monthly and quarterly basis, focusing on budget variances; and 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 School on a monthly and quarterly basis, focusing on budget variances; and 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
- B. Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.**

CSUSA 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.

Internal controls are viewed 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 include: control environment, risk assessment, control activities information and communication, and monitoring. These components are used to establish the internal control policies and procedures.

In order for compliance with § 1002.33(9)(j)(1), Fla. Stat. (2014), 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 § 218.391, Fla. Stat. (2014). 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 30th of each year.

The Governing Board's approach to budget management is a 3-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 addition to the process described above, the School will be provided monthly dashboard reports. The dashboard report summarizes the monthly activity of the School, compares the results to the budget, and identifies significant budget variances. As budget variances arise and are managed, new forecasts are developed each month to ensure the School stays on track financially throughout the year.

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. In addition, journal entries and the appropriate back up documentation is printed out and maintained in a school file by month. All files will be maintained in a secured environment. Information system backups are completed daily in order to ensure data is secured and minimize risk of loss.

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 obtain, including applicable health, workers compensation, general liability, property insurance and directors and officers liability coverage.

The School will maintain the insurance coverage outlined in Table 18.1:

Table 18.1

Commercial Property Insurance	Based on Value of Property	
Commercial General Liability	Each Occurrence	\$1,000,000
	Aggregate	\$3,000,000
Commercial Automobile Liability	Each Accident (combined single Limit)	\$1,000,000
Commercial Umbrella Liability	Each Occurrence	\$50,000,000
Educators Professional Liability	Each Claim	\$2,000,000
	Aggregate	\$2,000,000
Directors & Officers Liability*	Aggregate Limit for Loss	\$1,000,000
	Additional Aggregate for all Loss	\$2,000,000
Employment Practices Liability*	Aggregate Limit for Loss	\$1,000,000
	Additional Aggregate for all Costs, Charges, and Expenses	\$2,000,000
Fiduciary Liability	Policy Aggregate	\$1,000,000
Fidelity (Crime)*	Single Loss	\$5,000,000
Workers' Compensation and	Workers' Compensation	Statutory Limits

Commercial Property Insurance	Based on Value of Property	
Employer Liability	EL Each Accident	\$1,000,000
	EL Disease Occurrence	\$1,000,000
	EL Disease Limit	\$1,000,000
Student Accident	Basic Each Occurrence (out of pocket expense)	\$25,000
	Catastrophic	\$5,000,000

Employees will also be provided health benefits with various levels of coverage and premiums to meet their needs. Eligible employees (those working a minimum average of 36 hours/week) are able to participate in the benefits plan on their 90th day of employment and also during the year for qualifying events (i.e. birth of child, marriage, divorce). Some benefits available include medical, dental, disability, life, and vision insurance. A general overview of applicable benefits can be found in the employee handbook (included in **Appendix E**).

Section 19: Action Plan

A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:

- i. Applying for and securing appropriate legal status
- ii. Identifying and securing facility
- iii. Recruiting and hiring staff
- iv. Staff training
- v. Finalizing curriculum and other instructional materials
- vi. Governing Board training
- vii. Policy Adoption by Board (if necessary)
- viii. Enrollment Lottery, if necessary
- ix. Acquire furniture, fixtures, equipment
- x. Acquire instructional materials and technology
- xi. Student enrollment

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 milestones/benchmarks outlined in Table 19.1 below. 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.

The New School Opening Team (NSOT) is a team of professionals representing each functional area within the company who are focused on ensuring all tasks that are required to open a brand-new school are completed on time and correctly. A project manager who is responsible for planning, implementing, and directing the operational procedures of all new CSUSA schools leads the team.

The project manager completes the following tasks:

- Facilitate weekly or bi-weekly (depending on time of year) meetings for the purpose of identifying issues, developing recommendations, and oversight of project status
- Implement systems for quality assurance, support, oversight, and accountability
- Develop full-scale project plans
- Track project deliverables using appropriate tools
- Consistent monitoring and reporting on the progress of the projects to department heads and the CSUSA Executive Team

Meetings are attended by all departments and, once hired, the new school leadership team (principal, assistant principal, business manager, etc.). Meetings are tailored to the corresponding timeline in the project plan; each department is responsible for providing updates/info on their respective tasks and alerting the team of any potential issues. Any deficiencies or delays noticed by the project manager will also be addressed in these meetings.

The NSOT commences as soon as projects are given a green light and runs through October after school has opened, ending in an after-action review of each project. Suggestions and/or project revisions from the after-action review are added to the NSOT project plan template and implemented the following school year.

Table 19.1

Period	Projected Timetable for Key Project Tasks
10/15 – 4/16	<ul style="list-style-type: none"> • Approval of Charter Application • Construction Drawings/Plans Approval • Approval of Charter Contract • Finalize Architectural Design • Management Agreement Executed • 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 • Construction Financing • Site Plan Approval • Land Development Permit
12/15 – 5/16	<ul style="list-style-type: none"> • Apply for General Building Permit • Land Development • Facility Construction • Open Enrollment Period • Enrollment – Finalize the School's Budgets/Forecasts • General Community Awareness/Information Marketing • Technology Planning • Identify Potential Leadership Candidates • Lottery, if necessary
5/16 – 8/16	<ul style="list-style-type: none"> • Finalize Curriculum and Other Instructional Materials • RFP's for Vendors <ul style="list-style-type: none"> ○ Services ○ Furniture, Fixture, and Equipment listing (FF&E) ○ Technology ○ Instructional Materials • Community Activities • Facility Lease Executed • Construction (Ongoing) • Faculty Recruiting and Hiring • Faculty and Staff Training • Direct Marketing for Student Enrollment • Student Enrollment/Registration (Ongoing) • Complete Construction

Period	Projected Timetable for Key Project Tasks
6/16 – 8/16	<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 that the information submitted in this application for a charter for Renaissance Charter High School of Palm Beach 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 § 1000.05, Fla. Stat. (2014).
- 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 § 1008.22, Fla. Stat. (2014).
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and § 286.011, Fla. Stat. (2014), 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 § 218.39, Fla. Stat. (2014).

The governing board, at its discretion, allows Ken Haiko, Chairman to sign as the legal correspondent for the school.



Signature

August 3, 2015

Date

Ken Haiko

Printed Name

V. APPENDIX

Appendix A	Governing Board's Corporate Documents
Appendix B	Governing Board Member Resumes
Appendix C	Proposed Management Agreement with ESP
Appendix D	Form IEPC M1A / ESP Profile
Appendix E	Key School Staff Job Descriptions and Employee Handbook
Appendix F	5-Year Projected School Budget and Financial Plan
Appendix G	Curriculum Samples/CSUSA Florida Student Progression Plan/Sample Personalized Learning Plan/Sample Report Card
Appendix H	Technology Plan
Appendix I	Annual Calendar
Appendix J	Student Code of Conduct
Appendix K	Student Application

Appendix A
Governing Board
Corporate Documents



FLORIDA DEPARTMENT OF STATE

Glenda E. Hood
Secretary of State

September 20, 2004

RENAISSANCE CHARTER SCHOOL, INC.
6245 N. FEDERAL HWY., 5TH FLOOR
ATTN: BRAD HACKER
FORT LAUDERDALE, FL 33308

Re: Document Number N98000004768

The Articles of Amendment to the Articles of Incorporation for RENAISSANCE ELEMENTARY CHARTER SCHOOL, INC. which changed its name to RENAISSANCE CHARTER SCHOOL, INC., a Florida corporation, were filed on September 20, 2004.

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 H04000187789.

Should you have any question regarding this matter, please telephone (850) 245-6050, the Amendment Filing Section.

Michelle Milligan
Document Specialist
Division of Corporations

Letter Number: 204A00055391

**AMENDED AND RESTATED
BYLAWS OF
RENAISSANCE CHARTER SCHOOL, INC.
(A Not-For-Profit Florida Corporation)**

**ARTICLE I
NAME**

Section 1.1. Name. The name of the Corporation shall be Renaissance Charter School, Inc. formerly known as Renaissance Elementary Charter School, Inc., and Ryder System Charter School, 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, to operate within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), 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 Code issued pursuant thereto, as they now exist or as they may hereafter be amended.

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 is present. The affirmative vote of a majority of the Board at a meeting in which a quorum is present 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 to no more than nine (9) and decreased to no fewer than three (3) by a majority vote of the Board. In the event of an increase in the number of Directors, the additional directorships created shall be filled in a manner prescribed herein for the Election of Directors in accordance with Section 4.4.

Section 4.3. 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 three (3) 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, and no loans shall be made to any Director.

Section 4.8. Meetings of the Board. All meetings of the Board and its committees are subject to the Florida Open Meetings Law, FL Stat. Chapter 286, and notice of meetings shall be provided as required therein.

4.8.1 Annual Meetings. The annual meeting of the Board shall be held without on April 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.

4.8.2 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.

4.8.3 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.

Section 4.9. Quorum and Action of the Board. In the case where there are nine (9) members appointed to the Board of Directors, five (5) Directors must be present in person or by other electronic means 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. In the event there are less than nine (9) members appointed to the Board of Directors, a quorum of the Directors present in person or by other electronic means shall mean a majority of those directors present in person or by other electronic means. A majority of the Directors present in person or by other electronic means, 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 in person or by other electronic means at the time of adjournment.

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 United States citizens, residents of the State of Florida or of Broward County. 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.

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.

State of Florida

Department of State

I certify from the records of this office that RENAISSANCE CHARTER SCHOOL, INC. is a corporation organized under the laws of the State of Florida, filed on August 19, 1998.

The document number of this corporation is N98000004768.

I further certify that said corporation has paid all fees due this office through December 31, 2013, that its most recent annual report/uniform business report was filed on March 1, 2013, and its status is active.

I further certify that said corporation has not filed Articles of Dissolution.

*Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capital, this
the Eighteenth day of June, 2013*



Ken Reitzner
Secretary of State

Authentication ID: CU3853468036

To authenticate this certificate, visit the following site, enter this ID, and then follow the instructions displayed.

<https://efile.sunbiz.org/certauthver.html>

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 8:00 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 Ryder System Charter School Inc.

Our records indicate that a determination letter issued in June 2003 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

**CONFLICT OF INTEREST POLICY
FOR
Renaissance Charter School, Inc.**

**Article I
Purpose**

The purpose of the conflict of interest policy is to protect the Renaissance Charter School, 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.

Appendix B
Board Member
Resumes

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 FOR THE RENAISSANCE CHARTER SCHOOL, INC.

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.



Margaret I. Wells

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

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

Dean/ H. Wayne Huizenga School of Business & Entrepreneurship

J. Preston Jones, D.B.A.

Dean, HSBE, Nova Southeastern University

Dr. J. Preston Jones serves as dean of the H. Wayne Huizenga School of Business and Entrepreneurship. In this capacity, Dr. Jones is will provide strategic leadership for the school in support of the NSU mission, core values, and 2020 vision.

Dr. Jones responsibilities include; foster excellence in research and teaching, strengthen HSBE programs and promote their global visibility, ensure the highest quality educational experience and student services to prepare graduates to compete in a highly competitive global job market, and continue the advancement of innovation and entrepreneurship in the school. Additionally, he is charged with growing the school's financial base through resource development and partnerships with leaders of the business community.

Dr. Jones' academic career began more than 20 years ago. He has proudly served NSU as Executive Associate Dean, Associate Dean for Academic Affairs, Executive Director, Masters Programs & Assistant Professor of Management, Director MBA Programs, Assistant Professor Management, Faculty Coordinator for Graduate Programs, Director Center for Entrepreneurship and Recruiter. Before entering higher education, Dr. Jones served the Johnson and Johnson Family of Companies in various engineering and management capacities for over 15 years.

Governor Charlie Christ appointed Dr. Jones to the Florida Technology, Research and Scholarship Board. He also serves as board member of the Greater Fort Lauderdale and Miami Chambers of Commerce Sigma Beta Delta International Society. He is a proud member of Zeta Lambda Chapter; Alpha Phi Alpha Fraternity.

Dr. Jones earned his Doctor of Business Administration and M.B.A at Nova Southeastern University received his B.S. in Electrical Engineering from Purdue University.

Shane S. Strum

555 South Andrews Ave, Suite 202
Pompano Beach, Fl 33069
E-mail shanestrums@hotmail.com
Telephone (954) 668-8731

Skills Summary

Adept at building successful partnerships between public and private sectors through effective communication and ability to recognize mutually beneficial opportunities. Possess strong negotiation and leadership skills.

Professional Experience

Blue Frog Solutions Inc., Pompano Beach, Florida, October 2000-present

Director of New Business Development and Government Relations

Responsible for developing new business opportunities for up and coming technology company with target markets in the finance, insurance, and government sectors. Successfully worked as part of executive team who has taken start up business from ground level to multi-million dollar revenue generating company that continues to grow. Procured a substantial qualified tax incentive from the State of Florida to remain a Florida company. Recognized by South Florida Business Journal as South Florida's Technology Company of the Year, 2002.

Nova Southeastern University, Fort Lauderdale, Florida 1995-October 2000

Director of Corporate and Government Affairs, Huizenga School of Business and Entrepreneurship

Having begun as corporate liaison and then marketing manager, responsibilities included promoting School of Business to corporate and governmental entities by creating and fostering partnerships with Caribbean Ministries of Education and local public and private sectors to maintain and establish educational programs for working professionals.

Community and Political Involvement

- **South Broward Hospital District Board of Commissioners**, Vice-Chairman 2003-present, appointed by Governor Bush 2001
- **Young Entrepreneurship Council for Huizenga School of Business**, founding board member 2002-present
- **Greater Hollywood Chamber of Commerce**, board member 1999-2000
- **Leadership Hollywood**, graduate 1998
- **Charter Schools USA**, Vice-Chairman 2004, board member since 2001
- **Facing It Together - FIT**, board member 2003-present
- **Winterfest**, board member 2002-present
- **Florida Invitational Golf Tournament**, board member 2002-present
- **Valor Award from American Diabetes Association 2004**
- **Child Net**, board member 2004

Education

Nova Southeastern University, M.B.A. 1993

University of Alabama, B.A. Political Science 1992

References

Alexis Yarbrough	954 760-4929	Partner at Tripp Scott Law Firm
Raymond Ferrero III	954 494-6066	Attorney and Professor at Nova Southeastern University
Paul Sallarulo	954 356-0230	Wachovia Securities

Appendix C
Proposed Management
Agreement with ESP

MANAGEMENT AGREEMENT

THIS MANAGEMENT AGREEMENT is made and entered into as of the ____ day of _____, 2015, by and between Charter Schools USA at Palm Beach ("CSUSA"), and Renaissance Charter School, Inc., doing business as Renaissance Charter High School of Palm Beach, 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 Renaissance Charter High School of Palm Beach located at _____ to The School Board of Palm Beach 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:

Renaissance Charter School, Inc.
6278 North Federal Highway, #384
Ft. Lauderdale, FL 33308
Phone: 954-562-1671

with a copy to:

Law Offices of Levi Williams, P.A.
Legacy Bank Building
12 S.E. 7th Street, Suite 700
Ft. Lauderdale, FL 33301
Phone: 954-463-1626
Fax: 954-463-1630

CSUSA:

Chairman, Chief Executive Officer
800 Corporate Drive #124
Ft. Lauderdale, FL 33334
Phone: 954-202-3500
Fax: 954-202-2047

with a copy to:

Tripp Scott, P.A.
Attn: Edward J. Pozzuoli
110 S.E. Sixth Street, 15th Floor
Fort Lauderdale, FL 33301
Phone: 954-525-7500
Fax: 954-761-8475

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

Appendix D
Form IEPC M1A /
ESP Profile

Schools Currently or Previously Operated by Management Company

Charter Schools USA			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fl.doe.org/ .	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).
2014-2015						
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance
Dade	Aventura City of Excellence School	0950	Active	1008 (9.5%)	Not Yet Available	Not Yet Available
Lee	Bonita Springs Charter School	4102	Active	1299 (49.0%)	Not Yet Available	Not Yet Available
Osceola	Canoe Creek Charter Academy	0916	Active	538 (67.8%)	Not Yet Available	Not Yet Available
Lee	Cape Coral Charter School	4111	Active	572 (73.6%)	Not Yet Available	Not Yet Available
Broward	Coral Springs Charter School	5091	Active	1650 (32.6%)	Not Yet Available	Not Yet Available
Dade	Downtown Miami Charter School	3600	Active	655 (93.0%)	Not Yet Available	Not Yet Available
Duval	Duval Charter School at Arlington	1231	Active	510 (19.3%)	Not Yet Available	Not Yet Available
Duval	Duval Charter School at Baymeadows	1321	Active	1287 (1.9%)	Not Yet Available	Not Yet Available
Duval	Duval Charter High School at Baymeadows	1311	Active	476 (3.5%)	Not Yet Available	Not Yet Available
Duval	Duval Charter School at Mandarin	5511	Active	633 (11.8%)	Not Yet Available	Not Yet Available
Duval	Duval Charter School at Southside	5551	Active	559 (8.5%)	Not Yet Available	Not Yet Available
Duval	Duval Charter School at Westside	5411	Active	800 (13.0%)	Not Yet Available	Not Yet Available
Osceola	Four Corners Charter School	0863	Active	1073 (64.0%)	Not Yet Available	Not Yet Available
Lee	Gateway Charter School (K-5)	4103	Active	1370 (69.0%)	Not Yet Available	Not Yet Available
Lee	Gateway Charter School MS (6-8)	4261	Active	821 (57.6%)	Not Yet Available	Not Yet Available
Lee	Gateway Charter High School (9-12)	4121	Active	693 (53.8%)	Not Yet Available	Not Yet Available
Leon	Governors Charter Academy	1441	Active	707 (65.8%)	Not Yet Available	Not Yet Available
Hillsborough	Henderson Hammock Charter School	6662	Active	1034 (66.9%)	Not Yet Available	Not Yet Available
Broward	Hollywood Academy of Arts & Science	5325	Active	1038 (59.4%)	Not Yet Available	Not Yet Available
Broward	Hollywood Academy of Arts & Science Middle	5362	Active	468 (61.8%)	Not Yet Available	Not Yet Available
Osceola	iVirtual League Academy	154	Closed	N/A	N/A	N/A
Dade	Keys Gate Charter School	3610	Active	2288 (73.9%)	Not Yet Available	Not Yet Available
Dade	Keys Gate Charter High School	7050	Active	1200 (68.0%)	Not Yet Available	Not Yet Available
Manatee	Manatee Charter School	2121	Active	686 (80.6%)	Not Yet Available	Not Yet Available
Broward	North Broward Academy of Excellence	5161	Active	678 (78.7%)	Not Yet Available	Not Yet Available
Broward	North Broward Academy of Excellence Middle	5371	Active	349 (73.4%)	Not Yet Available	Not Yet Available

Schools Currently or Previously Operated by Management Company

Charter Schools USA			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fl.doe.org/ .	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance
Osceola	PM Wells Charter Academy	0881	Active	858 (81.0%)	Not Yet Available	Not Yet Available
Palm Beach	Renaissance Charter School at Central Palm	4051	Active	515 (0.0%)	Not Yet Available	Not Yet Available
Orange	Renaissance Charter School at Chickasaw Trail	0185	Active	957 (24.8%)	Not Yet Available	Not Yet Available
Broward	Renaissance Charter School at Cooper City	5049	Active	1202 (41.2%)	Not Yet Available	Not Yet Available
Broward	Renaissance Charter School at Coral Springs	5020	Active	1506 (55.5%)	Not Yet Available	Not Yet Available
Orange	Renaissance Charter School at Hunter's Creek	0204	Active	894 (21.8%)	Not Yet Available	Not Yet Available
Palm Beach	Renaissance Charter School at Cypress	4050	Active	443 (0.0%)	Not Yet Available	Not Yet Available
Palm Beach	Renaissance Charter School at Palms West	4000	Active	737 (0.0%)	Not Yet Available	Not Yet Available
Broward	Renaissance Charter Schools at Pines	5050	Active	1054 (69.0%)	Not Yet Available	Not Yet Available
Broward	Renaissance Charter School at Plantation	5023	Active	1021 (61.1%)	Not Yet Available	Not Yet Available
Osceola	Renaissance Charter School at Poinciana	0149	Active	1086 (80.8%)	Not Yet Available	Not Yet Available
Palm Beach	Renaissance Charter School at Summit	4002	Active	801 (0.0%)	Not Yet Available	Not Yet Available
St. Lucie	Renaissance Charter School at Tradition	0721	Active	881 (47.6%)	Not Yet Available	Not Yet Available
Broward	Renaissance Charter School at University	5048	Active	1420 (66.1%)	Not Yet Available	Not Yet Available
Palm Beach	Renaissance Charter School at Wellington	4001	Active	363 (0.3%)	Not Yet Available	Not Yet Available
Palm Beach	Renaissance Charter School at West Palm Beach	3431	Active	930 (0.0%)	Not Yet Available	Not Yet Available
St. Lucie	Renaissance Charter School at St. Lucie	0711	Active	1285 (58.8%)	Not Yet Available	Not Yet Available
Dade	Renaissance Elementary Charter School at Doral	0400	Active	910 (28.5%)	Not Yet Available	Not Yet Available
Dade	Renaissance Middle Charter School at Doral	6028	Active	437 (46.9%)	Not Yet Available	Not Yet Available
Lee	Six Mile Charter Academy	4141	Active	1252 (59.6%)	Not Yet Available	Not Yet Available
Hillsborough	Winthrop Charter School	6658	Active	1289 (23.1%)	Not Yet Available	Not Yet Available
Hillsborough	Woodmont Charter School	6653	Active	639 (86.3%)	Not Yet Available	Not Yet Available
Cherokee	Cherokee Charter Academy	0212	Active	950 (17.1%)	Not Yet Available	Not Yet Available
Coweta	Coweta Charter Academy	0610	Active	772 (15.7%)	Not Yet Available	Not Yet Available
Cook	Larry Hawkins Charter School ¹	Not listed on DOE website	Active	228 (89.0%)	Not Yet Available	Not Yet Available

Schools Currently or Previously Operated by Management Company

Charter Schools USA			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fl.doe.org/ .	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).
2014-2015						
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance
Cook	Lloyd Bond Charter School ¹	Not listed on DOE website	Active	345 (89.0%)	Not Yet Available	Not Yet Available
Cook	Longwood Charter School ¹	Not listed on DOE website	Active	1224 (89.0%)	Not Yet Available	Not Yet Available
Cook	Loomis Primary Charter School ¹	Not listed on DOE website	Active	549 (89.0%)	Not Yet Available	Not Yet Available
Marion	Emma Donnan Middle School	5572	Active	336 (67.5%)	Not Yet Available	Not Yet Available
Marion	Emmerich Manual High School	5481	Active	570 (28.1%)	Not Yet Available	Not Yet Available
Marion	Thomas Carr Howe Community High School	5639	Active	640 (59.4%)	Not Yet Available	Not Yet Available
Lafayette	Acadiana Renaissance Charter Academy	3B6001	Active	670 (30.8%)	Not Yet Available	Not Yet Available
East Baton Rouge	Baton Rouge Charter Academy at Mid City	3A3001	Active	592 (93.3%)	Not Yet Available	Not Yet Available
Iberville	Iberville Charter Academy	3A3002	Active	274 (92.3%)	Not Yet Available	Not Yet Available
Lafayette	Lafayette Renaissance Charter Academy	3B6002	Active	517 (72.2%)	Not Yet Available	Not Yet Available
Calcasieu	Lake Charles Charter Academy	346001	Active	864 (78.5%)	Not Yet Available	Not Yet Available
Calcasieu	Lake Charles College Prep	328002	Active	102 (72.3%)	Not Yet Available	Not Yet Available
Caddo	Magnolia School of Excellence	009106	Active	760 (67.6%)	Not Yet Available	Not Yet Available
East Baton Rouge	South Baton Rouge Charter Academy	017145	Active	455 (84.2%)	Not Yet Available	Not Yet Available
Calcasieu	Southwest Louisiana Charter Academy	328001	Active	862 (86.7%)	Not Yet Available	Not Yet Available
Macomb	Success Mile Academy	Not listed on DOE website	Active	268 (54.9%)	Not Yet Available	Not Yet Available
Cabarrus	Cabarrus Charter Academy	Not listed on DOE website	Active	973 (NC does not track FRL %)	Not Yet Available	Not Yet Available
Wake	Cardinal Charter Academy	Not listed on DOE website	Active	747 (NC does not track FRL %)	Not Yet Available	Not Yet Available
Iredell	Langtree Charter Academy	Not listed on DOE website	Active	922 (NC does not track FRL %)	Not Yet Available	Not Yet Available

Schools Currently or Previously Operated by Management Company

District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance
<p>Charter Schools USA</p>			<p>Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.</p>	<p>Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch</p>	<p>Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fl.doe.org/.</p>	<p>Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).</p>
<p>2014-2015</p>						
<p>Notes:</p>						
<p>¹ <i>These schools are not individual charter schools with individual fund balances. These four schools are part of a group of 18 schools that exist under one single charter contract. The audited fund balance is reported as one consolidated fund balance for the group of 18 schools. A financial audit is not performed for each individual school; the audit is performed on the group of 18 schools.</i></p>						

Renaissance Charter High School of Palm Beach
Schools Currently or Previously Operated by Management Company

Charter Schools USA			Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
District	School Name	MSID	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Aventura City of Excellence School	0950	Not Yet Available	Not Yet Available
Lee	Bonita Springs Charter School	4102	Not Yet Available	Not Yet Available
Osceola	Canoe Creek Charter Academy	0916	Not Yet Available	Not Yet Available
Lee	Cape Coral Charter School	4111	Not Yet Available	Not Yet Available
Broward	Coral Springs Charter School	5091	Not Yet Available	Not Yet Available
Dade	Downtown Miami Charter School	3600	Not Yet Available	Not Yet Available
Duval	Duval Charter School at Arlington	1231	Not Yet Available	Not Yet Available
Duval	Duval Charter School at Baymeadows	1321	Not Yet Available	Not Yet Available
Duval	Duval Charter High School at Baymeadows	1311	Not Yet Available	Not Yet Available
Duval	Duval Charter School at Mandarin	5511	Not Yet Available	Not Yet Available
Duval	Duval Charter School at Southside	5551	Not Yet Available	Not Yet Available
Duval	Duval Charter School at Westside	5411	Not Yet Available	Not Yet Available
Osceola	Four Corners Charter School	0863	Not Yet Available	Not Yet Available
Lee	Gateway Charter School (K-5)	4103	Not Yet Available	Not Yet Available
Lee	Gateway Charter School MS (6-8)	4261	Not Yet Available	Not Yet Available
Lee	Gateway Charter High School (9-12)	4121	Not Yet Available	Not Yet Available
Leon	Governors Charter Academy	1441	Not Yet Available	Not Yet Available
Hillsborough	Henderson Hammock Charter School	6662	Not Yet Available	Not Yet Available
Broward	Hollywood Academy of Arts & Science	5325	Not Yet Available	Not Yet Available
Broward	Hollywood Academy of Arts & Science Middle	5362	Not Yet Available	Not Yet Available
Osceola	iVirtual League Academy	154	N/A	N/A
Dade	Keys Gate Charter School	3610	Not Yet Available	Not Yet Available
Dade	Keys Gate Charter High School	7050	Not Yet Available	Not Yet Available
Manatee	Manatee Charter School	2121	Not Yet Available	Not Yet Available
Broward	North Broward Academy of Excellence	5161	Not Yet Available	Not Yet Available
Broward	North Broward Academy of Excellence Middle	5371	Not Yet Available	Not Yet Available

Schools Currently or Previously Operated by Management Company

Charter Schools USA			Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
District	School Name	MSID	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Osceola	PM Wells Charter Academy	0881	Not Yet Available	Not Yet Available
Palm Beach	Renaissance Charter School at Central Palm	4051	Not Yet Available	Not Yet Available
Orange	Renaissance Charter School at Chickasaw Trail	0185	Not Yet Available	Not Yet Available
Broward	Renaissance Charter School at Cooper City	5049	Not Yet Available	Not Yet Available
Broward	Renaissance Charter School at Coral Springs	5020	Not Yet Available	Not Yet Available
Orange	Renaissance Charter School at Hunter's Creek	0204	Not Yet Available	Not Yet Available
Palm Beach	Renaissance Charter School at Cypress	4050	Not Yet Available	Not Yet Available
Palm Beach	Renaissance Charter School at Palms West	4000	Not Yet Available	Not Yet Available
Broward	Renaissance Charter Schools at Pines	5050	Not Yet Available	Not Yet Available
Broward	Renaissance Charter School at Plantation	5023	Not Yet Available	Not Yet Available
Osceola	Renaissance Charter School at Poinciana	0149	Not Yet Available	Not Yet Available
Palm Beach	Renaissance Charter School at Summit	4002	Not Yet Available	Not Yet Available
St. Lucie	Renaissance Charter School at Tradition	0721	Not Yet Available	Not Yet Available
Broward	Renaissance Charter School at University	5048	Not Yet Available	Not Yet Available
Palm Beach	Renaissance Charter School at Wellington	4001	Not Yet Available	Not Yet Available
Palm Beach	Renaissance Charter School at West Palm Beach	3431	Not Yet Available	Not Yet Available
St. Lucie	Renaissance Charter School at St. Lucie	0711	Not Yet Available	Not Yet Available
Dade	Renaissance Elementary Charter School at Doral	0400	Not Yet Available	Not Yet Available
Dade	Renaissance Middle Charter School at Doral	6028	Not Yet Available	Not Yet Available
Lee	Six Mile Charter Academy	4141	Not Yet Available	Not Yet Available
Hillsborough	Winthrop Charter School	6658	Not Yet Available	Not Yet Available
Hillsborough	Woodmont Charter School	6653	Not Yet Available	Not Yet Available
Cherokee	Cherokee Charter Academy	0212	Not Yet Available	Not Yet Available
Coweta	Coweta Charter Academy	0610	Not Yet Available	Not Yet Available
Cook	Larry Hawkins Charter School ¹	Not listed on DOE website	Not Yet Available	Not Yet Available

Schools Currently or Previously Operated by Management Company

Charter Schools USA			Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
District	School Name	MSID	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Cook	Lloyd Bond Charter School ¹	Not listed on DOE website	Not Yet Available	Not Yet Available
Cook	Longwood Charter School ¹	Not listed on DOE website	Not Yet Available	Not Yet Available
Cook	Loomis Primary Charter School ¹	Not listed on DOE website	Not Yet Available	Not Yet Available
Marion	Emma Donnan Middle School	5572	Not Yet Available	Not Yet Available
Marion	Emmerich Manual High School	5481	Not Yet Available	Not Yet Available
Marion	Thomas Carr Howe Community High School	5639	Not Yet Available	Not Yet Available
Lafayette	Acadiana Renaissance Charter Academy	3B6001	Not Yet Available	Not Yet Available
East Baton Rouge	Baton Rouge Charter Academy at Mid City	3A3001	Not Yet Available	Not Yet Available
Iberville	Iberville Charter Academy	3A3002	Not Yet Available	Not Yet Available
Lafayette	Lafayette Renaissance Charter Academy	3B6002	Not Yet Available	Not Yet Available
Calcasieu	Lake Charles Charter Academy	346001	Not Yet Available	Not Yet Available
Calcasieu	Lake Charles College Prep	328002	Not Yet Available	Not Yet Available
Caddo	Magnolia School of Excellence	009106	Not Yet Available	Not Yet Available
East Baton Rouge	South Baton Rouge Charter Academy	017145	Not Yet Available	Not Yet Available
Calcasieu	Southwest Louisiana Charter Academy	328001	Not Yet Available	Not Yet Available
Macomb	Success Mile Academy	Not listed on DOE website	Not Yet Available	Not Yet Available
Cabarrus	Cabarrus Charter Academy	Not listed on DOE website	Not Yet Available	Not Yet Available
Wake	Cardinal Charter Academy	Not listed on DOE website	Not Yet Available	Not Yet Available
Iredell	Langtree Charter Academy	Not listed on DOE website	Not Yet Available	Not Yet Available

Schools Currently or Previously Operated by Management Company

District	School Name	MSID	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
<p>Charter Schools USA</p> <p>Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)</p> <p>Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.</p>				
<p>Notes:</p>				
<p>¹ <i>These schools are not individual charter schools with individual fund balances. These four schools are part of a group of 18 schools that exist under one single charter contract. The audited fund balance is reported as one consolidated fund balance for the group of 18 schools. A financial audit is not performed for each individual school; the audit is performed on the group of 18 schools.</i></p>				

Renaissance Charter High School of Palm Beach
Schools Currently or Previously Operated by Management Company

Charter Schools USA			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fl.doe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).
2013-2014					
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance
Dade	Aventura City of Excellence School	0950	996 (14.2%)	A	0
Lee	Bonita Springs Charter School	4102	1296 (46.4%)	C	153,172
Osceola	Canoe Creek Charter Academy	0916	575 (58.2%)	A	134,544
Lee	Cape Coral Charter School	4111	650 (72.3%)	B	84,548
Broward	Coral Springs Charter School	5091	1632 (29.0%)	A	683,034
Dade	Downtown Miami Charter School	3600	653 (86.2%)	A	312,784
Duval	Duval Charter School at Arlington	1231	610 (59.2%)	C	0
Duval	Duval Charter School at Baymeadows	1321	1283 (13.2%)	A	1,485,912
Duval	Duval Charter High School at Baymeadows	1311	369 (12.6%)	B	85,691
Duval	Duval Charter School at Mandarin	5511	N/A	N/A	N/A
Duval	Duval Charter School at Southside	5551	N/A	N/A	N/A
Duval	Duval Charter School at Westside	5411	659 (46.2%)	F	458,075
Osceola	Four Corners Charter School	0863	1071 (56.3%)	A	785,870
Lee	Gateway Charter School (K-5)	4103	1414 (66.5%)	C	1,620,777
Lee	Gateway Charter School MS (6-8)	4261	811 (53.9%)	C	1,493,332
Lee	Gateway Charter High School (9-12)	4121	711 (53.4%)	B	5,169
Leon	Governors Charter Academy	1441	656 (30.3%)	C	329,686
Hillsborough	Henderson Hammock Charter School	6662	878 (59.6%)	B	623,613
Broward	Hollywood Academy of Arts & Science	5325	1000 (50.4%)	A	907,710
Broward	Hollywood Academy of Arts & Science Middle	5362	434 (60.7%)	A	208,398
Osceola	iVirtual League Academy	154	16 (No FRL % for virtual school)	No Grade	0
Dade	Keys Gate Charter School	3610	2191 (68.8%)	B	6,934,432
Dade	Keys Gate Charter High School	7050	1125 (59.0%)	C	745,008
Manatee	Manatee Charter School	2121	650 (77.6%)	C	0
Broward	North Broward Academy of Excellence	5161	683 (75.4%)	A	0
Broward	North Broward Academy of Excellence Middle	5371	349 (76.8%)	A	774,885

Schools Currently or Previously Operated by Management Company

Charter Schools USA			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fl.doe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).
2013-2014					
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance
Osceola	PM Wells Charter Academy	0881	857 (73.7%)	A	954,282
Palm Beach	Renaissance Charter School at Central Palm	4051	N/A	N/A	N/A
Orange	Renaissance Charter School at Chickasaw Trail	0185	864 (FRL Info missing from FLDOE database)	B	621,485
Broward	Renaissance Charter School at Cooper City	5049	1081 (37.9%)	A	269,937
Broward	Renaissance Charter School at Coral Springs	5020	1389 (46.7%)	A	1,311,529
Orange	Renaissance Charter School at Hunter's Creek	0204	693 (FRL Info missing from FLDOE database)	C	0
Palm Beach	Renaissance Charter School at Cypress	4050	N/A	N/A	N/A
Palm Beach	Renaissance Charter School at Palms West	4000	647 (42.8%)	C	0
Broward	Renaissance Charter Schools at Pines	5050	N/A	N/A	N/A
Broward	Renaissance Charter School at Plantation	5023	883 (70.6%)	B	507,514
Osceola	Renaissance Charter School at Poinciana	0149	887 (80.0%)	A	590,589
Palm Beach	Renaissance Charter School at Summit	4002	619 (66.0%)	D	453,053
St. Lucie	Renaissance Charter School at Tradition	0721	682 (44.1%)	A	68,866
Broward	Renaissance Charter School at University	5048	1206 (61.9%)	A	724,225
Palm Beach	Renaissance Charter School at Wellington	4001	N/A	N/A	N/A
Palm Beach	Renaissance Charter School at West Palm Beach	3431	778 (63.4%)	C	164,427
St. Lucie	Renaissance Charter School at St. Lucie	0711	1284 (50.4%)	A	1,427,596
Dade	Renaissance Elementary Charter School at Doral	0400	913 (19.9%)	A	1,779,684
Dade	Renaissance Middle Charter School at Doral	6028	448 (30.8%)	A	269,340
Lee	Six Mile Charter Academy	4141	1203 (32.3%)	C	671,507
Hillsborough	Winthrop Charter School	6658	1262 (40.0%)	A	2,414,665
Hillsborough	Woodmont Charter School	6653	628 (82.6%)	C	164,079
Cherokee	Cherokee Charter Academy	0212	1079 (14.8%)	No A - F Grade	372,882
Coweta	Coweta Charter Academy	0610	606 (10.8%)	No A - F Grade	6,438
Cook	Larry Hawkins Charter School ¹	Not listed on DOE website	311 (88.0%)	No A - F Grade	See Note 1

Renaissance Charter High School of Palm Beach
Schools Currently or Previously Operated by Management Company

Charter Schools USA			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fl.doe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).
2013-2014					
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance
Cook	Lloyd Bond Charter School ¹	Not listed on DOE website	326 (88.0%)	No A - F Grade	See Note 1
Cook	Longwood Charter School ¹	Not listed on DOE website	1234 (88.0%)	No A - F Grade	See Note 1
Cook	Loomis Primary Charter School ¹	Not listed on DOE website	559 (88.0%)	No A - F Grade	See Note 1
Marion	Emma Donnan Middle School	5572	314 (24.7%)	F	0
Marion	Emmerich Manual High School	5481	510 (51.9%)	D	0
Marion	Thomas Carr Howe Community High School	5639	619 (31.5%)	F	0
Lafayette	Acadiana Renaissance Charter Academy	3B6001	N/A	N/A	N/A
East Baton Rouge	Baton Rouge Charter Academy at Mid City	3A3001	449 (93.4%)	F	380,365
Iberville	Iberville Charter Academy	3A3002	N/A	N/A	N/A
Lafayette	Lafayette Renaissance Charter Academy	3B6002	N/A	N/A	N/A
Calcasieu	Lake Charles Charter Academy	346001	865 (79.3%)	C	1,596,407
Calcasieu	Lake Charles College Prep	328002	N/A	N/A	N/A
Caddo	Magnolia School of Excellence	009106	553 (43.5%)	D	354,043
East Baton Rouge	South Baton Rouge Charter Academy	017145	N/A	N/A	N/A
Calcasieu	Southwest Louisiana Charter Academy	328001	671 (80.0%)	C	34,009
Macomb	Success Mile Academy	Not listed on DOE website	195 (78.2%)	No A - F Grade	0
Cabarrus	Cabarrus Charter Academy	Not listed on DOE website	661 (NC does not track FRL %)	B	0
Wake	Cardinal Charter Academy	Not listed on DOE website	N/A	N/A	N/A
Iredell	Langtree Charter Academy	Not listed on DOE website	689 (NC does not track FRL %)	B	0

Schools Currently or Previously Operated by Management Company

Charter Schools USA		Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch		Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fl.doe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).
2013-2014					
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance
Notes:					
	¹ These schools are not individual charter schools with individual fund balances. These four schools are part of a group of 18 schools that exist under one single charter contract. The audited fund balance is reported as one consolidated fund balance for the group of 18 schools. A financial audit is not performed for each individual school; the audit is performed on the group of 18 schools.				

Renaissance Charter High School of Palm Beach
Schools Currently or Previously Operated by Management Company

Charter Schools USA			Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
District	School Name	MSID	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Dade	Aventura City of Excellence School	0950	0%	No
Lee	Bonita Springs Charter School	4102	2%	No
Osceola	Canoe Creek Charter Academy	0916	4%	No
Lee	Cape Coral Charter School	4111	2%	No
Broward	Coral Springs Charter School	5091	6%	No
Dade	Downtown Miami Charter School	3600	6%	No
Duval	Duval Charter School at Arlington	1231	0%	No
Duval	Duval Charter School at Baymeadows	1321	16%	No
Duval	Duval Charter High School at Baymeadows	1311	4%	No
Duval	Duval Charter School at Mandarin	5511	N/A	N/A
Duval	Duval Charter School at Southside	5551	N/A	N/A
Duval	Duval Charter School at Westside	5411	10%	No
Osceola	Four Corners Charter School	0863	11%	No
Lee	Gateway Charter School (K-5)	4103	18%	No
Lee	Gateway Charter School MS (6-8)	4261	22%	No
Lee	Gateway Charter High School (9-12)	4121	0%	No
Leon	Governors Charter Academy	1441	6%	No
Hillsborough	Henderson Hammock Charter School	6662	9%	No
Broward	Hollywood Academy of Arts & Science	5325	12%	No
Broward	Hollywood Academy of Arts & Science Middle	5362	7%	No
Osceola	iVirtual League Academy	154	0%	No
Dade	Keys Gate Charter School	3610	43%	No
Dade	Keys Gate Charter High School	7050	9%	No
Manatee	Manatee Charter School	2121	0%	No
Broward	North Broward Academy of Excellence	5161	0%	No
Broward	North Broward Academy of Excellence Middle	5371	33%	No

Schools Currently or Previously Operated by Management Company

Charter Schools USA			Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
District	School Name	MSID	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Osceola	PM Wells Charter Academy	0881	17%	No
Palm Beach	Renaissance Charter School at Central Palm	4051	N/A	N/A
Orange	Renaissance Charter School at Chickasaw Trail	0185	10%	No
Broward	Renaissance Charter School at Cooper City	5049	3%	No
Broward	Renaissance Charter School at Coral Springs	5020	13%	No
Orange	Renaissance Charter School at Hunter's Creek	0204	0%	No
Palm Beach	Renaissance Charter School at Cypress	4050	N/A	N/A
Palm Beach	Renaissance Charter School at Palms West	4000	0%	No
Broward	Renaissance Charter Schools at Pines	5050	N/A	N/A
Broward	Renaissance Charter School at Plantation	5023	8%	No
Osceola	Renaissance Charter School at Polciana	0149	9%	No
Palm Beach	Renaissance Charter School at Summit	4002	9%	No
St. Lucie	Renaissance Charter School at Tradition	0721	1%	No
Broward	Renaissance Charter School at University	5048	8%	No
Palm Beach	Renaissance Charter School at Wellington	4001	N/A	N/A
Palm Beach	Renaissance Charter School at West Palm Beach	3431	3%	No
St. Lucie	Renaissance Charter School at St. Lucie	0711	16%	No
Dade	Renaissance Elementary Charter School at Doral	0400	25%	No
Dade	Renaissance Middle Charter School at Doral	6028	8%	No
Lee	Six Mile Charter Academy	4141	7%	No
Hillsborough	Winthrop Charter School	6658	25%	No
Hillsborough	Woodmont Charter School	6653	3%	No
Cherokee	Cherokee Charter Academy	0212	5%	No
Coweta	Coweta Charter Academy	0610	0%	No
Cook	Larry Hawkins Charter School ¹	Not listed on DOE website	See Note 1	No

Renaissance Charter High School of Palm Beach
Schools Currently or Previously Operated by Management Company

Charter Schools USA			Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
District	School Name	MSID	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Cook	Lloyd Bond Charter School ¹	Not listed on DOE website	See Note 1	No
Cook	Longwood Charter School ¹	Not listed on DOE website	See Note 1	No
Cook	Loomis Primary Charter School ¹	Not listed on DOE website	See Note 1	No
Marion	Emma Donnan Middle School	5572	0%	No
Marion	Emmerich Manual High School	5481	0%	No
Marion	Thomas Carr Howe Community High School	5639	0%	No
Lafayette	Acadiana Renaissance Charter Academy	3B6001	N/A	N/A
East Baton Rouge	Baton Rouge Charter Academy at Mid City	3A3001	7%	No
Iberville	Iberville Charter Academy	3A3002	N/A	N/A
Lafayette	Lafayette Renaissance Charter Academy	3B6002	N/A	N/A
Calcasieu	Lake Charles Charter Academy	346001	18%	No
Calcasieu	Lake Charles College Prep	328002	N/A	N/A
Caddo	Magnolia School of Excellence	009106	6%	No
East Baton Rouge	South Baton Rouge Charter Academy	017145	N/A	N/A
Calcasieu	Southwest Louisiana Charter Academy	328001	0%	No
Macomb	Success Mile Academy	Not listed on DOE website	0%	No
Cabarrus	Cabarrus Charter Academy	Not listed on DOE website	0%	No
Wake	Cardinal Charter Academy	Not listed on DOE website	N/A	N/A
Iredell	Langtree Charter Academy	Not listed on DOE website	0%	No

Schools Currently or Previously Operated by Management Company

District	School Name	MSID	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
<p>Charter Schools USA</p>			<p>Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)</p>	<p>Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.</p>
	<p>Notes:</p>			
	<p>¹ <i>These schools are not individual charter schools with individual fund balances. These four schools are part of a group of 18 schools that exist under one single charter contract. The audited fund balance is reported as one consolidated fund balance for the group of 18 schools. A financial audit is not performed for each individual school; the audit is performed on the group of 18 schools.</i></p>			

Renaissance Charter High School of Palm Beach
Schools Currently or Previously Operated by Management Company

Charter Schools USA			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fl.doe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)
2012-2013						
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue
Dade	Aventura City of Excellence School	0950	984 (15.3%)	A	0	0%
Lee	Bonita Springs Charter School	4102	1262 (45.5%)	B	59,925	1%
Osceola	Canoe Creek Charter Academy	0916	522 (72.9%)	C	198,471	6%
Lee	Cape Coral Charter School	4111	609 (60.2%)	C	61,188	1%
Broward	Coral Springs Charter School	5091	1637 (24.9%)	B	329,620	3%
Dade	Downtown Miami Charter School	3600	650 (85.8%)	A	269,478	6%
Duval	Duval Charter School at Arlington	1231	691 (51.0%)	D	258,547	5%
Duval	Duval Charter School at Baymeadows	1321	1230 (13.2%)	A	1,193,464	14%
Duval	Duval Charter High School at Baymeadows	1311	198 (17.3%)	B	0	0%
Duval	Duval Charter School at Mandarin	5511	N/A	N/A	N/A	N/A
Duval	Duval Charter School at Southside	5551	N/A	N/A	N/A	N/A
Duval	Duval Charter School at Westside	5411	N/A	N/A	N/A	N/A
Osceola	Four Corners Charter School	0863	1068 (66.3%)	A	642,486	10%
Lee	Gateway Charter School (K-5)	4103	1133 (60.4%)	B	2,056,630	24%
Lee	Gateway Charter School MS (6-8)	4261	1054 (48.5%)	B	1,488,795	23%
Lee	Gateway Charter High School (9-12)	4121	1510 (40.4%)	B	42,474	1%
Leon	Governors Charter Academy	1441	492 (34.1%)	C	87,014	2%
Hillsborough	Henderson Hammock Charter School	6662	625 (54.2%)	C	88,349	2%
Broward	Hollywood Academy of Arts & Science	5325	1300 (43.3%)	B	619,774	9%
Broward	Hollywood Academy of Arts & Science Middle	5362	399 (53.6%)	A	9,881	0%
Osceola	iVirtual League Academy	154	18 (No FRL % for virtual school)	No Grade	0	0%
Dade	Keys Gate Charter School	3610	2064 (67.0%)	C	7,204,680	51%
Dade	Keys Gate Charter High School	7050	796 (57.8%)	B	5,385	0%
Manatee	Manatee Charter School	2121	513 (44.3%)	F	39,528	1%
Broward	North Broward Academy of Excellence	5161	1018 (77.0%)	B	351,827	7%
Broward	North Broward Academy of Excellence Middle	5371	353 (79.1%)	B	517,219	24%

Schools Currently or Previously Operated by Management Company

Charter Schools USA			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fl.doe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)
2012-2013						
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue
Osceola	PM Wells Charter Academy	0881	866 (82.1%)	C	1,019,718	18%
Palm Beach	Renaissance Charter School at Central Palm	4051	N/A	N/A	N/A	N/A
Orange	Renaissance Charter School at Chickasaw Trail	0185	624 (37.7%)	F	522,851	11%
Broward	Renaissance Charter School at Cooper City	5049	941 (33.9%)	A	74,005	1%
Broward	Renaissance Charter School at Coral Springs	5020	1215 (54.5%)	B	772,624	9%
Orange	Renaissance Charter School at Hunter's Creek	0204	N/A	N/A	N/A	N/A
Palm Beach	Renaissance Charter School at Cypress	4050	N/A	N/A	N/A	N/A
Palm Beach	Renaissance Charter School at Palms West	4000	N/A	N/A	N/A	N/A
Broward	Renaissance Charter Schools at Pines	5050	N/A	N/A	N/A	N/A
Broward	Renaissance Charter School at Plantation	5023	879 (60.7%)	B	349,501	8%
Osceola	Renaissance Charter School at Poinciana	0149	618 (50.5%)	D	210,075	5%
Palm Beach	Renaissance Charter School at Summit	4002	N/A	N/A	N/A	N/A
St. Lucie	Renaissance Charter School at Tradition	0721	N/A	N/A	N/A	N/A
Broward	Renaissance Charter School at University	5048	957 (62.1%)	C	132,746	2%
Palm Beach	Renaissance Charter School at Wellington	4001	N/A	N/A	N/A	N/A
Palm Beach	Renaissance Charter School at West Palm Beach	3431	613 (49.8%)	D	84,867	2%
St. Lucie	Renaissance Charter School at St. Lucie	0711	1296 (41.3%)	C	854,404	11%
Dade	Renaissance Elementary Charter School at Doral	0400	1382 (10.8%)	A	1,740,951	26%
Dade	Renaissance Middle Charter School at Doral	6028	459 (20.4%)	A	22,003	1%
Lee	Six Mile Charter Academy	4141	1151 (56.8%)	B	754,322	9%
Hillsborough	Winthrop Charter School	6658	1086 (36.2%)	B	978,547	13%
Hillsborough	Woodmont Charter School	6653	660 (66.7%)	F	141,549	3%
Cherokee	Cherokee Charter Academy	0212	1004 (17.6%)	No A - F Grade	139,831	2%
Coweta	Coweta Charter Academy	0610	245 (16.7%)	No A - F Grade	4,507	0%
Cook	Larry Hawkins Charter School ¹	Not listed on DOE website	Not available on DOE website	No A - F Grade	See Note 1	See Note 1

Renaissance Charter High School of Palm Beach
Schools Currently or Previously Operated by Management Company

Charter Schools USA			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fl.doe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)
2012-2013						
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue
Cook	Lloyd Bond Charter School ¹	Not listed on DOE website	350 (87.0%)	No A - F Grade	See Note 1	See Note 1
Cook	Longwood Charter School ¹	Not listed on DOE website	1093 (87.0%)	No A - F Grade	See Note 1	See Note 1
Cook	Loomis Primary Charter School ¹	Not listed on DOE website	Not available on DOE website	No A - F Grade	See Note 1	See Note 1
Marion	Emma Donnan Middle School	5572	367 (87.1%)	F	0	0%
Marion	Emmerich Manual High School	5481	448 (82.2%)	F	0	0%
Marion	Thomas Carr Howe Community High School	5639	644 (79.7%)	F	0	0%
Lafayette	Acadiana Renaissance Charter Academy	3B6001	N/A	N/A	N/A	N/A
East Baton Rouge	Baton Rouge Charter Academy at Mid City	3A3001	N/A	N/A	N/A	N/A
Iberville	Iberville Charter Academy	3A3002	N/A	N/A	N/A	N/A
Lafayette	Lafayette Renaissance Charter Academy	3B6002	N/A	N/A	N/A	N/A
Calcasieu	Lake Charles Charter Academy	346001	752 (84.1%)	C	1,832,560	22%
Calcasieu	Lake Charles College Prep	328002	N/A	N/A	N/A	N/A
Caddo	Magnolia School of Excellence	009106	N/A	N/A	N/A	N/A
East Baton Rouge	South Baton Rouge Charter Academy	017145	N/A	N/A	N/A	N/A
Calcasieu	Southwest Louisiana Charter Academy	328001	531 (83.6%)	C	13,456	0%
Macomb	Success Mile Academy	Not listed on DOE website	N/A	N/A	N/A	N/A
Cabarrus	Cabarrus Charter Academy	Not listed on DOE website	N/A	N/A	N/A	N/A
Wake	Cardinal Charter Academy	Not listed on DOE website	N/A	N/A	N/A	N/A
Iredell	Langtree Charter Academy	Not listed on DOE website	N/A	N/A	N/A	N/A

Schools Currently or Previously Operated by Management Company

Charter Schools USA			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fl.doe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)
2012-2013						
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue
Notes:						
	¹ These schools are not individual charter schools with individual fund balances. These four schools are part of a group of 18 schools that exist under one single charter contract. The audited fund balance is reported as one consolidated fund balance for the group of 18 schools. A financial audit is not performed for each individual school; the audit is performed on the group of 18 schools.					

Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at <http://www.myflorida.com/audgen/> or request from authorizing district.

Charter Schools USA

District	School Name	MSID	Audit Finding (Yes/No)
Dade	Aventura City of Excellence School	0950	No
Lee	Bonita Springs Charter School	4102	No
Osceola	Canoe Creek Charter Academy	0916	No
Lee	Cape Coral Charter School	4111	No
Broward	Coral Springs Charter School	5091	No
Dade	Downtown Miami Charter School	3600	No
Duval	Duval Charter School at Arlington	1231	No
Duval	Duval Charter School at Baymeadows	1321	No
Duval	Duval Charter High School at Baymeadows	1311	No
Duval	Duval Charter School at Mandarin	5511	N/A
Duval	Duval Charter School at Southside	5551	N/A
Duval	Duval Charter School at Westside	5411	N/A
Osceola	Four Corners Charter School	0863	No
Lee	Gateway Charter School (K-5)	4103	No
Lee	Gateway Charter School MS (6-8)	4261	No
Lee	Gateway Charter High School (9-12)	4121	No
Leon	Governors Charter Academy	1441	No
Hillsborough	Henderson Hammock Charter School	6662	No
Broward	Hollywood Academy of Arts & Science	5325	No
Broward	Hollywood Academy of Arts & Science Middle	5362	No
Osceola	iVirtual League Academy	154	No
Dade	Keys Gate Charter School	3610	No
Dade	Keys Gate Charter High School	7050	No
Manatee	Manatee Charter School	2121	No
Broward	North Broward Academy of Excellence	5161	No
Broward	North Broward Academy of Excellence Middle	5371	No

Schools Currently or Previously Operated by Management Company

Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at <http://www.myflorida.com/audgen/> or request from authorizing district.

Charter Schools USA

District	School Name	MSID	Audit Finding (Yes/No)
Osceola	PM Wells Charter Academy	0881	No
Palm Beach	Renaissance Charter School at Central Palm	4051	N/A
Orange	Renaissance Charter School at Chickasaw Trail	0185	No
Broward	Renaissance Charter School at Cooper City	5049	No
Broward	Renaissance Charter School at Coral Springs	5020	No
Orange	Renaissance Charter School at Hunter's Creek	0204	N/A
Palm Beach	Renaissance Charter School at Cypress	4050	N/A
Palm Beach	Renaissance Charter School at Palms West	4000	N/A
Broward	Renaissance Charter Schools at Pines	5050	N/A
Broward	Renaissance Charter School at Plantation	5023	No
Osceola	Renaissance Charter School at Poinciana	0149	No
Palm Beach	Renaissance Charter School at Summit	4002	No
St. Lucie	Renaissance Charter School at Tradition	0721	No
Broward	Renaissance Charter School at University	5048	No
Palm Beach	Renaissance Charter School at Wellington	4001	N/A
Palm Beach	Renaissance Charter School at West Palm Beach	3431	No
St. Lucie	Renaissance Charter School at St. Lucie	0711	No
Dade	Renaissance Elementary Charter School at Doral	0400	No
Dade	Renaissance Middle Charter School at Doral	6028	No
Lee	Six Mile Charter Academy	4141	No
Hillsborough	Winthrop Charter School	6658	No
Hillsborough	Woodmont Charter School	6653	No
Cherokee	Cherokee Charter Academy	0212	No
Coweta	Coweta Charter Academy	0610	No
Cook	Larry Hawkins Charter School ¹	Not listed on DOE website	No

Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at <http://www.myflorida.com/audgen/> or request from authorizing district.

Charter Schools USA

District	School Name	MSID	Audit Finding (Yes/No)
Cook	Lloyd Bond Charter School ¹	Not listed on DOE website	No
Cook	Longwood Charter School ¹	Not listed on DOE website	No
Cook	Loomis Primary Charter School ¹	Not listed on DOE website	No
Marion	Emma Donnan Middle School	5572	No
Marion	Emmerich Manual High School	5481	No
Marion	Thomas Carr Howe Community High School	5639	No
Lafayette	Acadiana Renaissance Charter Academy	3B6001	N/A
East Baton Rouge	Baton Rouge Charter Academy at Mid City	3A3001	N/A
Iberville	Iberville Charter Academy	3A3002	N/A
Lafayette	Lafayette Renaissance Charter Academy	3B6002	N/A
Calcasieu	Lake Charles Charter Academy	346001	No
Calcasieu	Lake Charles College Prep	328002	N/A
Caddo	Magnolia School of Excellence	009106	N/A
East Baton Rouge	South Baton Rouge Charter Academy	017145	N/A
Calcasieu	Southwest Louisiana Charter Academy	328001	No
Macomb	Success Mile Academy	Not listed on DOE website	N/A
Cabarrus	Cabarrus Charter Academy	Not listed on DOE website	N/A
Wake	Cardinal Charter Academy	Not listed on DOE website	N/A
Iredell	Langtree Charter Academy	Not listed on DOE website	N/A

Schools Currently or Previously Operated by Management Company

<p>Charter Schools USA</p>			<p>Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.</p>
District	School Name	MSID	Audit Finding (Yes/No)
	Notes:		
	<p>¹ <i>These schools are not individual charter schools with individual fund balances. These four schools are part of a group of 18 schools that exist under one single charter contract. The audited fund balance is reported as one consolidated fund balance for the group of 18 schools. A financial audit is not performed for each individual school; the audit is performed on the group of 18 schools.</i></p>		

Renaissance Charter High School of Palm Beach
Schools Currently or Previously Operated by Management Company

Charter Schools USA			2011-2012			
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue
Dade	Aventura City of Excellence School	0950	972 (13%)	A	0	0%
Lee	Bonita Springs Charter School	4102	1310 (16%)	A	203,331	2%
Osceola	Canoe Creek Charter Academy	0916	547 (54%)	B	34,351	1%
Lee	Cape Coral Charter School	4111	660 (67%)	B	8,112	0%
Broward	Coral Springs Charter School	5091	1650 (23%)	A	521,609	5%
Dade	Downtown Miami Charter School	3600	651 (93%)	A	610,656	13%
Duval	Duval Charter School at Arlington	1231	713 (49%)	C	421,580	8%
Duval	Duval Charter School at Baymeadows	1321	811 (16%)	A	453,455	8%
Duval	Duval Charter High School at Baymeadows	1311	48 (25%)	A	0	0%
Duval	Duval Charter School at Mandarin	5511	N/A	N/A	N/A	N/A
Duval	Duval Charter School at Southside	5551	N/A	N/A	N/A	N/A
Duval	Duval Charter School at Westside	5411	N/A	N/A	N/A	N/A
Osceola	Four Corners Charter School	0863	1062 (47%)	A	818,578	12%
Lee	Gateway Charter School (K-5)	4103	1142 (57%)	A	2,143,311	25%
Lee	Gateway Charter School MS (6-8)	4261	1025 (34%)	A	1,571,343	24%
Lee	Gateway Charter High School (9-12)	4121	706 (47%)	A	48,352	1%
Leon	Governors Charter Academy	1441	N/A	N/A	N/A	N/A
Hillsborough	Henderson Hammock Charter School	6662	N/A	N/A	N/A	N/A
Broward	Hollywood Academy of Arts & Science	5325	435 (54%)	A	0	0%
Broward	Hollywood Academy of Arts & Science Middle	5362	246 (55%)	A	0	0%
Osceola	iVirtual League Academy	154	N/A	N/A	N/A	N/A
Dade	Keys Gate Charter School	3610	1940 (63%)	B	6,675,954	50%
Dade	Keys Gate Charter High School	7050	493 (70%)	A	0	0%
Manatee	Manatee Charter School	2121	N/A	N/A	N/A	N/A
Broward	North Broward Academy of Excellence	5161	633 (76%)	A	228,618	5%
Broward	North Broward Academy of Excellence Middle	5371	345 (71%)	A	305,678	14%

Schools Currently or Previously Operated by Management Company

Charter Schools USA			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fl.doe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)
2011-2012						
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue
Osceola	PM Wells Charter Academy	0881	861 (70%)	B	646,084	11%
Palm Beach	Renaissance Charter School at Central Palm	4051	N/A	N/A	N/A	N/A
Orange	Renaissance Charter School at Chickasaw Trail	0185	N/A	N/A	N/A	N/A
Broward	Renaissance Charter School at Cooper City	5049	N/A	N/A	N/A	N/A
Broward	Renaissance Charter School at Coral Springs	5020	931 (50%)	A	276,058	4%
Orange	Renaissance Charter School at Hunter's Creek	0204	N/A	N/A	N/A	N/A
Palm Beach	Renaissance Charter School at Cypress	4050	N/A	N/A	N/A	N/A
Palm Beach	Renaissance Charter School at Palms West	4000	N/A	N/A	N/A	N/A
Broward	Renaissance Charter Schools at Pines	5050	N/A	N/A	N/A	N/A
Broward	Renaissance Charter School at Plantation	5023	597 (60%)	B	124,545	3%
Osceola	Renaissance Charter School at Poinciana	0149	N/A	N/A	N/A	N/A
Palm Beach	Renaissance Charter School at Summit	4002	N/A	N/A	N/A	N/A
St. Lucie	Renaissance Charter School at Tradition	0721	N/A	N/A	N/A	N/A
Broward	Renaissance Charter School at University	5048	N/A	N/A	N/A	N/A
Palm Beach	Renaissance Charter School at Wellington	4001	N/A	N/A	N/A	N/A
Palm Beach	Renaissance Charter School at West Palm Beach	3431	N/A	N/A	N/A	N/A
St. Lucie	Renaissance Charter School at St. Lucie	0711	1290 (39%)	B	1,055,082	13%
Dade	Renaissance Elementary Charter School at Doral	0400	832 (15%)	A	1,164,639	18%
Dade	Renaissance Middle Charter School at Doral	6028	375 (18%)	A	5,762	0%
Lee	Six Mile Charter Academy	4141	1174 (30%)	A	1,129,044	14%
Hillsborough	Winthrop Charter School	6658	830 (44%)	C	399,978	7%
Hillsborough	Woodmont Charter School	6653	537 (68%)	D	87,561	2%
Cherokee	Cherokee Charter Academy	0212	813 (16%)	No A - F Grade	9,230	0%
Coweta	Coweta Charter Academy	0610	233 (9%)	No A - F Grade	2,411	0%
Cook	Larry Hawkins Charter School ¹	Not listed on DOE website	N/A	N/A	See Note 1	See Note 1

Renaissance Charter High School of Palm Beach
Schools Currently or Previously Operated by Management Company

Charter Schools USA			2011-2012			
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue
Cook	Lloyd Bond Charter School ¹	Not listed on DOE website	N/A	N/A	See Note 1	See Note 1
Cook	Longwood Charter School ¹	Not listed on DOE website	N/A	N/A	See Note 1	See Note 1
Cook	Loomis Primary Charter School ¹	Not listed on DOE website	N/A	N/A	See Note 1	See Note 1
Marion	Emma Donnan Middle School	5572	N/A	N/A	N/A	N/A
Marion	Emmerich Manual High School	5481	N/A	N/A	N/A	N/A
Marion	Thomas Carr Howe Community High School	5639	N/A	N/A	N/A	N/A
Lafayette	Acadiana Renaissance Charter Academy	3B6001	N/A	N/A		
East Baton Rouge	Baton Rouge Charter Academy at Mid City	3A3001	N/A	N/A	N/A	N/A
Iberville	Iberville Charter Academy	3A3002	N/A	N/A	N/A	N/A
Lafayette	Lafayette Renaissance Charter Academy	3B6002	N/A	N/A	N/A	N/A
Calcasieu	Lake Charles Charter Academy	346001	625 (80%)	No A - F Grade	587,626	9%
Calcasieu	Lake Charles College Prep	328002	N/A	N/A	N/A	N/A
Caddo	Magnolia School of Excellence	009106	N/A	N/A	N/A	N/A
East Baton Rouge	South Baton Rouge Charter Academy	017145	N/A	N/A	N/A	N/A
Calcasieu	Southwest Louisiana Charter Academy	328001	N/A	N/A	N/A	N/A
Macomb	Success Mile Academy	Not listed on DOE website	N/A	N/A	N/A	N/A
Cabarrus	Cabarrus Charter Academy	Not listed on DOE website	N/A	N/A	N/A	N/A
Wake	Cardinal Charter Academy	Not listed on DOE website	N/A	N/A	N/A	N/A
Iredell	Langtree Charter Academy	Not listed on DOE website	N/A	N/A	N/A	N/A

Schools Currently or Previously Operated by Management Company

Charter Schools USA			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fl.doe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)
			2011-2012			
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue
	Notes:					
	¹ These schools are not individual charter schools with individual fund balances. These four schools are part of a group of 18 schools that exist under one single charter contract. The audited fund balance is reported as one consolidated fund balance for the group of 18 schools. A financial audit is not performed for each individual school; the audit is performed on the group of 18 schools.					

Schools Currently or Previously Operated by Management Company

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Charter Schools USA

District	School Name	MSID	Audit Finding (Yes/No)
Dade	Aventura City of Excellence School	0950	No
Lee	Bonita Springs Charter School	4102	No
Osceola	Canoe Creek Charter Academy	0916	No
Lee	Cape Coral Charter School	4111	No
Broward	Coral Springs Charter School	5091	No
Dade	Downtown Miami Charter School	3600	No
Duval	Duval Charter School at Arlington	1231	No
Duval	Duval Charter School at Baymeadows	1321	No
Duval	Duval Charter High School at Baymeadows	1311	No
Duval	Duval Charter School at Mandarin	5511	N/A
Duval	Duval Charter School at Southside	5551	N/A
Duval	Duval Charter School at Westside	5411	N/A
Osceola	Four Corners Charter School	0863	No
Lee	Gateway Charter School (K-5)	4103	No
Lee	Gateway Charter School MS (6-8)	4261	No
Lee	Gateway Charter High School (9-12)	4121	No
Leon	Governors Charter Academy	1441	N/A
Hillsborough	Henderson Hammock Charter School	6662	N/A
Broward	Hollywood Academy of Arts & Science	5325	No
Broward	Hollywood Academy of Arts & Science Middle	5362	No
Osceola	iVirtual League Academy	154	N/A
Dade	Keys Gate Charter School	3610	No
Dade	Keys Gate Charter High School	7050	No
Manatee	Manatee Charter School	2121	N/A
Broward	North Broward Academy of Excellence	5161	No
Broward	North Broward Academy of Excellence Middle	5371	No

Renaissance Charter High School of Palm Beach
Schools Currently or Previously Operated by Management Company

Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at <http://www.myflorida.com/audgen/> or request from authorizing district.

Charter Schools USA

District	School Name	MSID	Audit Finding (Yes/No)
Osceola	PM Wells Charter Academy	0881	No
Palm Beach	Renaissance Charter School at Central Palm	4051	N/A
Orange	Renaissance Charter School at Chickasaw Trail	0185	N/A
Broward	Renaissance Charter School at Cooper City	5049	N/A
Broward	Renaissance Charter School at Coral Springs	5020	No
Orange	Renaissance Charter School at Hunter's Creek	0204	N/A
Palm Beach	Renaissance Charter School at Cypress	4050	N/A
Palm Beach	Renaissance Charter School at Palms West	4000	N/A
Broward	Renaissance Charter Schools at Pines	5050	N/A
Broward	Renaissance Charter School at Plantation	5023	No
Osceola	Renaissance Charter School at Poinciana	0149	N/A
Palm Beach	Renaissance Charter School at Summit	4002	N/A
St. Lucie	Renaissance Charter School at Tradition	0721	N/A
Broward	Renaissance Charter School at University	5048	N/A
Palm Beach	Renaissance Charter School at Wellington	4001	N/A
Palm Beach	Renaissance Charter School at West Palm Beach	3431	N/A
St. Lucie	Renaissance Charter School at St. Lucie	0711	No
Dade	Renaissance Elementary Charter School at Doral	0400	No
Dade	Renaissance Middle Charter School at Doral	6028	No
Lee	Six Mile Charter Academy	4141	No
Hillsborough	Winthrop Charter School	6658	No
Hillsborough	Woodmont Charter School	6653	No
Cherokee	Cherokee Charter Academy	0212	No
Coweta	Coweta Charter Academy	0610	No
Cook	Larry Hawkins Charter School ¹	Not listed on DOE website	No

Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at <http://www.myflorida.com/audgen/> or request from authorizing district.

Charter Schools USA

District	School Name	MSID	Audit Finding (Yes/No)
Cook	Lloyd Bond Charter School ¹	Not listed on DOE website	No
Cook	Longwood Charter School ¹	Not listed on DOE website	No
Cook	Loomis Primary Charter School ¹	Not listed on DOE website	No
Marion	Emma Donnan Middle School	5572	No
Marion	Emmerich Manual High School	5481	No
Marion	Thomas Carr Howe Community High School	5639	No
Lafayette	Acadiana Renaissance Charter Academy	3B6001	No
East Baton Rouge	Baton Rouge Charter Academy at Mid City	3A3001	N/A
Iberville	Iberville Charter Academy	3A3002	N/A
Lafayette	Lafayette Renaissance Charter Academy	3B6002	N/A
Calcasieu	Lake Charles Charter Academy	346001	No
Calcasieu	Lake Charles College Prep	328002	N/A
Caddo	Magnolia School of Excellence	009106	N/A
East Baton Rouge	South Baton Rouge Charter Academy	017145	N/A
Calcasieu	Southwest Louisiana Charter Academy	328001	N/A
Macomb	Success Mile Academy	Not listed on DOE website	N/A
Cabarrus	Cabarrus Charter Academy	Not listed on DOE website	N/A
Wake	Cardinal Charter Academy	Not listed on DOE website	N/A
Iredell	Langtree Charter Academy	Not listed on DOE website	N/A

Schools Currently or Previously Operated by Management Company

<p>Charter Schools USA</p>			<p>Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.</p>
District	School Name	MSID	Audit Finding (Yes/No)
	Notes:		
	<p>¹ <i>These schools are not individual charter schools with individual fund balances. These four schools are part of a group of 18 schools that exist under one single charter contract. The audited fund balance is reported as one consolidated fund balance for the group of 18 schools. A financial audit is not performed for each individual school; the audit is performed on the group of 18 schools.</i></p>		

Schools Currently or Previously Operated by Management Company

Charter Schools USA			2010-2011			
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue
Dade	Aventura City of Excellence School	0950	972 (11%)	A	0	0%
Lee	Bonita Springs Charter School	4102	1311 (44%)	A	429,536	4%
Osceola	Canoe Creek Charter Academy	0916	432 (55%)	A	29,430	1%
Lee	Cape Coral Charter School	4111	627 (26%)	B	406	0%
Broward	Coral Springs Charter School	5091	1640 (31%)	A	1,589,134	14%
Dade	Downtown Miami Charter School	3600	631 (87%)	B	570,823	11%
Duval	Duval Charter School at Arlington	1231	585 (50%)	C	239,448	5%
Duval	Duval Charter School at Baymeadows	1321	N/A	N/A	N/A	N/A
Duval	Duval Charter High School at Baymeadows	1311	N/A	N/A	N/A	N/A
Duval	Duval Charter School at Mandarin	5511	N/A	N/A	N/A	N/A
Duval	Duval Charter School at Southside	5551	N/A	N/A	N/A	N/A
Duval	Duval Charter School at Westside	5411	N/A	N/A	N/A	N/A
Osceola	Four Corners Charter School	0863	1055 (53%)	A	874,594	12%
Lee	Gateway Charter School (K-5)	4103	1037 (50%)	A	2,443,030	29%
Lee	Gateway Charter School MS (6-8)	4261	1055 (43%)	A	1,472,537	21%
Lee	Gateway Charter High School (9-12)	4121	898 (16%)	A	49,518	1%
Leon	Governors Charter Academy	1441	N/A	N/A	N/A	N/A
Hillsborough	Henderson Hammock Charter School	6662	N/A	N/A	N/A	N/A
Broward	Hollywood Academy of Arts & Science	5325	433 (54%)	A	424,158	13%
Broward	Hollywood Academy of Arts & Science Middle	5362	243 (48%)	A	44,827	3%
Osceola	iVirtual League Academy	154	N/A	N/A	N/A	N/A
Dade	Keys Gate Charter School	3610	1532 (54%)	B	5,880,736	53%
Dade	Keys Gate Charter High School	7050	160 (66%)	No Grade in FLDOE database	1,692,704	114%
Manatee	Manatee Charter School	2121	N/A	N/A	N/A	N/A
Broward	North Broward Academy of Excellence	5161	625 (74%)	A	346,648	7%
Broward	North Broward Academy of Excellence Middle	5371	328 (70%)	A	145,486	7%

Schools Currently or Previously Operated by Management Company

Charter Schools USA			2010-2011			
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue
Osceola	PM Wells Charter Academy	0881	824 (71%)	B	449,097	8%
Palm Beach	Renaissance Charter School at Central Palm	4051	N/A	N/A	N/A	N/A
Orange	Renaissance Charter School at Chickasaw Trail	0185	N/A	N/A	N/A	N/A
Broward	Renaissance Charter School at Cooper City	5049	N/A	N/A	N/A	N/A
Broward	Renaissance Charter School at Coral Springs	5020	N/A	N/A	N/A	N/A
Orange	Renaissance Charter School at Hunter's Creek	0204	N/A	N/A	N/A	N/A
Palm Beach	Renaissance Charter School at Cypress	4050	N/A	N/A	N/A	N/A
Palm Beach	Renaissance Charter School at Palms West	4000	N/A	N/A	N/A	N/A
Broward	Renaissance Charter Schools at Pines	5050	N/A	N/A	N/A	N/A
Broward	Renaissance Charter School at Plantation	5023	N/A	N/A	N/A	N/A
Osceola	Renaissance Charter School at Poinciana	0149	N/A	N/A	N/A	N/A
Palm Beach	Renaissance Charter School at Summit	4002	N/A	N/A	N/A	N/A
St. Lucie	Renaissance Charter School at Tradition	0721	N/A	N/A	N/A	N/A
Broward	Renaissance Charter School at University	5048	N/A	N/A	N/A	N/A
Palm Beach	Renaissance Charter School at Wellington	4001	N/A	N/A	N/A	N/A
Palm Beach	Renaissance Charter School at West Palm Beach	3431	N/A	N/A	N/A	N/A
St. Lucie	Renaissance Charter School at St. Lucie	0711	1281 (35%)	A	1,013,514	11%
Dade	Renaissance Elementary Charter School at Doral	0400	728 (7%)	A	1,064,172	18%
Dade	Renaissance Middle Charter School at Doral	6028	278 (11%)	A	59,239	3%
Lee	Six Mile Charter Academy	4141	1148 (49%)	B	1,011,576	12%
Hillsborough	Winthrop Charter School	6658	N/A	N/A	N/A	N/A
Hillsborough	Woodmont Charter School	6653	N/A	N/A	N/A	N/A
Cherokee	Cherokee Charter Academy	0212	N/A	N/A	N/A	N/A
Coweta	Coweta Charter Academy	0610	184 (10%)	No A - F Grade	32,882	2%
Cook	Larry Hawkins Charter School ¹	Not listed on DOE website	N/A	N/A	N/A	N/A

Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch

Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at <http://schoolgrades.fldoe.org/>.

Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).

Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)

Schools Currently or Previously Operated by Management Company

Charter Schools USA			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)
2010-2011						
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue
Cook	Lloyd Bond Charter School ¹	Not listed on DOE website	N/A	N/A	N/A	N/A
Cook	Longwood Charter School ¹	Not listed on DOE website	N/A	N/A	N/A	N/A
Cook	Loomis Primary Charter School ¹	Not listed on DOE website	N/A	N/A	N/A	N/A
Marion	Emma Donnan Middle School	5572	N/A	N/A	N/A	N/A
Marion	Emmerich Manual High School	5481	N/A	N/A	N/A	N/A
Marion	Thomas Carr Howe Community High School	5639	N/A	N/A	N/A	N/A
Lafayette	Acadiana Renaissance Charter Academy	3B6001	N/A	N/A	N/A	N/A
East Baton Rouge	Baton Rouge Charter Academy at Mid City	3A3001	N/A	N/A	N/A	N/A
Iberville	Iberville Charter Academy	3A3002	N/A	N/A	N/A	N/A
Lafayette	Lafayette Renaissance Charter Academy	3B6002	N/A	N/A	N/A	N/A
Calcasieu	Lake Charles Charter Academy	346001	N/A	N/A	N/A	N/A
Calcasieu	Lake Charles College Prep	328002	N/A	N/A	N/A	N/A
Caddo	Magnolia School of Excellence	009106	N/A	N/A	N/A	N/A
East Baton Rouge	South Baton Rouge Charter Academy	017145	N/A	N/A	N/A	N/A
Calcasieu	Southwest Louisiana Charter Academy	328001	N/A	N/A	N/A	N/A
Macomb	Success Mile Academy	Not listed on DOE website	N/A	N/A	N/A	N/A
Cabarrus	Cabarrus Charter Academy	Not listed on DOE website	N/A	N/A	N/A	N/A
Wake	Cardinal Charter Academy	Not listed on DOE website	N/A	N/A	N/A	N/A
Iredell	Langtree Charter Academy	Not listed on DOE website	N/A	N/A	N/A	N/A

Schools Currently or Previously Operated by Management Company

Charter Schools USA			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)
2010-2011						
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue
	Notes:					
	¹ These schools are not individual charter schools with individual fund balances. These four schools are part of a group of 18 schools that exist under one single charter contract. The audited fund balance is reported as one consolidated fund balance for the group of 18 schools. A financial audit is not performed for each individual school; the audit is performed on the group of 18 schools.					

Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at <http://www.myflorida.com/audgen/> or request from authorizing district.

Charter Schools USA

District	School Name	MSID	Audit Finding (Yes/No)
Dade	Aventura City of Excellence School	0950	No
Lee	Bonita Springs Charter School	4102	No
Osceola	Canoe Creek Charter Academy	0916	No
Lee	Cape Coral Charter School	4111	No
Broward	Coral Springs Charter School	5091	No
Dade	Downtown Miami Charter School	3600	No
Duval	Duval Charter School at Arlington	1231	No
Duval	Duval Charter School at Baymeadows	1321	N/A
Duval	Duval Charter High School at Baymeadows	1311	N/A
Duval	Duval Charter School at Mandarin	5511	N/A
Duval	Duval Charter School at Southside	5551	N/A
Duval	Duval Charter School at Westside	5411	N/A
Osceola	Four Corners Charter School	0863	No
Lee	Gateway Charter School (K-5)	4103	No
Lee	Gateway Charter School MS (6-8)	4261	No
Lee	Gateway Charter High School (9-12)	4121	No
Leon	Governors Charter Academy	1441	N/A
Hillsborough	Henderson Hammock Charter School	6662	N/A
Broward	Hollywood Academy of Arts & Science	5325	No
Broward	Hollywood Academy of Arts & Science Middle	5362	No
Osceola	iVirtual League Academy	154	N/A
Dade	Keys Gate Charter School	3610	No
Dade	Keys Gate Charter High School	7050	No
Manatee	Manatee Charter School	2121	N/A
Broward	North Broward Academy of Excellence	5161	No
Broward	North Broward Academy of Excellence Middle	5371	No

Schools Currently or Previously Operated by Management Company

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Charter Schools USA

District	School Name	MSID	Audit Finding (Yes/No)
Osceola	PM Wells Charter Academy	0881	No
Palm Beach	Renaissance Charter School at Central Palm	4051	N/A
Orange	Renaissance Charter School at Chickasaw Trail	0185	N/A
Broward	Renaissance Charter School at Cooper City	5049	N/A
Broward	Renaissance Charter School at Coral Springs	5020	N/A
Orange	Renaissance Charter School at Hunter's Creek	0204	N/A
Palm Beach	Renaissance Charter School at Cypress	4050	N/A
Palm Beach	Renaissance Charter School at Palms West	4000	N/A
Broward	Renaissance Charter Schools at Pines	5050	N/A
Broward	Renaissance Charter School at Plantation	5023	N/A
Osceola	Renaissance Charter School at Poinciana	0149	N/A
Palm Beach	Renaissance Charter School at Summit	4002	N/A
St. Lucie	Renaissance Charter School at Tradition	0721	N/A
Broward	Renaissance Charter School at University	5048	N/A
Palm Beach	Renaissance Charter School at Wellington	4001	N/A
Palm Beach	Renaissance Charter School at West Palm Beach	3431	N/A
St. Lucie	Renaissance Charter School at St. Lucie	0711	No
Dade	Renaissance Elementary Charter School at Doral	0400	No
Dade	Renaissance Middle Charter School at Doral	6028	No
Lee	Six Mile Charter Academy	4141	No
Hillsborough	Winthrop Charter School	6658	N/A
Hillsborough	Woodmont Charter School	6653	N/A
Cherokee	Cherokee Charter Academy	0212	N/A
Coweta	Coweta Charter Academy	0610	No
Cook	Larry Hawkins Charter School ¹	Not listed on DOE website	N/A

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Charter Schools USA

District	School Name	MSID	Audit Finding (Yes/No)
Cook	Lloyd Bond Charter School ¹	Not listed on DOE website	N/A
Cook	Longwood Charter School ¹	Not listed on DOE website	N/A
Cook	Loomis Primary Charter School ¹	Not listed on DOE website	N/A
Marion	Emma Donnan Middle School	5572	N/A
Marion	Emmerich Manual High School	5481	N/A
Marion	Thomas Carr Howe Community High School	5639	N/A
Lafayette	Acadiana Renaissance Charter Academy	3B6001	N/A
East Baton Rouge	Baton Rouge Charter Academy at Mid City	3A3001	N/A
Iberville	Iberville Charter Academy	3A3002	N/A
Lafayette	Lafayette Renaissance Charter Academy	3B6002	N/A
Calcasieu	Lake Charles Charter Academy	346001	N/A
Calcasieu	Lake Charles College Prep	328002	N/A
Caddo	Magnolia School of Excellence	009106	N/A
East Baton Rouge	South Baton Rouge Charter Academy	017145	N/A
Calcasieu	Southwest Louisiana Charter Academy	328001	N/A
Macomb	Success Mile Academy	Not listed on DOE website	N/A
Cabarrus	Cabarrus Charter Academy	Not listed on DOE website	N/A
Wake	Cardinal Charter Academy	Not listed on DOE website	N/A
Iredell	Langtree Charter Academy	Not listed on DOE website	N/A

Schools Currently or Previously Operated by Management Company

Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at <http://www.myflorida.com/audgen/> or request from authorizing district.

Charter Schools USA

District	School Name	MSID	Audit Finding (Yes/No)
	Notes:		
	<p>¹ These schools are not individual charter schools with individual fund balances. These four schools are part of a group of 18 schools that exist under one single charter contract. The audited fund balance is reported as one consolidated fund balance for the group of 18 schools. A financial audit is not performed for each individual school; the audit is performed on the group of 18 schools.</p>		

Schools Currently or Previously Operated by Governing Board

Renaissance Charter School, Inc.			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)
2014-2015							
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue
Duval	Duval Charter High School at Baymeadows	1311	Active	476 (3.5%)	Not Yet Available	Not Yet Available	Not Yet Available
Duval	Duval Charter School at Arlington	1231	Active	510 (19.3%)	Not Yet Available	Not Yet Available	Not Yet Available
Duval	Duval Charter School at Baymeadows	1321	Active	1287 (1.9%)	Not Yet Available	Not Yet Available	Not Yet Available
Duval	Duval Charter School at Mandarin	5511	Active	633 (11.8%)	Not Yet Available	Not Yet Available	Not Yet Available
Duval	Duval Charter School at Southside	5551	Active	559 (8.5%)	Not Yet Available	Not Yet Available	Not Yet Available
Duval	Duval Charter School at Westside	5411	Active	800 (13.0%)	Not Yet Available	Not Yet Available	Not Yet Available
Leon	Governors Charter Academy	1441	Active	707 (65.8%)	Not Yet Available	Not Yet Available	Not Yet Available
Broward	Hollywood Academy of Arts & Science	5325	Active	1038 (59.4%)	Not Yet Available	Not Yet Available	Not Yet Available
Broward	Hollywood Academy of Arts & Science Middle	5362	Active	468 (61.8%)	Not Yet Available	Not Yet Available	Not Yet Available
Osceola	iVirtual League Academy	154	Closed	N/A	N/A	N/A	N/A
Dade	Keys Gate Charter High School	7050	Active	1200 (68.0%)	Not Yet Available	Not Yet Available	Not Yet Available
Broward	North Broward Academy of Excellence	5161	Active	678 (78.7%)	Not Yet Available	Not Yet Available	Not Yet Available
Broward	North Broward Academy of Excellence Middle	5371	Active	349 (73.4%)	Not Yet Available	Not Yet Available	Not Yet Available
Palm Beach	Renaissance Charter School at Central Palm	4051	Active	515 (0.0%)	Not Yet Available	Not Yet Available	Not Yet Available
Orange	Renaissance Charter School at Chickasaw Trail	0185	Active	957 (24.8%)	Not Yet Available	Not Yet Available	Not Yet Available
Broward	Renaissance Charter School at Cooper City	5049	Active	1202 (41.2%)	Not Yet Available	Not Yet Available	Not Yet Available
Broward	Renaissance Charter School at Coral Springs	5020	Active	1506 (55.5%)	Not Yet Available	Not Yet Available	Not Yet Available
Palm Beach	Renaissance Charter School at Cypress	4050	Active	443 (0.0%)	Not Yet Available	Not Yet Available	Not Yet Available
Orange	Renaissance Charter School at Hunter's Creek	0204	Active	894 (21.8%)	Not Yet Available	Not Yet Available	Not Yet Available
Palm Beach	Renaissance Charter School at Palms West	4000	Active	737 (0.0%)	Not Yet Available	Not Yet Available	Not Yet Available
Broward	Renaissance Charter School at Plantation	5023	Active	1021 (61.1%)	Not Yet Available	Not Yet Available	Not Yet Available
Osceola	Renaissance Charter School at Poinciana	0149	Active	1086 (80.8%)	Not Yet Available	Not Yet Available	Not Yet Available
St. Lucie	Renaissance Charter School at St. Lucie	0711	Active	1285 (58.8%)	Not Yet Available	Not Yet Available	Not Yet Available
Palm Beach	Renaissance Charter School at Summit	4002	Active	801 (0.0%)	Not Yet Available	Not Yet Available	Not Yet Available
St. Lucie	Renaissance Charter School at Tradition	0721	Active	881 (47.6%)	Not Yet Available	Not Yet Available	Not Yet Available
Broward	Renaissance Charter School at University	5048	Active	1420 (66.1%)	Not Yet Available	Not Yet Available	Not Yet Available

Schools Currently or Previously Operated by Governing Board

Renaissance Charter School, Inc.			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fdoe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)
District	School Name	MSID					
2014-2015							
Palm Beach	Renaissance Charter School at Wellington	4001	Active	363 (0.3%)	Not Yet Available	Not Yet Available	Not Yet Available
Palm Beach	Renaissance Charter School at West Palm Beach	3431	Active	930 (0.0%)	Not Yet Available	Not Yet Available	Not Yet Available
Broward	Renaissance Charter Schools at Pines	5050	Active	1054 (69.0%)	Not Yet Available	Not Yet Available	Not Yet Available
Dade	Renaissance Elementary Charter School at Doral	0400	Active	910 (28.5%)	Not Yet Available	Not Yet Available	Not Yet Available
Dade	Renaissance Middle Charter School at Doral	6028	Active	437 (46.9%)	Not Yet Available	Not Yet Available	Not Yet Available

Schools Currently or Previously Operated by Governing Board

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Renaissance Charter School, Inc.

District	School Name	MSID	Audit Finding (Yes/No)
Duval	Duval Charter High School at Baymeadows	1311	Not Yet Available
Duval	Duval Charter School at Arlington	1231	Not Yet Available
Duval	Duval Charter School at Baymeadows	1321	Not Yet Available
Duval	Duval Charter School at Mandarin	5511	Not Yet Available
Duval	Duval Charter School at Southside	5551	Not Yet Available
Duval	Duval Charter School at Westside	5411	Not Yet Available
Leon	Governors Charter Academy	1441	Not Yet Available
Broward	Hollywood Academy of Arts & Science	5325	Not Yet Available
Broward	Hollywood Academy of Arts & Science Middle	5362	Not Yet Available
Osceola	iVirtual League Academy	154	N/A
Dade	Keys Gate Charter High School	7050	Not Yet Available
Broward	North Broward Academy of Excellence	5161	Not Yet Available
Broward	North Broward Academy of Excellence Middle	5371	Not Yet Available
Palm Beach	Renaissance Charter School at Central Palm	4051	Not Yet Available
Orange	Renaissance Charter School at Chickasaw Trail	0185	Not Yet Available
Broward	Renaissance Charter School at Cooper City	5049	Not Yet Available
Broward	Renaissance Charter School at Coral Springs	5020	Not Yet Available
Palm Beach	Renaissance Charter School at Cypress	4050	Not Yet Available
Orange	Renaissance Charter School at Hunter's Creek	0204	Not Yet Available
Palm Beach	Renaissance Charter School at Palms West	4000	Not Yet Available
Broward	Renaissance Charter School at Plantation	5023	Not Yet Available
Osceola	Renaissance Charter School at Poinciana	0149	Not Yet Available
St. Lucie	Renaissance Charter School at St. Lucie	0711	Not Yet Available
Palm Beach	Renaissance Charter School at Summit	4002	Not Yet Available
St. Lucie	Renaissance Charter School at Tradition	0721	Not Yet Available
Broward	Renaissance Charter School at University	5048	Not Yet Available

Schools Currently or Previously Operated by Governing Board

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Renaissance Charter School, Inc.

District	School Name	MSID	Audit Finding (Yes/No)
Palm Beach	Renaissance Charter School at Wellington	4001	Not Yet Available
Palm Beach	Renaissance Charter School at West Palm Beach	3431	Not Yet Available
Broward	Renaissance Charter Schools at Pines	5050	Not Yet Available
Dade	Renaissance Elementary Charter School at Doral	0400	Not Yet Available
Dade	Renaissance Middle Charter School at Doral	6028	Not Yet Available

Schools Currently or Previously Operated by Governing Board

Renaissance Charter School, Inc.			2013-2014		
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance
Duval	Duval Charter High School at Baymeadows	1311	369 (12.6%)	B	85,691
Duval	Duval Charter School at Arlington	1231	610 (59.2%)	C	0
Duval	Duval Charter School at Baymeadows	1321	1283 (13.2%)	A	1,485,912
Duval	Duval Charter School at Mandarin	5511	N/A	N/A	N/A
Duval	Duval Charter School at Southside	5551	N/A	N/A	N/A
Duval	Duval Charter School at Westside	5411	659 (46.2%)	F	458,075
Leon	Governors Charter Academy	1441	656 (30.3%)	C	329,686
Broward	Hollywood Academy of Arts & Science	5325	1000 (50.4%)	A	907,710
Broward	Hollywood Academy of Arts & Science Middle	5362	434 (60.7%)	A	208,398
Osceola	iVirtual League Academy	154	16 (No FRL % for virtual school)	No Grade	0
Dade	Keys Gate Charter High School	7050	1125 (59.0%)	C	745,008
Broward	North Broward Academy of Excellence	5161	683 (75.4%)	A	0
Broward	North Broward Academy of Excellence Middle	5371	349 (76.8%)	A	774,885
Palm Beach	Renaissance Charter School at Central Palm	4051	N/A	N/A	N/A
Orange	Renaissance Charter School at Chickasaw Trail	0185	864 (FRL Info missing from FLDOE database)	B	621,485
Broward	Renaissance Charter School at Cooper City	5049	1081 (37.9%)	A	269,937
Broward	Renaissance Charter School at Coral Springs	5020	1389 (46.7%)	A	1,311,529
Palm Beach	Renaissance Charter School at Cypress	4050	N/A	N/A	N/A
Orange	Renaissance Charter School at Hunter's Creek	0204	693 (FRL Info missing from FLDOE database)	C	0
Palm Beach	Renaissance Charter School at Palms West	4000	647 (42.8%)	C	0
Broward	Renaissance Charter School at Plantation	5023	883 (70.6%)	B	507,514
Osceola	Renaissance Charter School at Poinciana	0149	887 (80.0%)	A	590,589
St. Lucie	Renaissance Charter School at St. Lucie	0711	1284 (50.4%)	A	1,427,596
Palm Beach	Renaissance Charter School at Summit	4002	619 (66.0%)	D	453,053
St. Lucie	Renaissance Charter School at Tradition	0721	682 (44.1%)	A	68,866
Broward	Renaissance Charter School at University	5048	1206 (61.9%)	A	724,225

Schools Currently or Previously Operated by Governing Board

Renaissance Charter School, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).
2013-2014					
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance
Palm Beach	Renaissance Charter School at Wellington	4001	N/A	N/A	N/A
Palm Beach	Renaissance Charter School at West Palm Beach	3431	778 (63.4%)	C	164,427
Broward	Renaissance Charter Schools at Pines	5050	N/A	N/A	N/A
Dade	Renaissance Elementary Charter School at Doral	0400	913 (19.9%)	A	1,779,684
Dade	Renaissance Middle Charter School at Doral	6028	448 (30.8%)	A	269,340

Schools Currently or Previously Operated by Governing Board

Renaissance Charter School, Inc.			Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
District	School Name	MSID	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Duval	Duval Charter High School at Baymeadows	1311	4%	No
Duval	Duval Charter School at Arlington	1231	0%	No
Duval	Duval Charter School at Baymeadows	1321	16%	No
Duval	Duval Charter School at Mandarin	5511	N/A	N/A
Duval	Duval Charter School at Southside	5551	N/A	N/A
Duval	Duval Charter School at Westside	5411	10%	No
Leon	Governors Charter Academy	1441	6%	No
Broward	Hollywood Academy of Arts & Science	5325	12%	No
Broward	Hollywood Academy of Arts & Science Middle	5362	7%	No
Osceola	iVirtual League Academy	154	0%	No
Dade	Keys Gate Charter High School	7050	9%	No
Broward	North Broward Academy of Excellence	5161	0%	No
Broward	North Broward Academy of Excellence Middle	5371	33%	No
Palm Beach	Renaissance Charter School at Central Palm	4051	N/A	N/A
Orange	Renaissance Charter School at Chickasaw Trail	0185	10%	No
Broward	Renaissance Charter School at Cooper City	5049	3%	No
Broward	Renaissance Charter School at Coral Springs	5020	13%	No
Palm Beach	Renaissance Charter School at Cypress	4050	N/A	N/A
Orange	Renaissance Charter School at Hunter's Creek	0204	0%	No
Palm Beach	Renaissance Charter School at Palms West	4000	0%	No
Broward	Renaissance Charter School at Plantation	5023	8%	No
Osceola	Renaissance Charter School at Poinciana	0149	9%	No
St. Lucie	Renaissance Charter School at St. Lucie	0711	16%	No
Palm Beach	Renaissance Charter School at Summit	4002	9%	No
St. Lucie	Renaissance Charter School at Tradition	0721	1%	No
Broward	Renaissance Charter School at University	5048	8%	No

Schools Currently or Previously Operated by Governing Board

Renaissance Charter School, Inc.			Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
District	School Name	MSID	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Palm Beach	Renaissance Charter School at Wellington	4001	N/A	N/A
Palm Beach	Renaissance Charter School at West Palm Beach	3431	3%	No
Broward	Renaissance Charter Schools at Pines	5050	N/A	N/A
Dade	Renaissance Elementary Charter School at Doral	0400	25%	No
Dade	Renaissance Middle Charter School at Doral	6028	8%	No

Renaissance Charter High School of Palm Beach
Schools Currently or Previously Operated by Governing Board

Renaissance Charter School, Inc.			2012-2013			
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue
Duval	Duval Charter High School at Baymeadows	1311	198 (17.3%)	B	0	0%
Duval	Duval Charter School at Arlington	1231	691 (51.0%)	D	258,547	5%
Duval	Duval Charter School at Baymeadows	1321	1230 (13.2%)	A	1,193,464	14%
Duval	Duval Charter School at Mandarin	5511	N/A	N/A	N/A	N/A
Duval	Duval Charter School at Southside	5551	N/A	N/A	N/A	N/A
Duval	Duval Charter School at Westside	5411	N/A	N/A	N/A	N/A
Leon	Governors Charter Academy	1441	492 (34.1%)	C	87,014	2%
Broward	Hollywood Academy of Arts & Science	5325	1300 (43.3%)	B	619,774	9%
Broward	Hollywood Academy of Arts & Science Middle	5362	399 (53.6%)	A	9,881	0%
Osceola	iVirtual League Academy	154	18 (No FRL % for	No Grade	0	0%
Dade	Keys Gate Charter High School	7050	796 (57.8%)	B	5,385	0%
Broward	North Broward Academy of Excellence	5161	1018 (77.0%)	B	351,827	7%
Broward	North Broward Academy of Excellence Middle	5371	353 (79.1%)	B	517,219	24%
Palm Beach	Renaissance Charter School at Central Palm	4051	N/A	N/A	N/A	N/A
Orange	Renaissance Charter School at Chickasaw Trail	0185	624 (37.7%)	F	522,851	11%
Broward	Renaissance Charter School at Cooper City	5049	941 (33.9%)	A	74,005	1%
Broward	Renaissance Charter School at Coral Springs	5020	1215 (54.5%)	B	772,624	9%
Palm Beach	Renaissance Charter School at Cypress	4050	N/A	N/A	N/A	N/A
Orange	Renaissance Charter School at Hunter's Creek	0204	N/A	N/A	N/A	N/A
Palm Beach	Renaissance Charter School at Palms West	4000	N/A	N/A	N/A	N/A
Broward	Renaissance Charter School at Plantation	5023	879 (60.7%)	B	349,501	8%
Osceola	Renaissance Charter School at Poinciana	0149	618 (50.5%)	D	210,075	5%
St. Lucie	Renaissance Charter School at St. Lucie	0711	1296 (41.3%)	C	854,404	11%
Palm Beach	Renaissance Charter School at Summit	4002	N/A	N/A	N/A	N/A
St. Lucie	Renaissance Charter School at Tradition	0721	N/A	N/A	N/A	N/A
Broward	Renaissance Charter School at University	5048	957 (62.1%)	C	132,746	2%

Schools Currently or Previously Operated by Governing Board

Renaissance Charter School, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)
2012-2013						
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue
Palm Beach	Renaissance Charter School at Wellington	4001	N/A	N/A	N/A	N/A
Palm Beach	Renaissance Charter School at West Palm Beach	3431	613 (49.8%)	D	84,867	2%
Broward	Renaissance Charter Schools at Pines	5050	N/A	N/A	N/A	N/A
Dade	Renaissance Elementary Charter School at Doral	0400	1382 (10.8%)	A	1,740,951	26%
Dade	Renaissance Middle Charter School at Doral	6028	459 (20.4%)	A	22,003	1%

Schools Currently or Previously Operated by Governing Board

Renaissance Charter School, Inc.			
District	School Name	MSID	Audit Finding (Yes/No)
Duval	Duval Charter High School at Baymeadows	1311	No
Duval	Duval Charter School at Arlington	1231	No
Duval	Duval Charter School at Baymeadows	1321	No
Duval	Duval Charter School at Mandarin	5511	N/A
Duval	Duval Charter School at Southside	5551	N/A
Duval	Duval Charter School at Westside	5411	N/A
Leon	Governors Charter Academy	1441	No
Broward	Hollywood Academy of Arts & Science	5325	No
Broward	Hollywood Academy of Arts & Science Middle	5362	No
Osceola	iVirtual League Academy	154	No
Dade	Keys Gate Charter High School	7050	No
Broward	North Broward Academy of Excellence	5161	No
Broward	North Broward Academy of Excellence Middle	5371	No
Palm Beach	Renaissance Charter School at Central Palm	4051	N/A
Orange	Renaissance Charter School at Chickasaw Trail	0185	No
Broward	Renaissance Charter School at Cooper City	5049	No
Broward	Renaissance Charter School at Coral Springs	5020	No
Palm Beach	Renaissance Charter School at Cypress	4050	N/A
Orange	Renaissance Charter School at Hunter's Creek	0204	N/A
Palm Beach	Renaissance Charter School at Palms West	4000	N/A
Broward	Renaissance Charter School at Plantation	5023	No
Osceola	Renaissance Charter School at Poinciana	0149	No
St. Lucie	Renaissance Charter School at St. Lucie	0711	No
Palm Beach	Renaissance Charter School at Summit	4002	No
St. Lucie	Renaissance Charter School at Tradition	0721	No
Broward	Renaissance Charter School at University	5048	No

Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at <http://www.myflorida.com/audgen/> or request from authorizing district.

Schools Currently or Previously Operated by Governing Board

<p>Renaissance Charter School, Inc.</p>			<p>Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.</p>
District	School Name	MSID	Audit Finding (Yes/No)
Palm Beach	Renaissance Charter School at Wellington	4001	N/A
Palm Beach	Renaissance Charter School at West Palm Beach	3431	No
Broward	Renaissance Charter Schools at Pines	5050	N/A
Dade	Renaissance Elementary Charter School at Doral	0400	No
Dade	Renaissance Middle Charter School at Doral	6028	No

Renaissance Charter High School of Palm Beach
Schools Currently or Previously Operated by Governing Board

Renaissance Charter School, Inc.			2011-2012				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Duval	Duval Charter High School at Baymeadows	1311	48 (25%)	A	0	0%	No
Duval	Duval Charter School at Arlington	1231	713 (49%)	C	421,580	8%	No
Duval	Duval Charter School at Baymeadows	1321	811 (16%)	A	453,455	8%	No
Duval	Duval Charter School at Mandarin	5511	N/A	N/A	N/A	N/A	N/A
Duval	Duval Charter School at Southside	5551	N/A	N/A	N/A	N/A	N/A
Duval	Duval Charter School at Westside	5411	N/A	N/A	N/A	N/A	N/A
Leon	Governors Charter Academy	1441	N/A	N/A	N/A	N/A	N/A
Broward	Hollywood Academy of Arts & Science	5325	435 (54%)	A	0	0%	No
Broward	Hollywood Academy of Arts & Science Middle	5362	246 (55%)	A	0	0%	No
Osceola	iVirtual League Academy	154	N/A	N/A	N/A	N/A	N/A
Dade	Keys Gate Charter High School	7050	493 (70%)	A	0	0%	No
Broward	North Broward Academy of Excellence	5161	633 (76%)	A	228,618	5%	No
Broward	North Broward Academy of Excellence Middle	5371	345 (71%)	A	305,678	14%	No
Palm Beach	Renaissance Charter School at Central Palm	4051	N/A	N/A	N/A	N/A	N/A
Orange	Renaissance Charter School at Chickasaw Trail	0185	N/A	N/A	N/A	N/A	N/A
Broward	Renaissance Charter School at Cooper City	5049	N/A	N/A	N/A	N/A	N/A
Broward	Renaissance Charter School at Coral Springs	5020	931 (50%)	A	276,058	4%	No
Palm Beach	Renaissance Charter School at Cypress	4050	N/A	N/A	N/A	N/A	N/A
Orange	Renaissance Charter School at Hunter's Creek	0204	N/A	N/A	N/A	N/A	N/A
Palm Beach	Renaissance Charter School at Palms West	4000	N/A	N/A	N/A	N/A	N/A
Broward	Renaissance Charter School at Plantation	5023	597 (60%)	B	124,545	3%	No
Osceola	Renaissance Charter School at Poinciana	0149	N/A	N/A	N/A	N/A	N/A
St. Lucie	Renaissance Charter School at St. Lucie	0711	1290 (39%)	B	1,055,082	13%	No
Palm Beach	Renaissance Charter School at Summit	4002	N/A	N/A	N/A	N/A	N/A
St. Lucie	Renaissance Charter School at Tradition	0721	N/A	N/A	N/A	N/A	N/A
Broward	Renaissance Charter School at University	5048	N/A	N/A	N/A	N/A	N/A

Schools Currently or Previously Operated by Governing Board

Renaissance Charter School, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
2011-2012							
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Palm Beach	Renaissance Charter School at Wellington	4001	N/A	N/A	N/A	N/A	N/A
Palm Beach	Renaissance Charter School at West Palm Beach	3431	N/A	N/A	N/A	N/A	N/A
Broward	Renaissance Charter Schools at Pines	5050	N/A	N/A	N/A	N/A	N/A
Dade	Renaissance Elementary Charter School at Doral	0400	832 (15%)	A	1,164,639	18%	No
Dade	Renaissance Middle Charter School at Doral	6028	375 (18%)	A	5,762	0%	No

Schools Currently or Previously Operated by Governing Board

Renaissance Charter School, Inc.			2010-2011				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Duval	Duval Charter High School at Baymeadows	1311	N/A	N/A	N/A	N/A	N/A
Duval	Duval Charter School at Arlington	1231	585 (50%)	C	239,448	5%	No
Duval	Duval Charter School at Baymeadows	1321	N/A	N/A	N/A	N/A	N/A
Duval	Duval Charter School at Mandarin	5511	N/A	N/A	N/A	N/A	N/A
Duval	Duval Charter School at Southside	5551	N/A	N/A	N/A	N/A	N/A
Duval	Duval Charter School at Westside	5411	N/A	N/A	N/A	N/A	N/A
Leon	Governors Charter Academy	1441	N/A	N/A	N/A	N/A	N/A
Broward	Hollywood Academy of Arts & Science	5325	433 (54%)	A	424,158	13%	No
Broward	Hollywood Academy of Arts & Science Middle	5362	243 (48%)	A	44,827	3%	No
Osceola	iVirtual League Academy	154	N/A	N/A	N/A	N/A	N/A
Dade	Keys Gate Charter High School	7050	160 (66%)	No Grade in FLDOE database	1,692,704	114%	No
Broward	North Broward Academy of Excellence	5161	625 (74%)	A	346,648	7%	No
Broward	North Broward Academy of Excellence Middle	5371	328 (70%)	A	145,486	7%	No
Palm Beach	Renaissance Charter School at Central Palm	4051	N/A	N/A	N/A	N/A	N/A
Orange	Renaissance Charter School at Chickasaw Trail	0185	N/A	N/A	N/A	N/A	N/A
Broward	Renaissance Charter School at Cooper City	5049	N/A	N/A	N/A	N/A	N/A
Broward	Renaissance Charter School at Coral Springs	5020	N/A	N/A	N/A	N/A	N/A
Palm Beach	Renaissance Charter School at Cypress	4050	N/A	N/A	N/A	N/A	N/A
Orange	Renaissance Charter School at Hunter's Creek	0204	N/A	N/A	N/A	N/A	N/A
Palm Beach	Renaissance Charter School at Palms West	4000	N/A	N/A	N/A	N/A	N/A
Broward	Renaissance Charter School at Plantation	5023	N/A	N/A	N/A	N/A	N/A
Osceola	Renaissance Charter School at Poinciana	0149	N/A	N/A	N/A	N/A	N/A
St. Lucie	Renaissance Charter School at St. Lucie	0711	1281 (35%)	A	1,013,514	11%	No
Palm Beach	Renaissance Charter School at Summit	4002	N/A	N/A	N/A	N/A	N/A
St. Lucie	Renaissance Charter School at Tradition	0721	N/A	N/A	N/A	N/A	N/A
Broward	Renaissance Charter School at University	5048	N/A	N/A	N/A	N/A	N/A

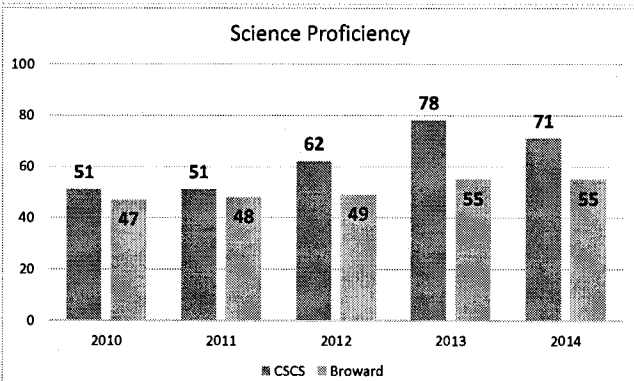
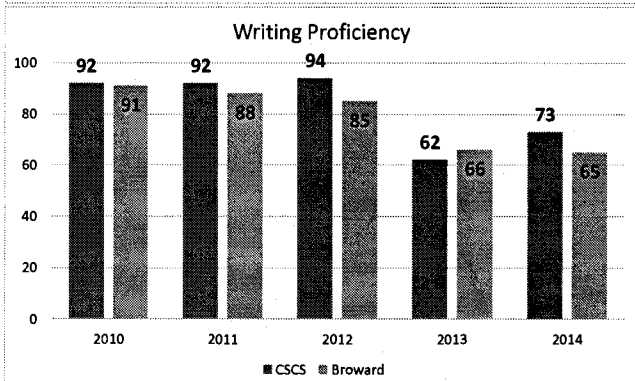
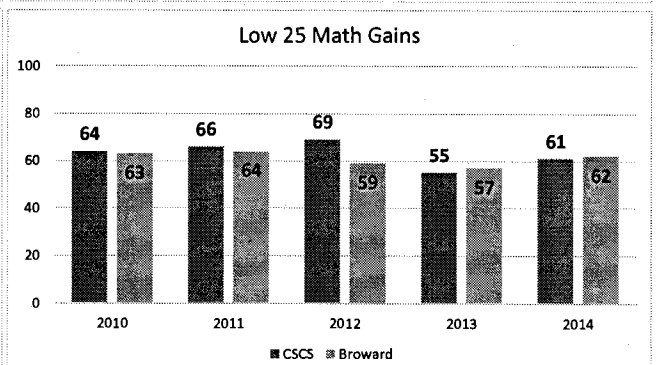
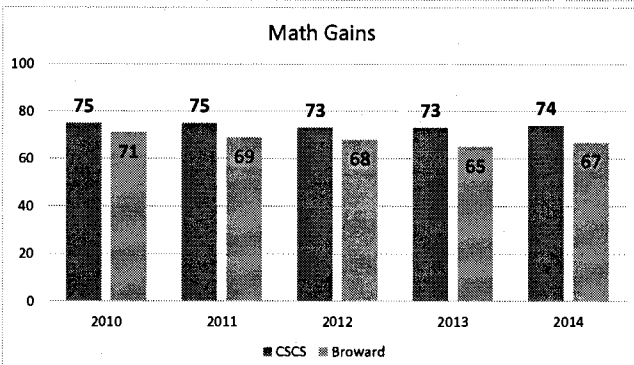
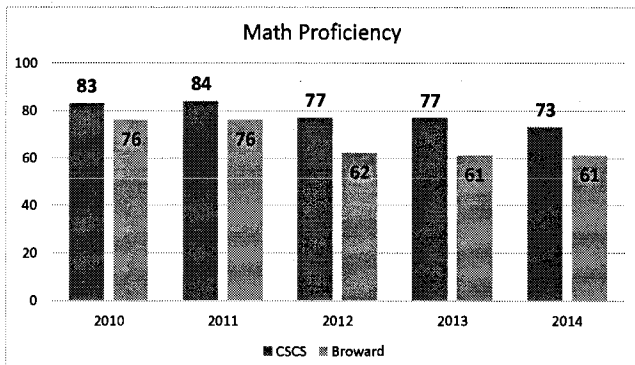
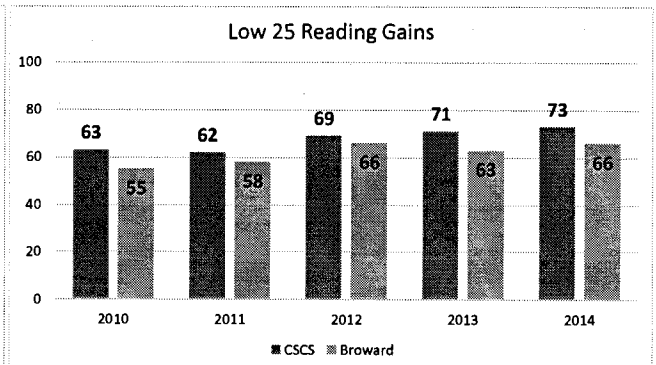
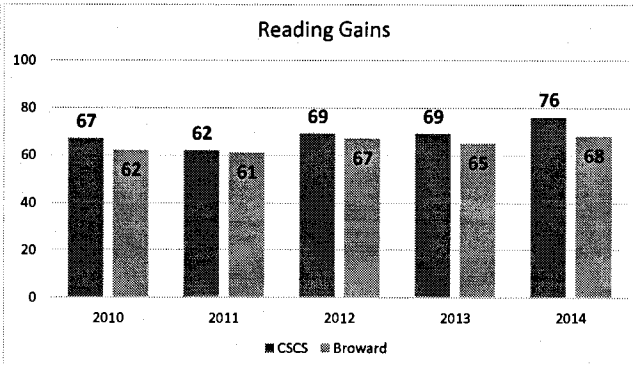
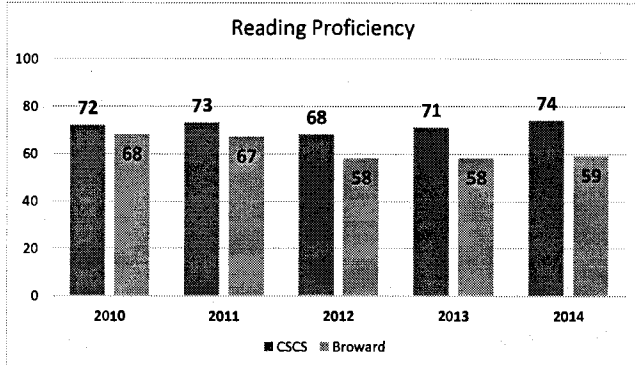
Schools Currently or Previously Operated by Governing Board

Renaissance Charter School, Inc.			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/ .	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as (\$25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
2010-2011							
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Palm Beach	Renaissance Charter School at Wellington	4001	N/A	N/A	N/A	N/A	N/A
Palm Beach	Renaissance Charter School at West Palm Beach	3431	N/A	N/A	N/A	N/A	N/A
Broward	Renaissance Charter Schools at Pines	5050	N/A	N/A	N/A	N/A	N/A
Dade	Renaissance Elementary Charter School at Doral	0400	728 (7%)	A	1,064,172	18%	No
Dade	Renaissance Middle Charter School at Doral	6028	278 (11%)	A	59,239	3%	No

Historical Florida School Grade Components

City of Coral Springs Charter

Broward

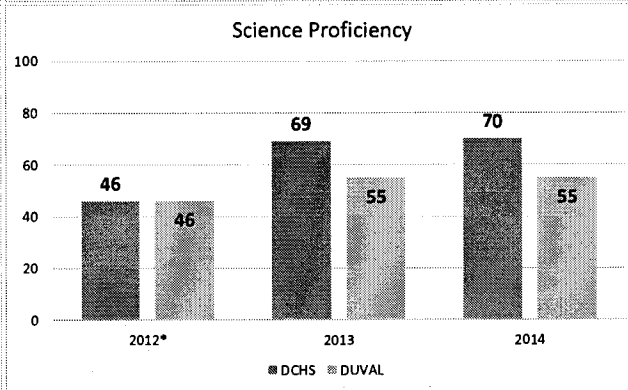
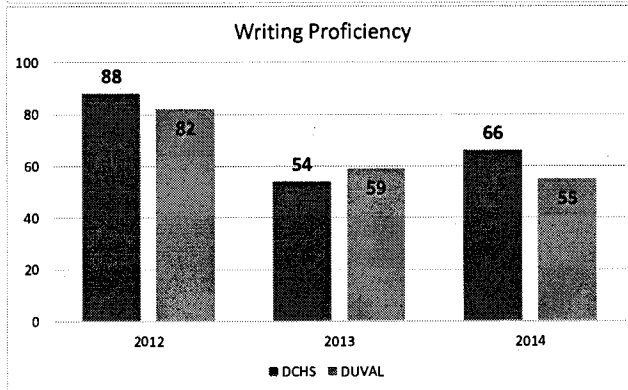
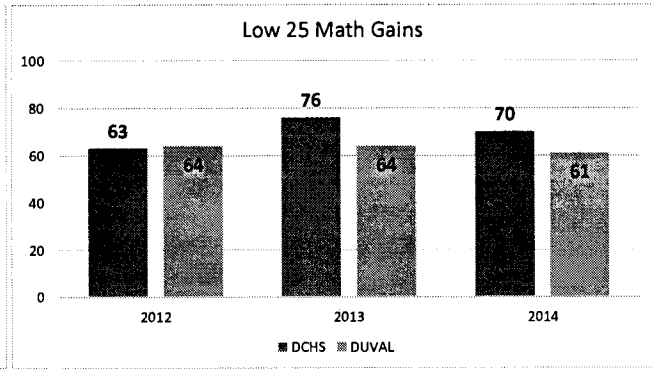
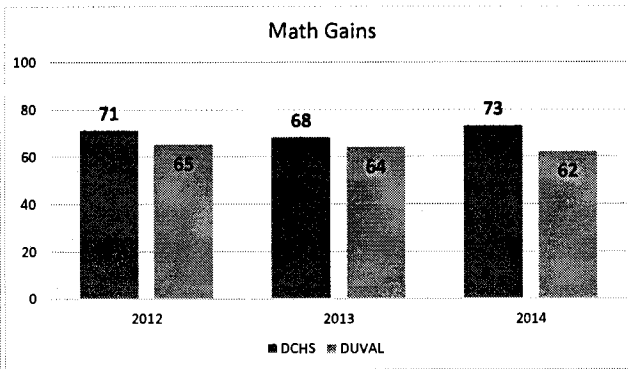
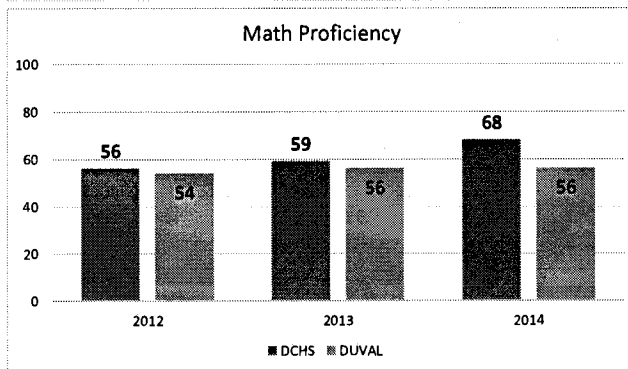
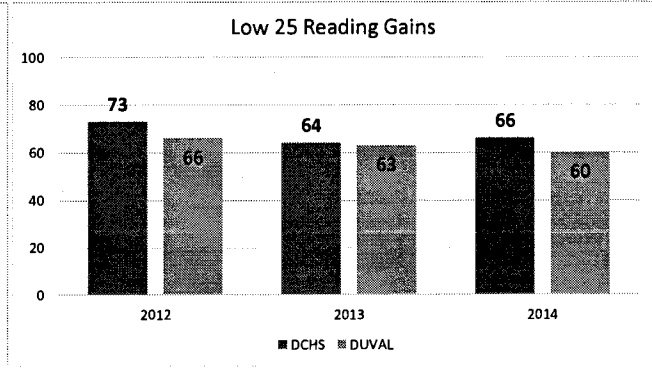
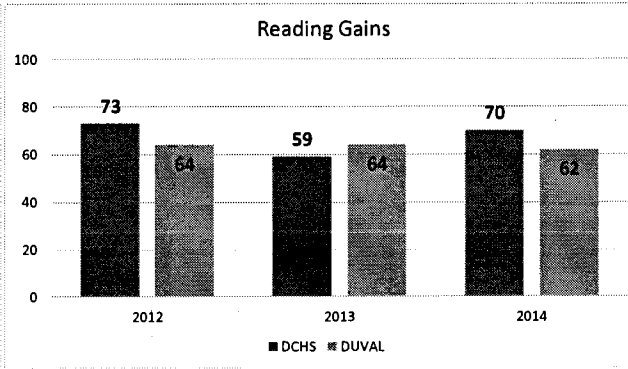
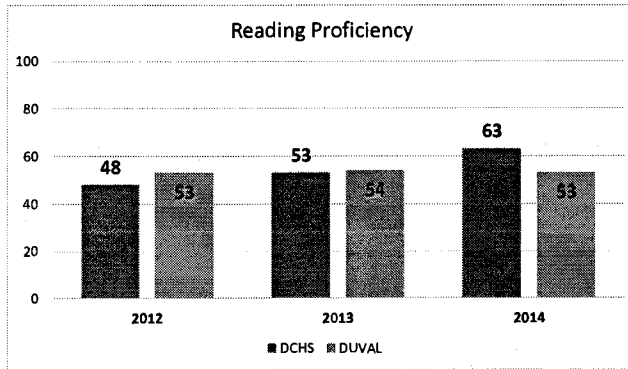


		Historical School Grade				
		2010	2011	2012	2013	2014
CSCS		A	A	A	A	A
Broward County		A	A	B	C	B

Historical Florida School Grade Components

Duval Charter High School at Baymeadows

DUVAL



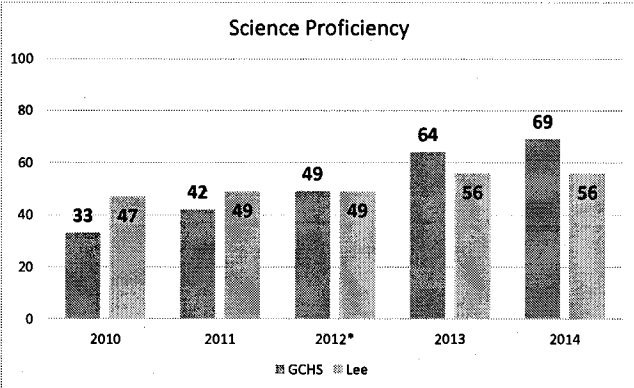
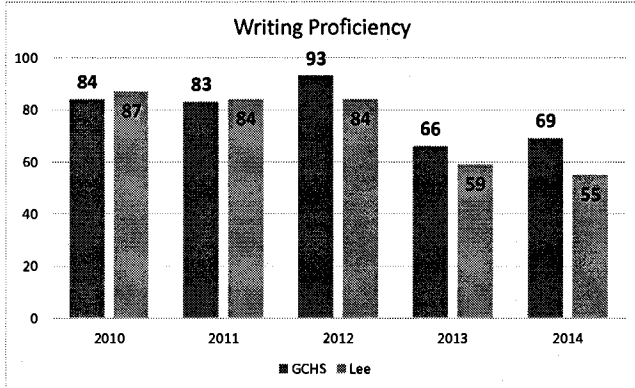
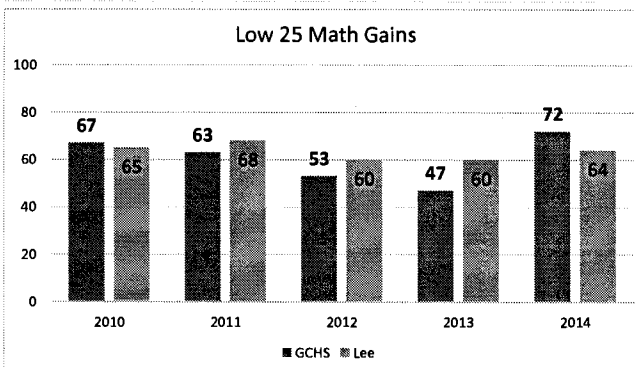
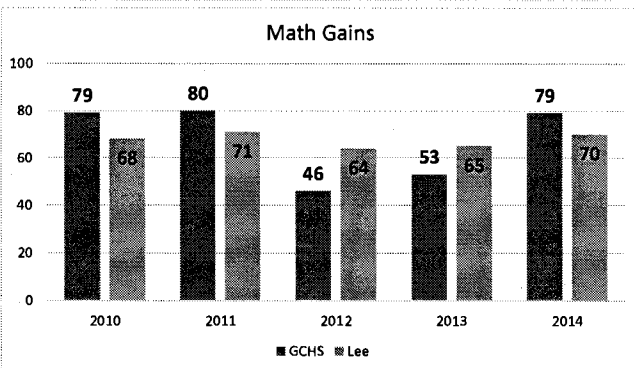
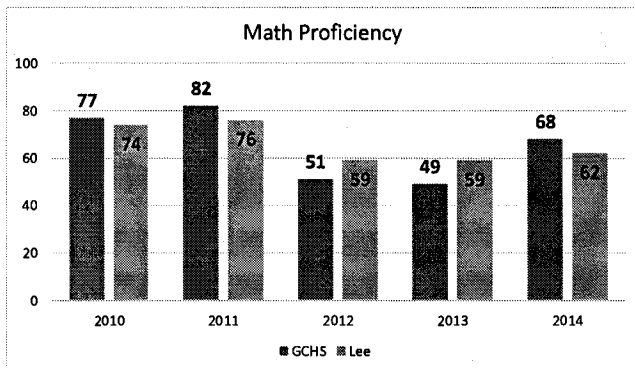
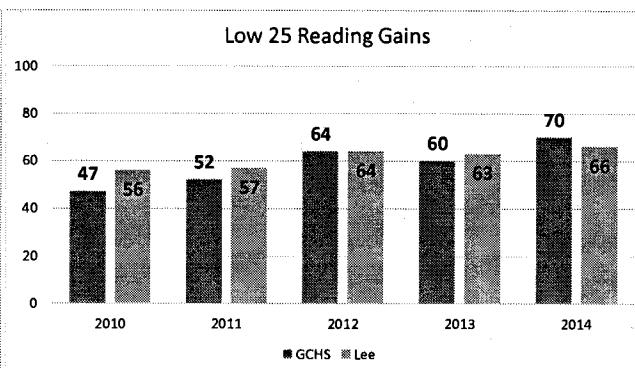
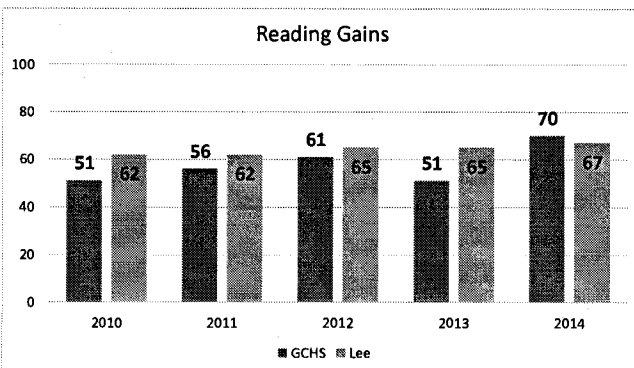
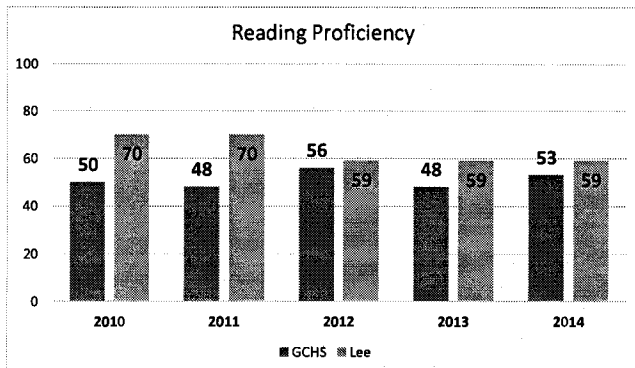
	2010	2011	2012	2013	2014
DCHS	--	--	A	B	B
Duval County	B	B	C	C	C

* DCHS did not assess science in 2011-12. District science scores were substituted.

Historical Florida School Grade Components

Gateway Charter High School

Lee



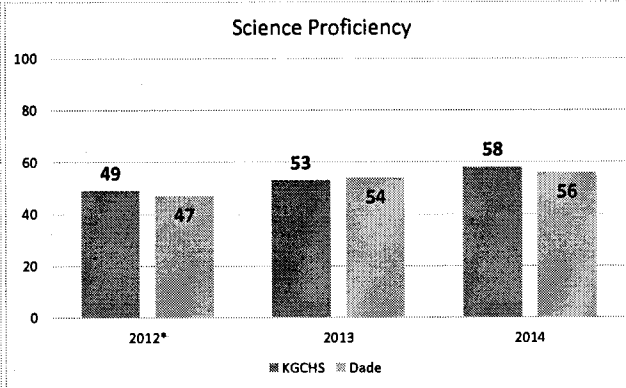
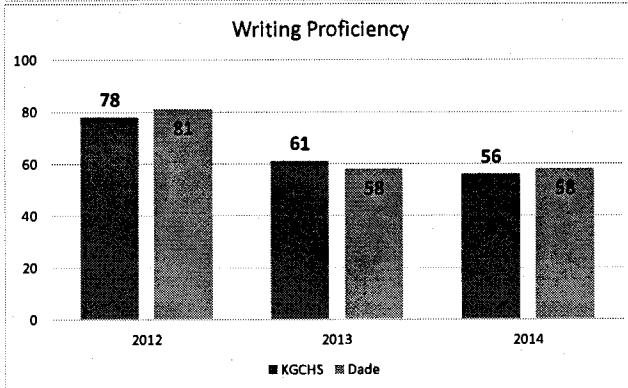
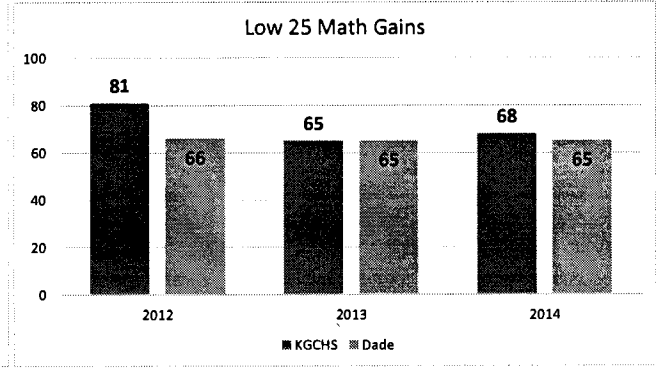
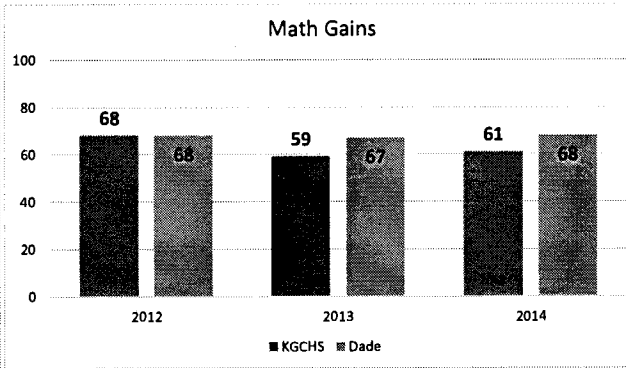
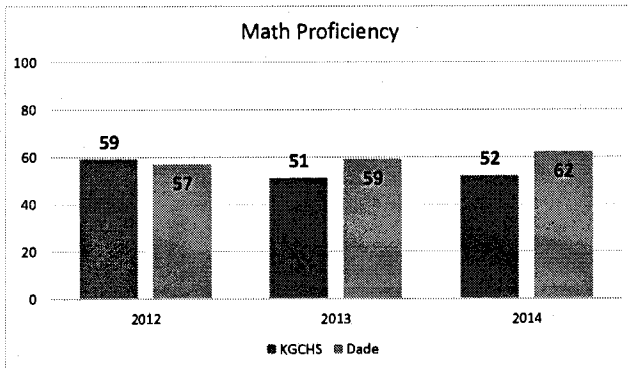
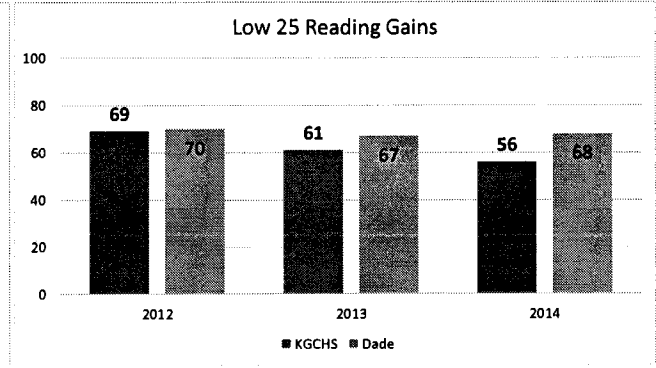
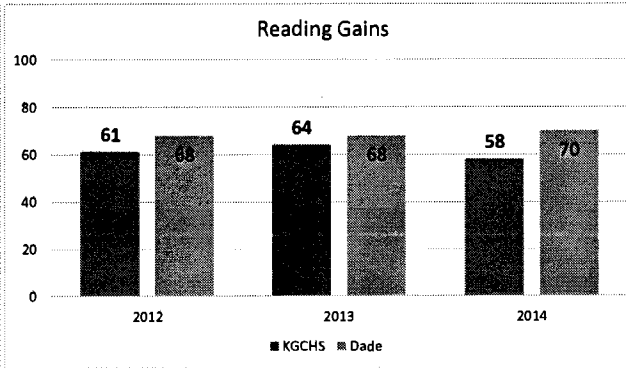
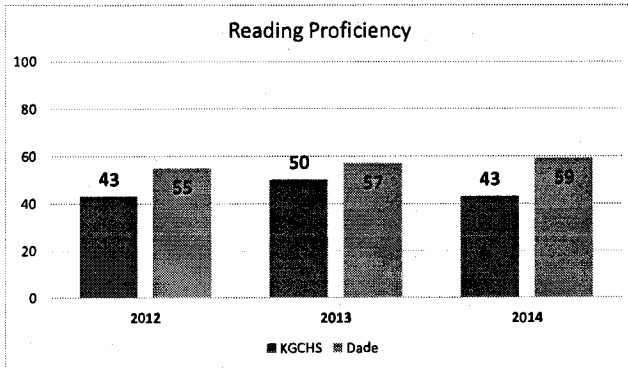
		Historical School Grade				
		2010	2011	2012	2013	2014
GCHS	B	A	A	B	B	
Lee County	A	A	B	C	B	

* GCHS did not assess science in 2011-12. District science scores were substituted.

Historical Florida School Grade Components

Keys Gate Charter High School

Dade



Historical School Grade

	2010	2011	2012	2013	2014
KGCHS	--	--	A	B	C
Dade County	B	B	B	B	B

* KGCHS did not assess science in 2011-12. District science scores were substituted.

Family of Schools
70 Schools | 7 States

C H A R T E R S C H O O L S
U S A

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



Appendix E
Key School Staff Job
Descriptions and
Employee Handbook



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



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 Description

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.



Position Description

- 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



Position Description

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.



Position Description

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.



Job Description

Job Title: School Operations Administrator

Reports to: Principal

Job Code:

Revision Date: 03/2015

JOB PURPOSE

The School Operations Administrator is responsible for managing the financial, operational, and HR functions at the school level. The School Operations Administrator will work daily with the CSUSA Support Center functional areas to insure school compliance with all CSUSA policies and protocols as established for all areas of responsibility. These functional areas include but are not limited to procurement, offer letters, onboarding, and grants.

ESSENTIAL DUTIES AND RESPONSIBILITIES

HUMAN RESOURCES Management:

- Creates position openings in HR system.
- Works in conjunction with Offer Letter Specialist to commence offer process and sends required documents regarding offers.
- Boards new employees in the HR system and works daily with Employee Onboarding and Compliance Specialist to insure all employees have completed all new hire paperwork in a timely manner.
- Supports all school personnel in completing electronic Human Resources ("HR") onboarding submissions, including but not limited to, new employee portal, benefit applications, ADP Salute, and ADP Payroll information.
- Implements and monitors new hire information in Student Information System (SIS) and Time & Attendance systems in ADP; maintains employee data in both systems.
- Works in conjunction with the Principal, the Finance Department and the Human Resources Department to ensure that the school stays within the approved Staffing Budget and various line items.
- Manages and maintains all confidential employee and school documents.

PAYROLL:

- Manages employees in self-posting PTOs in the HR system.
- Ensures compliance and accuracy in the HR Time and Attendance system.
- Audits payroll previews presented by Payroll Department to authorize processing of payroll.
- Manages and trains employees on all required HR systems.
- Prepares School-based reports as required by the Payroll Department.
- Oversees and approves I.T. and Facilities school based employee hours and PTO.

BENEFITS:

- Assists the Human Resources Department in formulating and executing open enrollments and other Benefit meetings and prepares required reports.
- Manages and trains employees on family status changes, 401k, benefits selection and compiles appropriate paperwork as required.
- Manages requests, information and documentation from employees for FMLA, Short-term and Long-term disability and assists Human Resources Department with requests, information and documentation.



Job Description

OPERATIONS:

- Works directly with Director and Manager of Procurements on purchase orders and goods needed.
- Manages National School lunch program at the school level working directly with the Support Center.
- Manages the school's food and transportation services by coordinating with service providers and overseeing deliveries.
- Manages all school inventory purchased.

FINANCE/ACCOUNTING:

- Manages financial records of the School in accordance with Company Policy and assists Staff Accountant with monthly Financial Statements.
- Supervises all check request and bank deposits including cash deposits of \$10,000 or more and ensures compliance with the Currency Transaction Reporting Requirements and Company Policy which will be provided and trained upon once hired.
- Supervises and trains delegates to make deposit and accept cash on schools behalf.
- Forwards approved invoices to Accounts Payable department on a weekly basis.
- Monitors and reconciles balances of School-based accounts in a timely manner.
- Manages and trains on procedure for collection of any NSF checks in a timely manner.
- Oversees and approves expenditure Invoices at the school level.
- Maintains and reconciles Petty Cash Account based on Company Policy.
- Prepares and maintains school budget and staffing matrix at the school level with Finance department in Adaptive Planning on a monthly basis.
- Participates on all School Dashboard calls and assists Principal with follow-up issues related to the call, as needed.

GRANTS/COMPLIANCE:

- Works daily with Education Grants Manager.
- Supervises timelines and grant draw downs.
- Attends grant trainings to prepare and administer grants at school level.
- Supports compliance department ensuring compliance at school level is maintained.

RISK MANAGEMENT:

- Ensures adherence to proper safety procedures.
- Acts as liaison to HR and Benefits teams in relation to respective employee injuries.
- Processes and oversees all Workers' Compensation claims electronically in the prescribed manner, and assists Employee in seeking medical care by providing proper authorization forms.
- 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.

FACILITIES and I.T.:

- Supervises all school based Facilities and I.T. employees.
- Point of contact for submitting Work Tickets for I.T., property, maintenance and safety needs at the school and processes all Help Tickets in a timely manner.
- Responsible for monitoring the facility as per the Facilities Handbook.
- Ensures 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.
- Manages and documents end of year key return from faculty/staff.



Job Description

- Processes all information and documentation for facility sub-leases and submits to Director of Projects and Facilities and Risk Management for approval.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

SKILLS AND KNOWLEDGE

- Time Management: Prioritizing, Organizing, Scheduling
- Computer Basics – Windows, Internet
- Aptitude for mathematics and the ability to concentrate on detail.
- Communication – Oral, Written, Interpersonal (active listening)
- Ability to multitask
- Ability to remain calm in fast-paced environment

JOB REQUIREMENTS

- Bachelor's or higher in Accounting, Finance or related field of study from an accredited institution.
- At least 2+ 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.

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.

- Sitting for long periods of time
- The employee must frequently lift and/or move up to 20 pounds and occasionally lift and/or move up to 10 pounds of force
- Vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

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.

- School setting. Noisy at various times throughout the day.
- Frequent interruptions from staff and telephone callers

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.

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.



Job Description

DISCLAIMER:

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: Administrative Assistant

Reports to: Principal

JOB PURPOSE

Responsible for ensuring the smooth and efficient operation of the school office in order for the office's maximum positive impact on the education of children can be realized.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Understands role as CSUSA Representative as evidenced within:

- Leads by example in adherence and knowledge of the CSUSA and school's Vision, Mission and Values demonstrated by his/her commitment to act in an ethical manner using behaviors that promote a team concept.
- Follows through on duties and projects assigned.
- Participates in and successfully completes training programs offered to increase skill and proficiency related to assignments.
- Reviews current developments, literature and technical sources of information related to job responsibility.
- Follows company policies, and federal and state laws.
- Ensures adherence to good safety procedures.
- Consults directly with CSUSA personnel when applicable.

School office responsibilities:

- Takes and transcribes dictation of various types, including reports, correspondence, observation and evaluation reports, letters, memos, newsletters, and other documents.
- Maintains the schedule of appointments for the principal and makes arrangements for meetings, conferences, interviews and other activities.
- Prepares evaluations, memos, newsletters, presentations and other documents at direction of the Principal.
- Coordinates the assignments and the work of substitute teachers.
- Performs office routines and practices such as sorting mail, operating the copy machine, serving as telephone receptionist and others.
- Prepares processes and maintains oversight of purchase orders.
- Maintains an appropriate filing system and readily retrieves documents through the use of this system.
- Manages records and correspondence, improves systems when necessary; responds to requests for information.
- Acts as an information resource for other office personnel in the building; communicates assigned duties to other office personnel as required.
- Has the ability to organize and prioritize multiple assignments.
- Is extremely organized, process driven, and detail oriented.

****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.
- Has the 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: is courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations; requires demonstrated poise, tact and diplomacy.
- Maintains the confidentiality of school business.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Possesses great phone etiquette.
- Is proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
- Works with and interacts with staff and relates to individuals at all levels of the organization., Is sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses strong customer orientation.
- Works with large amounts of data, researches and interprets records, detects errors, and makes the necessary corrections.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices.

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.

- Sitting for long periods of time
- The employee must frequently lift and/or move up to 20 pounds and occasionally lift and/or move up to 10 pounds of force
- Vision abilities required by this job include close vision, depth perception and ability to adjust focus.

WORK ENVIRONMENT:

While performing the duties of this job, the employee is occasionally exposed to office equipment and vehicles. The noise level in the work environment is usually quiet to moderate.

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 diploma or equivalent.
- One to two years of office experience with a wide variety of responsibilities.
- Successful results of criminal and employment background check.
- Comfortable working in learning environment as part of a team.
- Bilingual ability may be required per advertised vacancy specifications.
- Demonstrated proficiency with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

Position Title: Receptionist
Reports to: Principal

JOB PURPOSE

Serve as primary reception and information resource for the assigned location by assisting walk-in traffic and by answering telephone inquiries. Provide supplementary clerical, computer, and operational support to school. This position is the focal point for the school.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Understands role as CSUSA Representative as evidenced within:

- Leads by example in adherence and knowledge of the CSUSA and school's Vision, Mission and Values demonstrated by his/her commitment to act in an ethical manner using behaviors that promote a team concept.
- Follows through on duties and projects assigned.
- Participates in and completes training programs successfully offered to increase skill and proficiency related to assignments.
- Reviews current developments, literature and technical sources of information related to job responsibility.
- Follows company policies, and federal and state laws.
- Ensures adherence to good safety procedures.
- Consults directly with CSUSA personnel when applicable.

Front office responsibilities

- Greets and directs walk-in traffic providing general information and making referrals to offices and services as appropriate.
- Answers phone inquiries by providing general information and/or connecting calls to offices and services as appropriate.
- Maintains a master guide of activities, events, and related information for the school.
- Performs a variety of clerical tasks which may include scheduling and maintaining records of school activities, tracking student attendance, check-in/check-out of supplies and materials, photocopying, typing, data input, sorting mail, making up file folders, and/or transmitting/receiving fax documents and email.
- Schedules appointments and meetings, which may include reserving conference rooms and facilities, organizing materials, sending out meeting notices, arranging for catering services, and maintaining calendars.
- Responds to telephone requests for specific materials to be mailed and assists with mailing general school information to parents.
- Responds to telephone and written requests for school information.
- Maintains confidentiality of records as appropriate.
- Serves as liaison for administrators and teachers.
- Ensures Front Office is organized and information sheets for parents are stocked.
- Maintains inventory of office supplies, ordering from outside vendors or bookstores, as needed within available budget with direction from Principal or Business Administrator.
- Provides passes to students as appropriate.
- Orients and situates substitute teachers.
- Calls parents on waiting list when an opening at the school arises.

****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

- Has the ability to work and interact with individual at all level of the organization.
- Has the ability to organize, prioritize and manage multiple priorities.
- Has the ability to prepare comprehensive business reports, including writing report sections, integrating content, and formatting business documents.
- Has the ability to establish a set of operating principles and routines; driving projects to completion, while insisting on highest level of quality.
- Has the ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
- Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Demonstrates proficient use of computer software – Windows (Word, Excel, Outlook, PowerPoint); Student Information System (SIS) and email communications.
- Possesses good knowledge of company and departmental policies and procedures.
- Possesses detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.

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.

- Must be able to remain calm in fast paced environment.
- 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 non-exempt under the overtime provisions of the Fair Labor Standards Act.

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 the Human Resources Department will be subject to disciplinary action up to and including termination.

JOB REQUIREMENTS

- High School graduate or equivalent.
- 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.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Ability and willingness to take directions.
- 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.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.



Position Description

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 student 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.



Position Description

- 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



Position Description

- 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.



Position Description

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 Description

Job Title: GUIDANCE COUNSELOR
Reports to: Principal
Job Code: 610X00
Revision Date: 01/2009

JOB PURPOSE

To help students achieve personal fulfillment by providing them with guidance and counseling services to make successful personal, educational and occupational life plans.

ESSENTIAL DUTIES AND RESPONSIBILITIES

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

Guidance Counselor



Job Description

- 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.



Job Description

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.
- 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.



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 (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.



Position Description

Position Title: Nurse

Reports to: Principal

Job Code: 770X00

Revision Date: 06/2011

JOB PURPOSE

To support the instructional program by creating a climate of health and well-being in the school and by addressing the health needs of the school, consistent with the goals set forth by CSUSA.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Assessment

- Maintains a complete, up-to-date health record system using available technology.
- Plans and conducts screenings, examinations and health appraisals in accordance with state law and CSUSA policy.
- Monitors newly enrolled students in order to ensure that state law and district policy are implemented concerning health issues (i.e., immunization, medical records).

Consultation

- Advises and counsels students, staff and parents, as appropriate, concerning health issues.
- Makes referrals to school resources and/or community agencies as necessary.
- Serves as consultant and resource person in health instruction and curriculum planning.
- Provides input to the administration concerning the implementation of state law and the development of CSUSA policies and procedures related to health issues.

Emergency Care

- Provides first aid as needed.
- Assists emergency care givers as applicable.
- Maintains appropriate records as required.

School Environment

- Makes recommendations to the principal regarding health and safety to promote a safe, healthy and comfortable learning environment.
- Administers medication in accordance with state law and CSUSA policy.

School /Community Relations

- Communicates with parents/guardians as needed concerning their child's health.
- Keeps staff informed about relevant health issues.



Position Description

- Communicates with various health-related organizations in the community and surrounding areas as needed for students and staff.

****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

- Ability to work and interact with individual at all level of the organization.
- Ability to organize, prioritize and manage multiple priorities.
- Ability to prepare comprehensive reports, including writing report sections, integrating content, and formatting the report electronically when needed.
- Ability to establish a set of operating principles and routines; driving projects to completion, while insisting on highest level of quality.
- Ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
- Ability to establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Computer Basics – Windows (Word, Excel, Outlook, PowerPoint); Student Information System (SIS).
- Knowledge of company and departmental policies and procedures.
- Detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.

PHYSICAL DEMANDS

- No physical exertion required.
- Required to sit and 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.

JOB REQUIREMENTS

- Current license as a registered professional nurse in state.
- Certification as a school nurse or working toward this certification in accordance with state law and regulation.
- Bachelor's Degree from an accredited college.
- Minimum of three years successful experience as a nurse or school nurse (preferred).
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.



Position Description

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. The noise level in the work environment is moderate.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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.



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.

Position Title: Food Service Worker

Reports to: Principal

JOB PURPOSE

Prepare and serve meals at the school level in an efficient and effective manner to meet the nutritional needs and program acceptability of students and staff in accordance with federal, state and local regulations and CSUSA guidelines.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Receives deliveries properly – including accuracy of delivery compared to what was ordered, rotating stock, and putting delivery away.
- Stocks the food serving line for that day.
- Ensures proper, safe temperature of foods before serving.
- Prepares and serves meals in a timely manner.
- Cleans up kitchen and serving line.
- Takes trash (including breaking down boxes) to dumpster.
- Stocks for the next day including pulling appropriate food items from freezer.
- Deals courteously with the public.
- Maintains an effective working relationship with school faculty, staff and students.
- Maintains high standards of work habits, sanitation and safety.
- Maintains records and reports as required by supervisor.
- Understands, follows, and gives oral and written directions.
- Ensures cash drawer is in balance.

****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

- Demonstrate 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.
- Time Management – Prioritizing, Organizing.
- Communication – Oral, Written, Listening.
- Proper food handling procedures.
- Understands and practices safety and sanitation.

PHYSICAL DEMANDS

- Stand for long lengths of time
- Lift up to 40 pounds.

- Stock deliveries and keep the area free of obstacles.
- Sweep floors.
- Ability to break down boxes and carry trash to dumpster.

PERSONAL PROTECTIVE EQUIPMENT

- Heat resistant mitts

WORK ENVIRONMENT

- Room temperature may be warm when the ovens are working.
- May be noisy 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

Performance will be evaluated in accordance with Charter School 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.

JOB REQUIREMENTS

- High School Diploma or the equivalent preferred.
- Two years (2) experience in food service preferred.
- Knowledge of computer, cash register, and/or food processing machinery as related to specific job functions preferred.
- Successful completion of background check.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.



Position Description

Job Title: High School Math 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: High School Music 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: High 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: High 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: High 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 complete 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: High 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: Athletic Director

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
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs.
- Strives 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
- Maintains accurate and complete student records
- 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
- Assigns lessons, corrects student work product and reviews oral presentations
- Coordinates class field trips
- Prepare students for state required achievement assessments

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
- 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

- Develop 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 and other staff.



Position Description

- Maintains confidentiality about students.
- Attends parent communication activities.
- Participates 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.

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.



Position Description

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 REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Equivalent combination of education and experience.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.



Position Description

Job Title: Special Education/ ESE Teacher

JOB PURPOSE

Work in partnership with parents, students, 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

- Prepares for and conducts Parent and student conferencing according to school policy.
- Delivers 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 conducts 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 assists 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.

Monitoring and Compliance

- Collaborates with regular education teachers to monitor student progress and compliance (including student compliancy issues, withdrawals, etc.).
- Proctors standardized tests.
- Completes student progress reports four times a year (quarterly).

Special Education Responsibilities

- Maintains IEPs, Quarterly Reports, Progress Monitoring for caseload.
- Develops and Implements IEPs with measurable goals using Progress Monitoring.
- Collects and Reports Progress Monitoring Data for all student goals.
- Conduct IEP meetings within timelines.
- Makes data-driven instructional decisions to improve student outcomes.
- Completes Quarterly Progress Reports.
- Maintains accurate and compliant special education data (class lists with contact info, related services info, IEP due dates, etc.).
- Completes reevaluations in accordance with Regulations and best practice.
- Completes all special education paperwork accurately, according to regulations, and on time.
- Develops and monitors appropriate transition plans for students of transition age.
- Maintains communication with Related Service Providers and Case Managers to ensure compliance with provision of services, evaluations, and quarterly progress reports.
- Administers diagnostic assessments as needed.



Position Description

- Obtains and maintains compliant special education student files.
- Participates in State specific training.
- Attends Professional Development as designated on school calendar (travel may be required).

Communication

- Communicates with Regular Education Teachers and Administrators when necessary.
- Participates 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 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:



Position Description

- 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 the Human Resources Department will be subject to disciplinary action up to and including termination.

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.



Position Description

Job Title: Intensive Reading Teacher

JOB PURPOSE

Responsible for providing assistance to supervisors and teachers with the implementation of a reading curriculum which matches the federal, state, and school mandates to increase the reading achievement of all the students in the school. Implements and manages appropriate interventions for students.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Demonstrates knowledge of the content area and approved curriculum.
- Utilizes a variety of teaching methods and resources for each area taught.
- Communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
- Comprehends the principles of student growth, development, and learning, and applies them appropriately.
- Utilizes student assessment techniques and procedures.
- Manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
- Recognizes student diversity and create an atmosphere conducive to the promotion of positive student involvement and self-concept.
- Demonstrates a willingness to examine and implement change, as appropriate.
- Works productively with colleagues, parents, and community members.
- Meets professionalism requirements and responsibilities.
- Supervises paraprofessionals assigned to math intervention.
- Complies with Code of Ethics of the Education Profession Standards of Professional Conduct.
- Collaborates with individual teachers through co-planning, co-teaching, and coaching.
- Works with and models intervention programs with small groups of students.
- Works with parent/guardians and community leaders to foster home/school/community partnerships focused on students' learning of reading.
- Participates in on-going annual professional development trainings to enhance job efficacy through increased reading content knowledge, understanding of pedagogy models, inter-personal skills development, and curricular materials knowledge.
- Designs and implements appropriate intervention strategies for struggling students.
- Designs and implements Reading Nights to involve families and community members.
- Completes other tasks as deemed appropriate by the immediate supervisor and/or the principal.
- Collects and reports student data.
- Administers and analyze reading diagnostic and progress monitoring assessments.

****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 working with struggling readers



Position Description

- Demonstrates enthusiasm and commitment toward 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. As unique situations present themselves, the employee must be sensitive to corporate needs, employee goodwill, and the public image.
- Possesses excellent communication skills: 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 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.
- Possesses detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law.

JOB REQUIREMENTS

- Bachelor's degree (Master's Preferred) and eligibility for Florida teaching certification.
- Demonstrated evidence of involvement in school activities involving leadership responsibilities.
- Certification in Reading & Reading Endorsed
- ESOL Endorsement
- Effective instructional delivery techniques and excellent communication skills.
- Minimum of three years of K-12 classroom teaching with demonstrable positive impact on achievement
- Demonstrate evidence of involvement in school activities involving leadership responsibilities such as conducting professional development activities, classroom demonstrations, and assisting teachers in the implementation of instructional processes and programs.
- Prior experience as a coach or master teacher modeling lessons in the subject matter
- At least 24 hours of college reading credit
- Knowledge of core academic subject assigned.
- Highly knowledgeable of curriculum, instruction and assessment
- Effective instructional delivery techniques and strong organizational, communication, and interpersonal skills
- Use technology to strengthen the teaching/learning process.
- Commitment to company values

WORK ENVIRONMENT

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.

PHYSICAL DEMANDS



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 position 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: Intensive Mathematics Teacher

JOB PURPOSE

Responsible for providing assistance to supervisors and teachers with the implementation of a mathematics curriculum which matches the federal, state, and school mandates to increase the mathematics achievement of all the students in the school. Implements and manages appropriate interventions for students.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Demonstrates knowledge of the content area and approved curriculum.
- Utilizes a variety of teaching methods and resources for each area taught.
- Communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
- Comprehends the principles of student growth, development, and learning, and applies them appropriately.
- Utilizes student assessment techniques and procedures.
- Manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
- Recognizes student diversity and create an atmosphere conducive to the promotion of positive student involvement and self-concept.
- Demonstrates a willingness to examine and implement change, as appropriate.
- Works productively with colleagues, parents, and community members.
- Meets professionalism requirements and responsibilities.
- Supervises paraprofessionals assigned to math intervention.
- Complies with Code of Ethics of the Education Profession Standards of Professional Conduct.
- Collaborates with individual teachers through co-planning, co-teaching, and coaching.
- Works with and models intervention programs with small groups of students.
- Works with parent/guardians and community leaders to foster home/school/community partnerships focused on students' learning of mathematics.
- Participates in on-going annual professional development trainings to enhance job efficacy through increased mathematics content knowledge, understanding of pedagogy models, inter-personal skills development, and curricular materials knowledge.
- Designs and implements appropriate intervention strategies for struggling students.
- Designs and implements Mathematics Nights to involve families and community members.
- Completes other tasks as deemed appropriate by the immediate supervisor and/or the principal.
- Collects and reports student data.
- Administers and analyze mathematics diagnostic and progress monitoring assessments.

****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



Position Description

- Demonstrates enthusiasm and commitment toward working with struggling readers
- Demonstrates enthusiasm and commitment toward 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. As unique situations present themselves, the employee must be sensitive to corporate needs, employee goodwill, and the public image.
- Possesses excellent communication skills: 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 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.
- Possesses detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law.

JOB REQUIREMENTS

- Bachelor's degree (Master's Preferred) and eligibility for Florida teaching certification.
- Demonstrated evidence of involvement in school activities involving leadership responsibilities.
- Certification in Mathematics
- ESOL Endorsement
- Effective instructional delivery techniques and excellent communication skills.
- Minimum of three years of K-12 classroom teaching with demonstrable positive impact on achievement
- Demonstrate evidence of involvement in school activities involving leadership responsibilities such as conducting professional development activities, classroom demonstrations, and assisting teachers in the implementation of instructional processes and programs.
- Prior experience as a coach or master teacher modeling lessons in the subject matter
- Knowledge of core academic subject assigned.
- Highly knowledgeable of curriculum, instruction and assessment
- Effective instructional delivery techniques and strong organizational, communication, and interpersonal skills
- Use technology to strengthen the teaching/learning process.
- Commitment to company values



Position Description

WORK ENVIRONMENT

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.

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.

- 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 position 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.

Sample Employee 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.

All 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.

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 have 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

On 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.

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.

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 your 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. Those 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, methaqualone, an opiate, 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.

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 violations 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.
- Lying to employees, Administrator/Manager or clients.
- 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. *

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 P.E. 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 piercing, jewelry, hair, make-up and tattoos comply with CSUSA's 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 10/5 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

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 within 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.

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 require 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 its 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,

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.

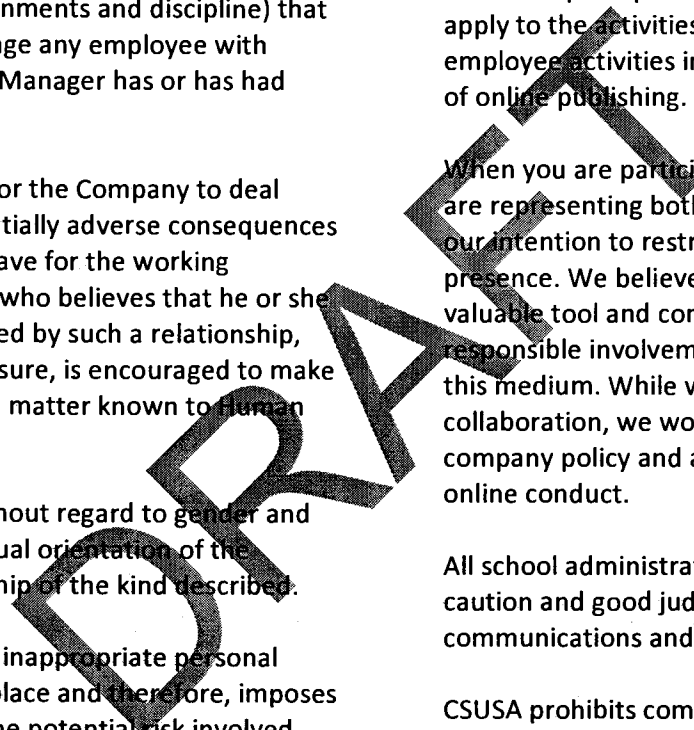
All school administrators, faculty and staff shall use caution and good judgment when using electronic communications and social networking sites.

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 their personal privacy. Employees are prohibited from making Social Media Disclosures or utilizing Social Media in any way that could violate CSUSA's 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

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 under 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 nor are smokers 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 another 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

- 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.

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

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.

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 materials.

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 backup 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.

- 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.
- 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.
- 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

- 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

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 Message

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:

- 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.

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

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 of 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.

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.

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:

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).

Part Time

Part time employees are classified as non-exempt and work a regular schedule less than 36 hours per week.

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

considered temporary employees. Temporary and seasonal employees do not receive any benefits provided by the Company.

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.

Attendance records are Company records, and care must be exercised in recording the hours worked, overtime hours, absences and business expenditures.

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.

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

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 their accurate time has been provided to the Business Administrator/Bookkeeper at the schools or 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

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 needs 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 request at the end of the school year).
7. In the case of termination, PTO taken 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 end 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 the 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, specific to Pregnancy Leave: [Indiana Personal Non FMLA Leave](#). Louisiana employees should also refer to the following hyperlink, also related to Pregnancy Leaves: [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 while 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:

Illinois Military Leave

Indiana Employees should refer to the following hyperlink regarding Indiana Specific Military Leave information: [Indiana Military Leave](#).

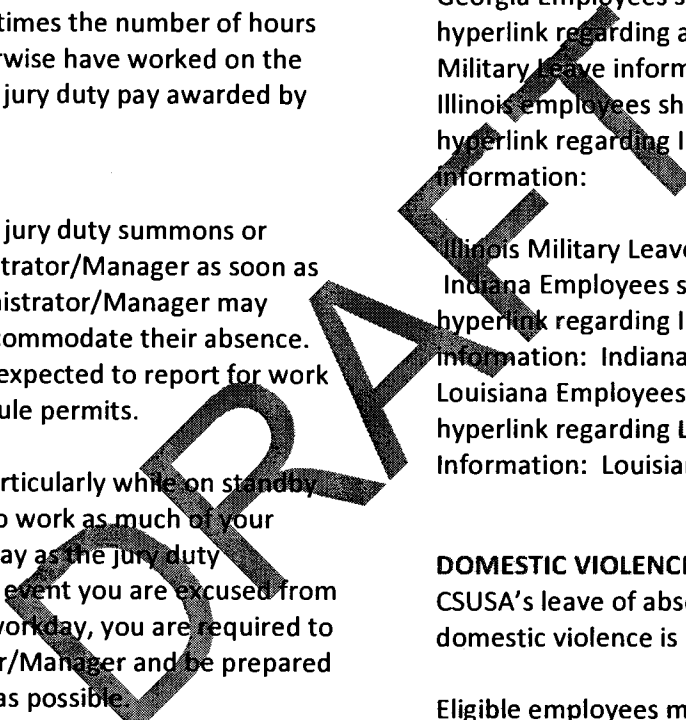
Louisiana Employees should refer to the following hyperlink regarding Louisiana specific Military Leave Information: [Louisiana Military Leave](#)

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.

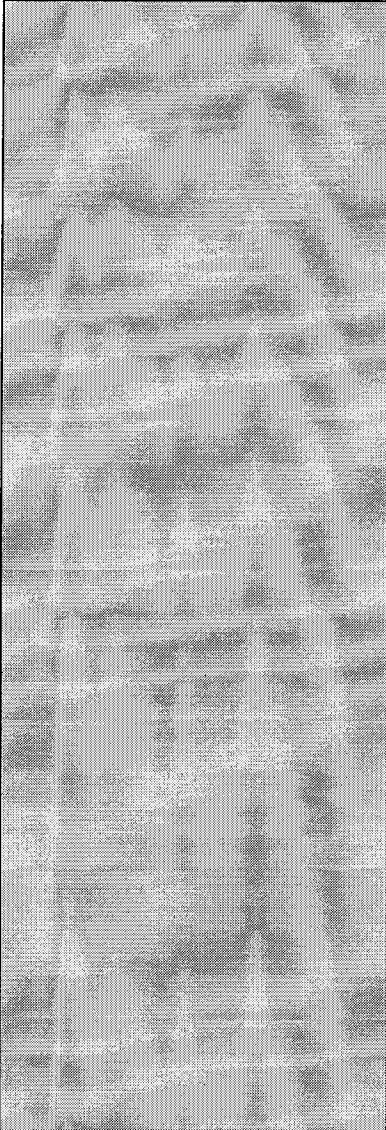


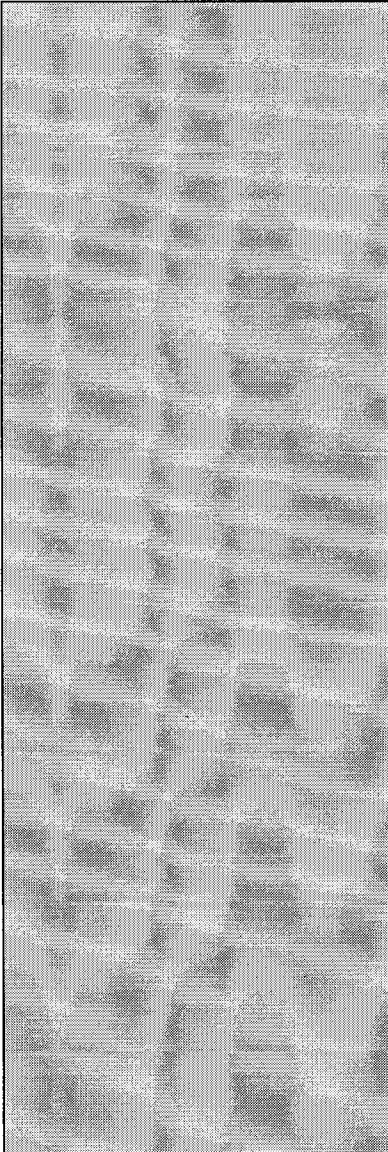
Appendix F
Five-Year Projected
School Budget and
Financial Plan
(Included as a
Separate Excel File)

Appendix G
Curriculum Samples /
CSUSA Florida
Student Progression
Plan / Sample Personal
Learning Plan / Sample
Report Card

Unit # 3: The Significance of Clearly Expressing Yourself	
Time Span:	4 weeks
Why Behind The What:	Whenever you feel some negative emotion, systematically ask yourself: What, exactly, is the thinking leading to this emotion? For example, if you are angry, ask yourself, what is the thinking that is making me angry? What other ways could I think about this situation? For example, can I learn from this emotion or create another resolution? If you can concentrate on that thinking, your emotions will (eventually) shift to match it.
Capstone Project	Decision-Making: Students will read multiple accounts of the same event, addressing how the author's language or perception is expressed. Students will write their perception or review of the account using vivid and descriptive word choice.
Evidence of Learning	Examples of smaller evidences (exit ticket, discussion, informal checks for understanding)
Unit Essential Question	How do I determine the central idea of a text and its organization and structure, in order to support an author's argument or point of view?
Unpacked Standards	<p>CC.RL.910.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>4- I can analyze why authors choose certain words and phrases and figurative language and how their choices impact the setting and tone of above grade-level texts.</p> <p>*3- I can analyze why authors choose to include particular words and phrases (e.g., <i>In a speech by Martin Luther King Jr., he compares coming to the capital to cashing a check.</i>) and/or allusions (e.g., <i>In a speech by Martin Luther King Jr., he alludes to the Declaration of Independence, The Gettysburg Address, a spiritual song, etc.</i>) as well as to evoke a particular meaning or tone.</p> <p>2- I can distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean) and recognize the difference between denotative and</p>

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		<p>connotative meanings.</p> <p>1- I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia).</p>
	<p>CC.RL.910. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>4- I can compare and contrast the structure of two or more above grade level texts and analyze how the differing structures of each text contribute to its meaning and style.</p> <p>*3I can analyze how an author's choices concerning how to structure a text create such effects as mystery, tension, or surprise.</p> <p>2- I can compare (analyze the similarities) and contrast (analyze the differences) the structures found in two or more texts and determine how the differences affect the overall meaning and style of each text.</p> <p>1-I can analyze how a text's form or structure contributes to its meaning.</p>
	<p>CC.RL.910.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>4- I can cite evidence from above grade level text to analyze both what the text explicitly states and what can be inferred.</p> <p>*3-I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.I can analyze an author's words and determine the textual evidence that most strongly supports both explicit and inferential questions.</p>

		<p>2-I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read, it’s most likely true that..”) and read closely and find answers explicitly in text (right there answers) and answers that require an inference.</p> <p>1- I can cite several pieces of textual evidence to support analysis of what a text says.</p>
	<p>CC.RI.910.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>4- I can cite evidence from above grade level text to analyze both what the text explicitly states and what can be inferred.</p> <p>*3 I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.-I can analyze an author’s words and determine the textual evidence that most strongly supports both explicit and inferential questions.</p>
		<p>2-I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read, it’s most likely true that..”) and read closely and find answers explicitly in text (right there answers) and answers that require an inference.</p> <p>1- I can cite several pieces of textual evidence to support analysis of what a text says.</p>
	<p>CC.RI.910.2 Determine a central idea of a text and analyze its development</p>	<p>4- I can determine a central idea of above grade level text and analyze how it develops over the course of the text, including its relationship to supporting ideas and provide an objective summary of the text.</p>

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	<p>over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>*3- I can determine a central idea of a text and analyze how it develops over the course of the text, including its relationship to supporting ideas and provide an objective summary of the text.</p> <p>2-I can compose an objective summary stating the key points of the text without adding my own opinions or feelings.</p> <p>1- I can determine the central idea of a text and write a summary.</p>
	<p>CC.RI.910.6 Determine an author's point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose.</p>	<p>4- I can analyze how an author acknowledges and responds to conflicting evidence or viewpoints in above grade-level text. I can determine an author's point of view and explain his/her purpose for writing the text in above grade-level text.</p> <p>*3- I can determine an author's point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose.</p> <p>I can analyze how an author acknowledges and responds to conflicting evidence or viewpoints (<i>How does the author respond? Does he/she use information, evidence, statistics, etc. to strengthen his/her own viewpoint?</i>) AND I can determine an author's point of view (<i>What do I know about the author's opinions, values, and/or beliefs?</i>) and explain his/her purpose for writing the text.</p> <p>2- I can analyze how an author acknowledges and responds to</p>

		<p>conflicting evidence or viewpoints OR I can determine an author's point of view and explain his/her purpose for writing the text.</p> <p>1- I can define point of view as how the author feels about the situation/topic of a text.</p>
	<p>CC.L.910.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>	<p>4- I can demonstrate strong command of the conventions of standard English capitalization, punctuation to indicate a pause or break, or a list, and spelling and in my own and other's writings.</p> <p>*3- I can demonstrate a strong command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>I can spell correctly.</p> <p>2- I can self correct and evaluate the correct use of English capitalization, punctuation, and spelling in my own writing.</p> <p>1- With guidance, I can recognize and correct with conventions of English capitalization, punctuation, and spelling in my own writing.</p>
	<p>CC.L.910.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades</i></p>	<p>4- I can determine or clarify the meaning of unknown and multiple-meaning words or phrases found in above grade-level text.</p> <p>*3 - I can determine or clarify the meaning of unknown and multiple-meaning words or phrases found in grade-level text.</p>

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9-10 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation

I can utilize context clues to infer the meaning of unknown words.

I can identify and correctly use patterns of word changes that indicate different meanings or parts of speech.

I can verify my inferred meaning of an unknown word by consulting reference materials, such as a dictionary, thesaurus or glossary on my own.

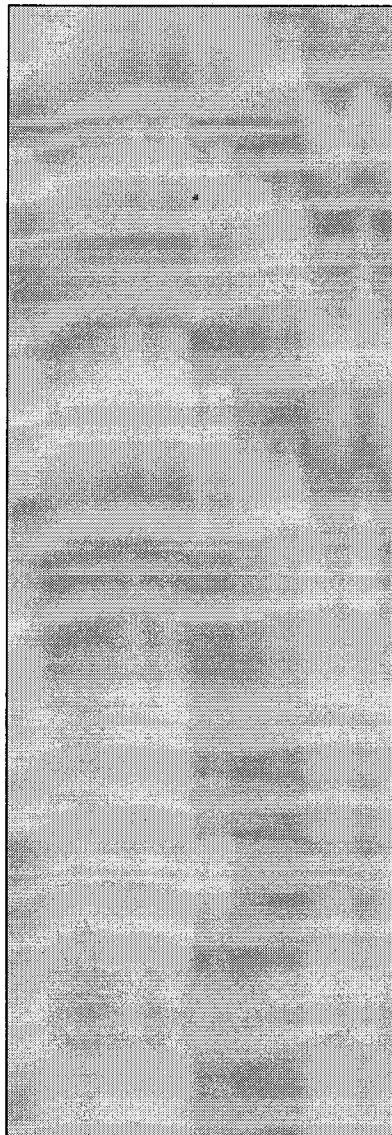
I can break down an unknown word into units of meaning to infer the definition of the unknown word.

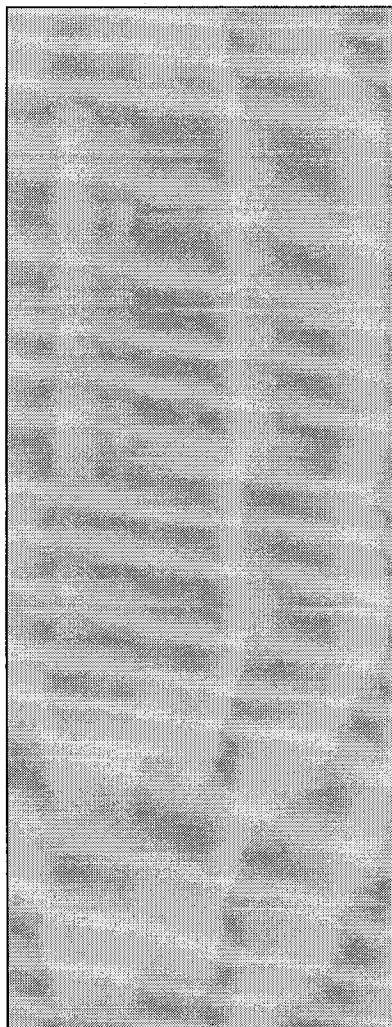
2- With guidance, I can determine the meaning of unknown words or phrases using context clues and word parts.

1- I can determine the meaning of unknown words by consulting reference materials to determine or clarify precise meaning or part of speech.

	<p>of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	
	<p>CC.SL.910.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared having read and researched material under study; explicitly draw on</p>	<p>4-I can initiate and effectively participate in a range of above grade level collaborative discussion with diverse partners, building on each other's ideas and expressing my own clearly.</p> <p>*3- Initiate and participate effectively in a range of collaborative discussions with divers partners on grade level topics, by building on my and others ideas, clearly and persuasively.</p> <p>I can come to discussions prepared, having researched materials.</p> <p>I can work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles.</p> <p>I can propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>

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	<p>that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>I can respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify my own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>I can build on others' ideas and effectively express my own ideas in collaborative discussions of all types with diverse partners.</p> <p>I can review and/or research the material(s) to be discussed and draw on that evidence in my discussion.</p> <p>I can participate in creating all roles and rules necessary for collaborative discussion.</p> <p>I can create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue.</p> <p>I can respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, integrate them with my own when warranted (appropriate), and justify my own views based on evidence introduced by others.</p> <p>2 – I can effectively engage in collaborative discussions of all types on grade level texts, topics, and issues, building on others' ideas and expressing my own clearly.</p>
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	<p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>1- I can participate in collaborative discussions, expressing my own ideas clearly and effectively.</p>
	<p>CC.RI.910. 5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>4-I can analyze detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of an above grade level text.</p> <p>*3- I can analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text</p> <p>2- I can analyze and explain how the roles of particular sentences (e.g., topic sentence, supporting detail) help to develop and refine the author's key concept.</p> <p>1-I can determine how the organization of a text contributes to the development of ideas.</p>

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	<p>CC.W.910.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation</p>	<p>4-I can gather relevant information, determine credibility from multiple, authoritative, above grade level print and digital sources and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>*3- I can gather relevant information, and assess its usefulness from multiple print and digital sources and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>2- I can evaluate the usefulness and accuracy of a given source, determine when my research data or facts must be quoted (directly stated -- "word for word") in my writing and follow a standard format for citation to create a bibliography.</p> <p>1-I can define and successfully avoid plagiarism (using someone else's words/ideas as my own) when writing.</p>
<p>Unit Essential Vocabulary</p>	<p>Central idea, analyze, development, relationship, supporting, summary, point of view, analyze, respond, purpose, acknowledge, conflicting, evidence, viewpoint, credible source, format, digital source, bibliography, citation page, data, homophone, comma, ellipsis, dash, omission, pause, detail, structure, text, role, develop, refine, concept, text feature, graphic, organizer, header, caption, consumer, explicit, textual evidence, inference, conclude, explicit, inference, Greek affix, Latin affix, thesaurus, similar, opposite, context clues, dictionary, pertinent, reasoning, research, respond, role, warrant, figurative meaning, connotative meaning, specific, impact, tone, word choice, determine, analogies, allusions, text structure, contribute, contrast, differ</p>	

<p>Resources</p>	<p>http://blog.flocabulary.com/allusion/ http://www.readwritethink.org/files/resources/30738_analysis.pdf https://my.hrw.com/la_2010/na_lit/student/nonfiction/pdf/decofind.pdf www.eyewitnesstohistory.com http://safari.iu13.org/SAFARI/montage/play.php http://historyengine.richmond.edu/ http://educore.ascd.org/Resource/LiteracyTemplate/b2fb3ca0-dfdc-4166-ba67-47a705861249 http://www.cpalms.org/Public/PreviewResourceLesson/Preview/44329 http://www.cpalms.org/Public/PreviewResourceUrl/Preview/59621</p> <p>http://memory.loc.gov/ammem/alhtml/almtime.html http://educore.ascd.org/SearchEducore.aspx?q=figurative%20language%20in%20the%20Declaration%20of%20INdependence&c=1</p>			
<p>http://www.history.com/news/kings-letter-from-birmingham-jail-50-years-later http://www.gradesaver.com/letter-from-birmingham-jail/study-guide/themes</p>				
<p>http://www.history.com/topics/black-history/selma-montgomery-march</p>	<p>Cluster 1</p>	<p>Cluster 2</p>	<p>Cluster 3</p>	<p>Cluster 4</p>
<p>Standards</p>	<p>CC.RL.910.4 CC.RL.910.5</p>	<p>CC.L.910.4 CC.RL.910.1 CC.RI.910.1 CC.SL.910.1.a-d</p>	<p>CC.SL.910.1a.-d CC.RI.910.5</p>	<p>CC.W.910.8 CC.RI.910.6 CC.RI.910.2 CC.L.910.2a-C</p>

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Time Frame	1 week	1 week	1 week	1 week
Science				
Social Studies				
<p>Performance Tasks</p>	<ul style="list-style-type: none"> • Students will read "Cloudy Day" by Jimmy Santiago Baca (pg. 373 HRM 10th grade Collection) Cite textual evidence to identify words or phrases that reveal tone, personification and theme. Evaluate how the theme emerges at the end and why the poet decided to structure the poem this way. • Struggling students could complete TPCASST to show understanding of the structure of a poem. 	<ul style="list-style-type: none"> • Students will prepare and participate in a Socratic Seminar concerning their readings from "Letter From Birmingham Jail" and its effect on America today. Students should complete any extended research in order to fully participate in discussions (CC.SL.910 .1.a-d) • Struggling students could be paired with stronger students to work through the text and complete Cornell notes to supply evidence as they read. • Further extension activities could be 	<ul style="list-style-type: none"> • Students will analyze primary source documents, making comparisons between first and final drafts of the Declaration of Independence. The students will analyze and evaluate the significance of the differences in wording and the impact on modern government. 	<ul style="list-style-type: none"> • After completing the collection of pieces, students will analyze a seminal document or speech to review the authors claim. Students will then research as necessary to provide evidence for a counterclaim or argument and complete a debate. • Struggling students could further research a person from their readings and present an in-depth report as to how that person affected society.

		<p>covered in Social Studies classes with a unit on the Civil Rights Movement, as well as a viewing of "Selma"</p>		
<p>Evidence of Learning</p>	<ul style="list-style-type: none"> • I can define and identify various forms of figurative language • I can distinguish between literal language and figurative language. • I can recognize the difference between denotative meanings and connotative meanings. • I can analyze why authors choose specific words to evoke a particular meaning or tone. • I can infer why an author chose to present his/her text 	<ul style="list-style-type: none"> • I can define textual evidence. • I can define inference and explain how a reader uses textual evidence to reach a logical conclusion. • I can read closely and find answers explicitly in text and answers that require an inference. • I can analyze an author's words and determine the textual evidence that most strongly supports both explicit and inferential questions. • I can infer the meaning of unknown words using clues. • I can recognize and 	<ul style="list-style-type: none"> • I can review and/or research the material(s) to be discussed and determine key points and and/or central ideas. • Contribute to a discussion on the given topic, text, or issue. • I can define the roles and rules necessary for collaborative discussion. • I can come prepared with key points and textual evidence to contribute to a 	<ul style="list-style-type: none"> • I can define central idea. • I can determine how an author's use of details conveys two or more central ideas in a text. • I can analyze how supporting ideas contribute to the development of central ideas over the course of a text. • I can compose an objective summary stating the key points of the text without adding my own opinions or feelings. • I can determine an author's point of

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	<p>using a particular structure.</p>	<p>define common Greek and Latin affixes and roots.</p> <ul style="list-style-type: none"> • I can verify my inferred meaning of an unknown word by consulting general and specialized reference materials. • I can review and/or research the material(s) to be discussed and determine key points and and/or central ideas. • I can create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue. • I can define the roles and rules necessary for collaborative discussion. • I can come prepared 	<p>discussion.</p> <ul style="list-style-type: none"> • I can participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others. • I can track the progress of a discussion and recognize when the discussion is getting off-topic. • I can make relevant observations and use my ideas and comments to bring the discussion back 	<p>view and explain his/her purpose for writing the text.</p> <ul style="list-style-type: none"> • I can analyze how an author acknowledges and responds to conflicting evidence or viewpoints. • I can determine the credibility and accuracy of a source by reviewing who wrote it, when it was written, and why it was written. • I can use search terms effectively to gather information needed to support my research. • I can determine when my research data or facts must be quoted in my writing. • I can avoid
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		<p>with key points and textual evidence to contribute to a discussion.</p> <ul style="list-style-type: none"> • I can participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others. • I can track the progress of a discussion and recognize when the discussion is getting off-topic. • I can make relevant observations and use my ideas and comments to bring the discussion back on topic. • I can review the key 	<p>on topic.</p> <ul style="list-style-type: none"> • I can review the key ideas presented in a discussion, integrate them with my own when warranted (appropriate), and justify my own views based on evidence introduced by others. • I can analyze the structure of a specific paragraph in a text and determine how this paragraph helps to develop or refine a key concept. • I can analyze and explain how the 	<p>plagiarism by paraphrasing and/or summarizing my research findings.</p> <ul style="list-style-type: none"> • I can follow a standard format for citation to create a bibliography for sources that I paraphrased or quoted in my writing. • I can determine when to capitalize words. • I can determine when to use a comma or commas to indicate a pause or a break. • I can determine when to use a colon or semicolon. • I can identify misspelled words and use resources to assist me in spelling correctly.
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		<p>ideas presented in a discussion, integrate them with my own when warranted (appropriate), and justify my own views based on evidence introduced by others.</p>	<p>role of particular sentences help to develop and refine the author's key concept.</p>	
<p>Guiding Questions</p>	<p>How does the author's use of specific types of figurative language and connotation affect the meaning and tone of the text? (CC.RL.910.4)</p> <p>How can text structures of different texts contribute to meaning and style? (CC.RL.910.5)</p>	<p>How do I utilize strategies to use to make meaning of words or phrases I don't recognize or know? (CC.L.910.4)</p> <p>How can I provide the best proof from the text to support meaning of the text? (CC.RL.910.1)(CC.RI.910.1)</p> <p>What contributions can I make to the conversation when I'm prepared and engaged? (CC.SL.910.1.a-d)</p>	<p>How are my conversation skills dependent on the makeup of the group? (CC.SL.91.0a.-d)</p> <p>How does the arrangement of the details help develop or refine a key concept? (CC.RI.910.1.5)</p>	<p>How can I collect and organize information accurately? (CC.W.910.8)</p> <p>How does the author respond to counter-arguments in a text? (CC.RI.910.6)</p> <p>How can I use the relationship between the main idea and details to summarize the text without including my own opinions? (CC.RI.910.2)</p> <p>Why is it important for me to know and follow the rules of standard English mechanics for writing? (CC.L.910.2a-c)</p>

9th/1st ELA

<p>Vocabulary</p>	<p>figurative meaning, connotative meaning, analyze, specific, impact, tone, word choice, determine, analogies, allusions, analyze, text structure, contribute, contrast, differ</p>	<p>cite, analyze, explicit, textual evidence, inference, conclude, Textual evidence, analysis, explicit, inference, Greek affix, Latin affix, thesaurus, similar, opposite, context clues, dictionary, pertinent, reasoning, research, respond, role, warrant</p>	<p>analyze, detail, structure, text, role, develop, refine, concept, text feature, graphic, organizer, header, caption, consumer</p>	<p>Central idea, analyze, development, relationship, supporting, summary, point of view, analyze, respond, purpose, acknowledge, conflicting, evidence, viewpoint, credible source, format, digital source, bibliography, citation page, data, homophone, comma, ellipsis, dash, omission, pause</p>
<p>Resources</p>	<p>http://blog.flocabulary.com/allusion/ http://www.readwritetink.org/files/resources/30738_analysis.pdf</p>	<p>http://www.history.com/news/kings-letter-from-birmingham-jail-50-years-later http://www.gradesaver.com/letter-from-birmingham-jail/study-guide/themes</p>	<p>http://www.loc.gov/teachers/classroommaterials/lessons/declaration/procedure.html https://my.hrw.com/la_2010/na_lit/student/nonfiction/pdf/decfind.pdf</p>	<p>www.eyewitnesstohistory.com http://historyengine.richmond.edu/ http://educore.ascd.org/Resource/LiteracyTemplate/b2fb3ca0-dfdc-4166-ba67-47a705861249 http://educore.ascd.org/SearchEducorex?q=figurative%20lan</p>

9th/10th ELA

				guage%20in%20the %20Declaration%20o f%20INdependence&c =1
Culturally Relevant Resources		http://www.history.com /topics/black- history/selma- montgomery-march		

*Critical elements/objective must demonstrate

DRAFT

ALGEBRA 1

Unit # 3	
Time Span:	35 Days
Why Behind The What:	<p>Linear and Exponential Functions</p> <p>In earlier grades, students defined, evaluated, and compared functions in modeling relationships between quantities. In this module, students learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on their understanding of integer exponents to consider exponential functions with integer domains. They compare and contrast linear and exponential functions, looking for structure in each and distinguishing between additive and multiplicative change. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions. In building models of relationships between two quantities, students analyze the key features of a graph or table of a function.</p>
Capstone Project	<p>Math Careers</p> <p>The purpose of this project is to answer the infamous question “why do I need Math?”</p> <p>In groups of 2-3, students will research careers in math; create a 2-3 minute PowerPoint presentation and a 3-5 page report with a cover page and works cited.</p> <p>The following information is to be included in the report:</p> <ul style="list-style-type: none"> • Responsibilities of the job • How math is used in that career • Give examples of math formulas used in the job and what they are used for • Education needed to acquire the job • How does this career affect society • Salary <p>Each group member will be assigned a role</p> <p><i>*This project can be used cross curricular in ELA, Science and SS*</i></p>
Evidence of Learning	<p>Exit ticket: define domain and range.</p> <p>Fill in the blanks. A description of slope tells you ____, and the formula for slope tells you ____.</p> <p>Complete a concept graphic organizer and outline the process for writing growth and decay functions</p> <p>Complete a graphic organizer. Label the parts of a quadratic function. Identify all the characteristics of a quadratic graph and give examples of parabolas in the real world.</p> <p>Graph a square root function. Graph a cube root function.</p>
Unit Essential Questions	<p>How do quadratic, linear and exponential functions relate to their graphs and the real world?</p>
Write expressions in equivalent forms to solve problems	<p>4) I can solve problems using the Laws of Exponents</p> <p>3) I can choose and produce an equivalent form of an expression to reveal and explain properties of</p>

Unpacked Standards

<p>A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</p>	<p>the quantity represented by the expression. c. Use the properties of exponents to transform expressions for exponential functions. 2) I can apply the Laws of Exponents. 1) I know the Laws of Exponents.</p>
<p>Create equations that describe numbers or relationships A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p>	<p>4) I can create equations and inequalities in two variables and use them to solve problems. 3) I can create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. 2) I can apply the quadratic formula, inverse operations and Laws of Exponents. 1) I can define variables to represent an unknown value.</p>
<p>Represent and solve equations and inequalities graphically A-REI.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p>	<p>4) I can explain why a quadratic has two solutions and a linear has one solution. 3) I can explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. 2) I can find the zeros of a function graphically. 1) I can define intercepts. I can graph functions using a table of values.</p>
<p>Understand the concept of a function and use function notation F-IF.1 Understand that a function from one set (called the domain) to another set (called the range)</p>	<p>4) I can identify the domain and range of a function graphically. 3) I can understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p>

assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

- 2) I can identify a function from a mapping diagram and understand the input/output relationship.
1) I can define domain and range of a function.

Understand the concept of a function and use function notation

F-IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

- 4) I can solve systems of linear equations.
3) I can use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
2) I can represent functions by ordered pairs, tables, graphs, mapping diagrams and equations in two variables.
1) I can identify the domain of a function.

Understand the concept of a function and use function notation

F-IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.

- 4) I can generate a sequence using the recursive rule.
3) I can recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.
2) I can define sequence.
1) I can define function.

Interpret functions that arise in applications in terms of the context

F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity

- 4) I can model a real world situation using a linear equation in slope intercept form.
3) I can interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship for a function that models a relationship between two quantities.
2) I can define and evaluate functions, and use them to model relationships.
1) I can graph a function using a table of values.

	<p>Interpret functions that arise in applications in terms of the context F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</p>	<p>4) I can write an equation given a solution. 3) I can relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function. 2) I can define and identify the domain of a function. 1) I can graph an equation.</p>
	<p>Interpret functions that arise in applications in terms of the context F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p>	<p>4) I can graph the rate of change of a function presented symbolically or in a table. 3) I can calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. 2) I can define rate of change. 1) I can identify rate of change from a table or equation.</p>
	<p>Analyze functions using different representations F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima. b. Graph square root, cube root and piece-wise functions, including step functions and absolute value functions.</p>	<p>4) I can identify linear, quadratic functions, square root, cube root and piece-wise functions from a graph. 3) I can graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima. b. Graph square root, cube root and piece-wise functions, including step functions and absolute value functions. 2) I can graph and analyze linear functions using a table of values and slope intercept form. 1) I know when to use open and closed circles when graphing inequalities.</p>
	<p>Analyze functions using different representations F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one</p>	<p>4) I can convert functions represented in different formats into the same format. 3) I can compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). 2) I can generate function rules. 1) I can define parameters.</p>

	<p>quadratic function and an algebraic expression for another, say which has the larger maximum.</p>	
	<p>Build a function that models a relationship between two quantities F-BF.1 Write a function that describes a relationship between two quantities. a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</p>	<p>4) I can find the relationship between a linear function and an arithmetic sequence. 3) I can write a function that describes a relationship between two quantities. a. Determine an explicit expression, a recursive process, or steps for calculation from a context. 2) I know the difference between the recursive rule and the explicit rule. 1) I can define consecutive integers.</p>
	<p>Build new functions from existing functions F-BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p>	<p>4) I can compare a graph to its parent function and write the translation. 3) I can identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. 2) I can define end behavior of a function. I can identify the parent function of a function. 1) I can identify the characteristics of quadratic functions and their graphs.</p>
	<p>Construct and compare linear, quadratic, and exponential models and solve problems F-LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions. a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a</p>	<p>4) I can write linear and exponential functions. 3) I can distinguish between situations that can be modeled with linear functions and with exponential functions. a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. 2) I can identify where a function is increasing or decreasing. 1) I can define exponential growth and decay</p>

quantity grows or decays by a constant percent rate per unit interval relative to another.

Construct and compare linear, quadratic, and exponential models and solve problems
F-LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table)

- 4) I can find solutions to functions given a graph.
- 3) I can construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table)
- 2) I can identify the characteristics of a linear and exponential graph.
- 1) I can define exponential and linear function.

Construct and compare linear, quadratic, and exponential models and solve problems
F-LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

- 4) I can make conjectures about how quickly a function grows in relation to it's exponent.
- 3) I can observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.
- 2) I can define end behavior.
- 1) I understand the difference between the various types of functions.

Interpret expressions for functions in terms of the situation they model
F-LE.5 Interpret the parameters in a linear or exponential function in terms of a context.

- 4) I can relate a function to it's parent function.
- 3) I can interpret the parameters in a linear or exponential function in terms of a context.
- 2) I can identify the parameters for functions in the form $f(x)=mx+b$.
- 1) I can identify when an equation is in slope intercept form.

Mathematical Practices

- 1. **Make sense of problems and persevere in solving them.** Students are presented with problems that require them to try special cases and simpler forms of the original problem to gain insight into the problem.
- 2. **Reason abstractly and quantitatively.** Students analyze graphs of non-constant rate measurements and apply reason (from the shape of the graphs) to infer the quantities being displayed and consider possible units to represent those quantities.
- 4. **Model with mathematics.** Students have numerous opportunities to solve problems that arise in everyday life, society, and the workplace (e.g., modeling bacteria growth and understanding the federal progressive income tax system).
- 7. **Look for and make use of structure.** Students reason with and analyze collections of equivalent expressions to see how they are linked through the properties of operations. They discern patterns in sequences of solving equation problems that reveal structures in the equations themselves (e.g., $2\Box + 4 = 10$, $2(\Box - 3) + 4 = 10$, $2(3\Box - 4) + 4 = 10$).
- 8. **Look for and express regularity in repeated reasoning.** After solving many linear equations in one variable (e.g., $3\Box + 5 = 8\Box - 17$), students look for general methods for solving a generic linear equation in one variable by replacing the numbers with letters (e.g., $\Box\Box + \Box = \Box\Box + \Box$). They pay close attention to calculations involving the properties of operations, properties of equality, and properties of inequalities, to find equivalent expressions and solve equations, while recognizing common ways to solve different types of equations.

Unit Essential Vocabulary	<p>(F.IF.1) function, range, domain (F.IF.2) function notation (F.IF.3) & (F.BF.1a) sequence, term, explicit rule, recursive rule (F.IF.4) slope intercept form (F.IF.5) domain (F.IF.6) rate of change, rise, run, slope, slope formula (F.IF.7a) linear function, linear equation, x-intercept, y-intercept (F.IF.7b) one-to-one, square root (F.LE.1a), (F.LE.1b), (F.LE.1c) exponential growth, exponential decay (F.LE.2) linear function, exponential function, geometric sequence, common ratio (F.LE.3) end behavior, positive infinity, negative infinity (F.BF.3) family of functions, parent function, parameter, vertical stretch, vertical compression, vertical translation, horizontal translation, quadratic function, vertex, parabola (A.REI.11) linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p>
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Resources	<p>http://app.studyisland.com/ http://www.icoreonline.com/ http://lms.thinkthroughmath.com/</p> <p>engageNY</p> <ul style="list-style-type: none"> Algebra I Module 3 https://www.engageNY.org/resource/algebra-i-module-3
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Suggested Unit Clusters

Cluster Segments	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5	Cluster 6	Cluster 7
Standards	F.IF.1 F.IF.2 F.IF.3 F.BF.1a F.LE.2	F.IF.6 F.BF.1a F.LE.1c F.LE.2	F.BF.1a F.LE.1a F.LE.1b F.LE.1c F.LE.2 F.LE.3	F.LE.3 F.IF.1 F.IF.2 F.IF.4 F.IF.5 F.IF.7a	F.BF.3 A.REI.11 F.IF.7b	A.CED.1 F.BF.1a F.LE.2 F.LE.5 F.IF.6	A.SSE.3c A.CED.1 F.IF.4 F.IF.6 F.IF.7b F.BF.1a F.LE.2 F.LE.5
Time Frame	4	5	5	7	6	4	4
Science							

Social Studies							
<p>Performance Tasks</p>	<p>Make a list of ordered pairs to represent the Fibonacci sequence. Describe in words the pattern you see. Is this a function, why or why not?</p>	<p>Students identify one real world situation that involves slope and then describe how a change to the slope would affect the situation.</p>	<p>Sketch the graph of a linear and quadratic function on the same coordinate grid. Compare and contrast where they increase and decrease. Discuss which function grows quicker and how this would be used in the real world.</p>	<p>Create a real world problem where a quadratic function would be used.</p>	<p>Create a graphic organizer that compares and contrasts functions and their inverses.</p>	<p>Compare/contrast recursive rule and explicit rule.</p>	<p>Write a formula involving step functions that represents the cost of postage based on the graph shown above.</p> <p>Answer: $f(x) = 2[x] + 44$, $0 < x \leq 6$</p>
<p>Evidence of Learning</p>	<p>Exit ticket: define domain and range.</p>	<p>Fill in the blanks. A description of slope tells you _____ and the formula for slope tells you _____</p>	<p>Complete a concept graphic organizer and outline the process for writing growth and decay functions</p>	<p>Complete graphic organizer. Label the parts of a quadratic function. Identify all the characteristics of a quadratic graph. Give examples of parabolas in the real world. Example: jumping rope.</p> <p>Layered-Look Book Stack two or more sheets of paper so that the top edges are at equal distance apart. Fold the bottom edges up and glue the sheets so that all of the layers are held in the same distance apart. Fold and glue each of the Layered-Look Book. Use glue or staples to hold the sheets together. Materials: _____ one sheet of paper and several information cards. The Layered-Look Book.</p>	<p>Graph a square root function.</p>	<p>Write a linear function using the recursive rule.</p>	<p>Graph a cube root function.</p>
<p>Guiding Questions</p>	<p>How do you represent functions? How do you determine if a</p>	<p>How do you relate rate of change and slope in linear relationships?</p>	<p>How can you write an exponential growth or decay function?</p>	<p>How can you identify a quadratic function? What does the y-</p>	<p>What function is the inverse of the quadratic function? What determines a horizontal</p>		<p>What is the inverse of a cubic function? How does the domain and range</p>

	set of ordered pairs is a function?	What does a line with positive slope look like?, negative slope? zero slope?	Where do exponential functions occur in the real world?	value of the vertex of the parabola tell you?	translation in a square root function?		of a cube root function compare with the domain and range of a square root function? How do you know that the cube root function is one-to-one?
Vocabulary	(F.IF.1) function, range, domain (F.IF.2) function notation (F.IF.3) & (F.BF.1a) sequence, term, explicit rule, recursive rule (F.LE.2) linear function, exponential function, geometric sequence, common ratio	(F.IF.6) rate of change, rise, run, slope, slope formula (F.BF.1a) explicit, recursive (F.LE.1c) exponential growth, exponential decay (F.LE.2) linear function, exponential function, geometric sequence, common ratio	(F.BF.1a) recursive, explicit (F.LE.1a, 1b, 1c) exponential growth, exponential decay (F.LE.2) linear function, exponential function, geometric sequence, common ratio (F.LE.3) end behavior, positive infinity, negative infinity	(F.LE.3) end behavior, positive infinity, negative infinity (F.IF.1) function, range, domain (F.IF.2) function notation (F.IF.4) slope intercept form (F.IF.5) domain (F.IF.7a) linear function, linear equation, x-intercept, y-intercept	(F.BF.3) family of functions, parent function, parameter, vertical stretch, vertical compression, vertical translation, horizontal translation, quadratic function, vertex, parabola (A.REI.11) linear, polynomial, rational, absolute value, exponential, and logarithmic functions. (F.IF.7b) one-to-one, square root function, cube root function	(A.CED.1) equation, exponent (F.BF.1a) recursive, explicit (F.LE.2) linear function, exponential function, geometric sequence, common ratio (F.LE.5) parameter, linear function (F.IF.6) rate of change, rise, run, slope, slope formula	(A.SSE.3c) laws of exponent (A.CED.1) equation, exponent (F.IF.4) slope intercept form (F.IF.6) rate of change, rise, run, slope, slope formula (F.IF.7b) one-to-one, square root function, cube root function (F.BF.1a) recursive, explicit (F.LE.2) linear function, exponential function, geometric sequence, common ratio (F.LE.5) parameter, linear function
Resources	http://app.studyisland.com/ http://www.icoreonline.com/ http://lms.thinkthroughmath.com/ E	http://app.studyisland.com/ http://www.icoreonline.com/ http://lms.thinkthroughmath.com/ Engage NY	http://app.studyisland.com/ http://www.icoreonline.com/ http://lms.thinkthroughmath.com/ Engage NY Module 3 Topic A	http://app.studyisland.com/ http://www.icoreonline.com/ http://lms.thinkthroughmath.com/ Engage NY Module 3 Topic B Lessons 8-14	http://app.studyisland.com/ http://www.icoreonline.com/ http://lms.thinkthroughmath.com/ Engage NY Module 3 Topic C Lessons 15-20	http://app.studyisland.com/ http://www.icoreonline.com/ http://lms.thinkthroughmath.com/ Engage NY Module 3 Topic D Lessons 21 & 22	http://app.studyisland.com/ http://www.icoreonline.com/ http://lms.thinkthroughmath.com/ Engage NY Module 3 Topic D Lessons 23 & 24

	Engage NY Module 3 Topic A Lessons 1-3 https://www.engageny.org/resource/algebra-i-module-3-topic-overview	Module 3 Topic A Lesson 4 https://www.engageny.org/resource/algebra-i-module-3-topic-lesson-4	Lessons 5-7 https://www.engageny.org/resource/algebra-i-module-3-topic-overview	https://www.engageny.org/resource/algebra-i-module-3-topic-b-overview	https://www.engageny.org/resource/algebra-i-module-3-topic-b-overview	https://www.engageny.org/resource/algebra-i-module-3-topic-d-lesson-21 https://www.engageny.org/resource/algebra-i-module-3-topic-d-lesson-22	https://www.engageny.org/resource/algebra-i-module-3-topic-d-lesson-23 https://www.engageny.org/resource/algebra-i-module-3-topic-d-lesson-24
Culturally Relevant Resources							

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CHARTER SCHOOLS[®]
USA

2015-2016
Student
Progression
Plan

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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 criteria¹ for promotion and retention, entry and attendance regulations, and other components relevant to the appropriate progression of the student population. References and language in this document will be continuously updated to align with statutory and legislative changes made by the Florida Department of Education.

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. 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.

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;

¹ The state of Florida is currently in transition to adopting the Florida Standards Assessment (FSA), which is set to replace FCAT 2.0 for reading and mathematics. Some criteria referenced in this document refer to FCAT 2.0 because this document matches wording from Florida statute or state board ruling. As the state updates their legal documents based on the new FSA, the School will make the same adjustments.

- 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 types of documents are required²:

- Two proofs of residence (Copy of Legal Guardian's Photo ID, Copy of a Utilities Bill, Copy of Lease Agreement, etc.)
- Copy of birth certificate
- Copy of social security card
- Proof of immunization
- Proof of physical exam (Within the last 12 months)
- Proof of guardianship (If student is not living with parents)
- Request for Transcripts/Cumulative Folder
- Parent Contract
- Internet Use and Promotion Form
- Dress Code Agreement
- Photograph and Video Release Permission Form
- Parent Volunteer Agreement
- Home Language Survey
- Special programs information (Copy of IEP, 504, or EP, if applicable.)
- Contact and Emergency Information Card
- Copy of most recent Report Card (If applicable)
- Copy of any Standardized Testing (If applicable)
- ESOL/ELL or Literacy Folder (If applicable)

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

² Additional documents may need to be presented at the time of registration.

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 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]

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.

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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 readiness screener [Florida Statute 1002.69(1)], which is currently the Work Sampling System (WSS).

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 grading period. The principal makes appropriate placement decisions based on the student's age, previous work or portfolios, interview with the student and parent, and other information deemed necessary to make the decision.

KINDERGARTEN AND FIRST 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.

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. 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 state-mandated, standardized ELA administration must show Good Cause for promotion prior to being promoted to fourth 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 Student Services Coordinator/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, and the District'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 CSUSA 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 or CSUSA school, until the School does either of the following:

- adopts the child's IEP/EP from the previous School District or CSUSA school; or
- develops, adopts, and implements a new IEP/EP, possibly in conjunction with the Local Education Agency, that meets the applicable requirements of 6.03019(1).

State Board of Education F

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 note is required in order for the absence to be considered excused, as long as it meets one of the listed requirements below.
- 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;
- suspensions;
- 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), and the district's *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. This does not apply for reporting for FTE purposes.

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 has 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 the district's *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. 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 blended 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).
- 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.

High School Level Coursework

Students in middle school who are eligible can take advanced courses in which they will earn high school credit. The possible courses offered include Algebra I, Geometry, Biology, and U.S. History. Entry of students into a high school level course is up to the discretion of the principal. The principal will take into consideration various factors including student grades, performance on state assessments, and results from a screening exam. Students must be proficient in their previous year's course, as well as perform in the upper quartile of the proficient levels on state assessments³. Students who wish to take Geometry I must first take and pass the Algebra I course and EOC. Students who wish to take Algebra II must first take and pass the Geometry I course and EOC. Students must maintain proficiency in the high school level course in order to remain enrolled in that course.

³ Level determinations have not yet been made by the state for the new Florida Standards Assessment. In previous years, students who earned a 3, 4 or 5 on the state assessment were considered proficient or above proficiency. When the state releases the proficient level determinations, this plan will be updated accordingly.

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 the School 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-mandated 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 middle school 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 2014-2015⁴:

⁴ This chart is subject to change based on adjustments made by the FLDOE.

Florida Standards Assessments (FSA)	
Assessment	Grade Level
FSA English Language Arts	3-10
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)]

SCHOOL 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 or may be required per Florida law.

- Interim Formative Assessments, 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 Monthly 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.

ACCOMMODATIONS 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 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 the district's 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 expects students to perform at specific levels of performance in ELA, mathematics, social studies and science for each grade level. Social studies and science standards and expectations are infused within ELA for K-5. 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 PROGRESSION CHARTS

The Student Progression 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, including performance in all areas, as well as social and emotional readiness. This chart is a guide for teachers and administrators to appropriate target students who may be eligible for retention. The teacher, parent, RtI/MTSS representative, 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 Progression Level	Measurement Criteria		Decision
Above Grade Level	Reading Running Records ⁵	D+	Promote
	NWEA RIT Score ⁶	161+	
At Grade Level	Reading Running Records	C	Promote
	NWEA RIT Score	155-160	
Below Grade Level (needs short-term intervention)	Reading Running Records	B	Promote with Progress Monitoring Plan
	NWEA RIT Score	150-154	
Below Grade Level (needs intensive intervention)	Reading Running Records	A or below	Retention Considered
	NWEA RIT Score	Less than 150	

⁵ The School may use other screening instruments in collaboration with the above criteria to determine promotion or retention.

⁶ NWEA RIT score levels indicated on the K-5 Student Progression Charts are based on the most recent national norm calculation (2011) for ELA. Students above grade level score above the 60th percentile; students on grade level score between the 40th and 60th percentile; students below grade level (needs short term-intervention) score between the 25th and 40th percentile; and students below grade level score below the 25th percentile.

FIRST GRADE

Student Progression Level	Measurement Criteria		Decision
Above Grade Level	Reading Running Records	J+	Promote
	NWEA RIT Score	181+	
At Grade Level	Reading Running Records	H-I	Promote
	NWEA RIT Score	173-180	
Below Grade Level (needs short-term intervention)	Reading Running Records	F-G	Promote with Progress Monitoring Plan
	NWEA RIT Score	167-172	
Below Grade Level (needs intensive intervention)	Reading Running Records	Below E	Retention Considered
	NWEA RIT Score	Less than 167	

SECOND GRADE

Student Progression Level	Measurement Criteria		Decision
Above Grade Level	Lexile Level	500+	Promote
	NWEA RIT Score	193+	
At Grade Level	Lexile Level	400-499	Promote
	NWEA RIT Score	186-192	
Below Grade Level (needs short-term intervention)	Lexile Level	300-399	Promote with Progress Monitoring Plan
	NWEA RIT Score	180-185	
Below Grade Level (needs intensive intervention)	Lexile Level	Less than 300	Retention Considered
	NWEA RIT Score	Less than 180	

THIRD GRADE⁷

Student Progression Level	Measurement Criteria	Decision
Above Grade Level	Lexile Level	700 +
	NWEA RIT Score	203+
	FSA ELA and Math	Level 4 or 5
At Grade Level	Lexile Level	600-699
	NWEA RIT Score	196-202
	FSA ELA and Math	Level 3
Below Grade Level (needs short-term intervention)	Lexile Level	500-599
	NWEA RIT Score	190-195
	FSA ELA and Math	Level 2
Below Grade Level (needs intensive intervention)	Lexile Level	Less than 500
	NWEA RIT Score	Less than 190
	FSA ELA and Math	Level 1

⁷ Please see page 46 for the statutorily required third grade retention policy.

FOURTH GRADE

Student Progression Level	Measurement Criteria		Decision
Above Grade Level	Lexile Level	800+	Promote
	NWEA RIT Score	210+	
	FSA ELA and Math	Level 4 or 5	
At Grade Level	Lexile Level	750-799	Promote
	NWEA RIT Score	203-209	
	FSA ELA and Math	Level 3	
Below Grade Level (needs short-term intervention)	Lexile Level	700-749	Promote with Progress Monitoring Plan
	NWEA RIT Score	197-202	
	FSA ELA and Math	Level 2	
Below Grade Level (needs intensive intervention)	Lexile Level	Less than 700	Retention Considered
	NWEA RIT Score	Less than 197	
	FSA ELA and Math	Level 1	

FIFTH GRADE

Student Progression Level	Measurement Criteria		Decision
Above Grade Level	Lexile Level	900+	Promote
	NWEA RIT Score	216+	
	FSA ELA and Math	Level 4 or 5	
At Grade Level	Lexile Level	850-899	Promote
	NWEA RIT Score	209-215	
	FSA ELA and Math	Level 3	
Below Grade Level (needs short-term intervention)	Lexile Level	800-849	Promote with Progress Monitoring Plan
	NWEA RIT Score	203-208	
	FSA ELA and Math	Level 2	
Below Grade Level (needs intensive intervention)	Lexile Level	Less than 800	Retention Considered
	NWEA RIT Score	Less than 203	
	FSA ELA and Math	Level 1	

MIDDLE SCHOOL PROGRESSION

The credit requirements prior to entry into high school are as follows:

Course	Credits	Requirements
English Language Arts	3 ⁸	<ul style="list-style-type: none"> • Can be middle or high school level courses • Shall emphasize literature, composition, and technical text
Mathematics	3	<ul style="list-style-type: none"> • Can be middle or high school level courses (each school must offer at least one high school level math course) • To earn high school credit for Algebra 1, a middle school student must pass the EOC assessment, which counts for 30% of the student's grade in that course • To earn high school credit for Geometry, a middle school student must take the Geometry EOC assessment, which counts for 30% of the student's grade in that course
Science	3	<ul style="list-style-type: none"> • Can be middle or high school level courses • To earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
Social Studies	3	<ul style="list-style-type: none"> • One of these courses must be at least one semester of a civics education course. The Civics EOC counts as 30% of the student's grade for that course
Physical	1.5	<ul style="list-style-type: none"> • Students must take physical education for

⁸ This is the minimum requirement for promotion. The CSUSA model allows for two periods of ELA courses per year in the schedule to emphasize the importance of literacy.

Education	one semester of each year
Electives	4.5
Career and Education Planning	

- Offered 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.
- Taken as an elective or within another course, it must be internet-based and customizable for each student
- May be taken during 6th, 7th, or 8th grade
- Must result in the completion of a personalized academic and career plan (signed by the parent) and emphasize technology or the application of technology in career fields.

Students must pass each semester with a grade of "D" or higher in both semesters in the core subject areas to be promoted to 9th grade. Below are options that each student will be offered in order to recover their grades and pass each course.

- If a child fails the first two quarters, he or she may:
 - Participate in course recovery for the second semester and be assigned content from the entire first semester to re-take
 - Participate in course recovery over the summer and be assigned content from the entire first semester
- If a child fails the second two quarters, he or she may:
 - Participate in course recovery over the summer and be assigned content from the entire second semester
- If a child fails the entire course, he or she may:
 - Participate in course recovery over the summer and be assigned content from the entire year
 - Participate in course recovery the following school year

A student may only have the option to participate in course recovery in the following school year for **one** course in either social studies or science. If a student fails ELA or Mathematics, then he or she **must** participate in course recovery during the current school year or over the summer.

The student is issued the failing grade until one of the above options is completed. Please see the CSUSA process documents regarding Plato for more information on course recovery.

In addition, the following options may be used as alternate documentation of successful completion of required courses:

- Student has successfully completed the course through the virtual school program offered at the School.
- Student has scored an acceptable level (3, 4, or 5 in ELA, Math or Science, Algebra I Geometry, or Civics) on subject related FSA, 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.

For each year in which a student scores at Level 1 on the FSA for ELA, the

student must receive remediation the following year in the form of an intensive reading course. If the student scores at Level 2 in ELA, the school must enroll the student, based on a diagnosis of the student's reading needs, in either an intensive reading course or a content area course in which reading strategies are incorporated into the course. For each year in which a student scores at Level 1 or 2 on the FSA for Mathematics, the student must receive remediation the following year, which may be integrated into the student's required math course.

Middle school students must have the equivalent of one class period per day of physical education for one semester of each year. 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.
- The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

DRAFT

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) diploma.

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 this [link](#).

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 offered by the School. 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.

As stated in Middle School Progression, below are options that each student will be offered in order to recover their grades and pass each course.

- If a child fails the first two quarters, he or she may:
 - Participate in course recovery for the second semester and be assigned content from the entire first semester to re-take
 - Participate in course recovery over the summer and be assigned content from the entire first semester
- If a child fails the second two quarters, he or she may:
 - Participate in course recovery over the summer and be assigned content from the entire second semester
- If a child fails the entire course, he or she may:
 - Participate in course recovery over the summer and be assigned content from the entire year
 - Participate in course recovery the following school year

A student may only have the option to participate in course recovery in the following school year for **one** course in either social studies or science. If a student fails ELA or Mathematics, then he or she **must** participate in course recovery during the current school year or over the summer.

The student is issued the failing grade until one of the above options is completed. Please see the CSUSA process documents regarding Plato for more information on course recovery.

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 interim formative assessment 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, and any other diagnostic assessment, will be given within the first month of school so that individual student strengths and opportunities for growth can be identified quickly and a PMP can be 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. Students deficient in reading will be provided daily immediate intensive intervention and progression monitoring a minimum of 3 times per year, in compliance with State Board of Education Rule 6A-6.054(1)(K-12) and 6A-6.054 (1)(b).

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 INTENSIVE INSTRUCTION

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 third 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 300 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 statewide, standardized ELA assessment 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 school-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. ~~Per 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 below grade level on school-level assessments 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

Third Grade Intensive Instruction

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 grade students retained for reading must have a highly effective teacher as determined by the teacher's performance evaluation. [Florida Statute 1012.34]

MANDATORY THIRD GRADE RETENTION

In accordance with Florida Statute 1008.25(6)(b), students in 3rd grade who score Level 1 on the statewide, standardized English Language Arts (ELA) assessment 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 statewide, standardized ELA assessment may be promoted to 4th grade, if designated Good Cause criteria is met.

Each school district⁹ shall:

1. Provide third grade students who are retained under the provisions of paragraph (5)(b) with intensive instructional services and supports to remediate the identified areas of reading deficiency, including participation in the school district's summer reading camp¹⁰ as required under paragraph (a) and a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies, which may include, but are not limited to:
 - a. Integration of science and social studies content within the 90-minute block.

⁹ According to statute, this is the requirement of each school *district*. The School has the option of providing any of these remediation strategies deemed necessary to support retained third graders, under the direction of CSUSA.

¹⁰ In the event that the state does not release third grade state-mandated assessment results prior to the end of the school year, the School will use an assessment chosen by CSUSA, in alignment with state requirements, to determine the lowest 20% who will participate in the district's summer reading program.

- b. Small group instruction.
- c. Reduced teacher-student ratios.
- d. More frequent progress monitoring.
- e. Tutoring or mentoring.
- f. Transition classes containing 3rd and 4th grade students.
- g. Extended school day, week, or year.

2. Provide written notification to the parent of a student who is retained under the provisions of paragraph (5)(b) that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in paragraph (6)(b). The notification must comply with the provisions of s. 1002.20(15) and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

3. Implement a policy for the midyear promotion of a student retained under the provisions of paragraph (5)(b) who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in English Language Arts. Tools that the school may use in reevaluating a student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education.

4. Provide students who are retained under the provisions of paragraph (5)(b) with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34.

5. Establish at each school, when applicable, an Intensive Acceleration Class for retained grade 3 students who subsequently score Level 1 on the required statewide, standardized assessment identified in s. 1008.22. The focus of the Intensive Acceleration Class shall be to increase a child's reading and English Language Arts skill level at least two grade levels in 1 school year. The Intensive Acceleration Class shall:

- a. Be provided to a student in grade 3 who scores Level 1 on the statewide, standardized English Language Arts assessment and who was retained in grade 3 the prior year because of scoring Level 1.
- b. Have a reduced teacher-student ratio.
- c. Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Florida Standards in other core subject areas.

- d. Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.
- e. Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech-language therapist.

Good Cause Exemptions (3rd Grade Only)

Florida Statute 1008.25 addresses reading and requires remediation of deficiencies in grades 1-3. 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 be retained. This statute specifies the conditions for granting exemptions for Good Cause. Good Cause Exemptions shall be limited to the following seven scenarios:

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of other Languages (ESOL) program based on the initial date of entry into a school in the United States.
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide id appropriate, consistent with the requirement of Section 1008.212, F.S.
3. Students who demonstrate an acceptable level of performance on an alternative standardized English Language Arts assessment approved by the State Board of Education.
4. Students who demonstrate, through a student portfolio, that he/she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment. (See *Good Cause Portfolio* below.)
5. Students with disabilities who take the statewide, standardized English Language Arts assessment 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, grade 1, grade 2, or grade 3.
6. Students who have received intensive reading remediation for 2 or more years, but still demonstrate a deficiency in reading and who were

previously retained in kindergarten, grade 1, grade 2, or grade 3, for a total of two years. A student may not be retained more than once in grade 3.

7. Students who have received intensive remediation in reading or English Language Arts for 2 or more years but still demonstrate a deficiency and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.

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 standards assessed by the Grade 3 statewide English Language Arts assessment 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 Language Arts Florida Standards or teacher-prepared assessments;
- be an organized collection of evidence of the student's mastery of the Language Arts Florida Standards that are assessed by the Grade 3 statewide English Language Arts assessment. For each standard, 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 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 administrative team shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained.

Mid-Year Promotion of Retained Third Grade Students

In accordance with State Board of Education Rule 6A-1.094222, students retained in grade 3 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 criteria or satisfactory performance on a locally selected standardized assessment. Midyear promotion for third grade students is conducted in collaboration with the district. [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.

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 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 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) and Florida Standards, 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 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. 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'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 the Grade 3 statewide, standardized English Language Arts assessment, 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 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 would follow the same guidelines for promotion and retention as stated in the Performance Levels for Student Promotion, beginning on page 27.

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 School's promotion requirements. Parent(s) of English Language Learners (ELLs) must be notified using the appropriate translated version of the School'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 the first 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 and 6-8 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

Scale: E, S, N, U

E = Excellent (90-100)

S = Satisfactory (75-90)

N = Needs Improvement (65-74)

U = Unacceptable (0-64)

Grades 3 - 12

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

Personal Learning Plan

Student Name: _____ School Year: _____ Homeroom Teacher: _____

Previous Year's State Test/Benchmark Data (if applicable)		Quarter Grade Goals								
Subject	Score	Subject	Q1 Goal	Q1 Actual	Q2 Goal	Q2 Actual	Q3 Goal	Q3 Actual	Q4 Goal	Q4 Actual
Reading/ELA	/	Reading/ELA								
Writing		Writing/ELA								
Math		Math								
Science		Science								
Social Studies		Social Studies								

NWEA RIT Scores and Goals							
Subject	Fall 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		
Subject	Quarter 1	Quarter 2
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 _____ Student Signature X _____ Teacher Signature X _____		X _____ X _____ X _____
Reflection How did I do?		

DRAFT

Quarter Grades Action Steps		
Subject	Quarter 3	Quarter 4
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 _____ Student Signature _____ Teacher Signature _____	X _____ X _____ X _____	X _____ 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 Student Signature Teacher Signature	X _____ X _____ X _____	X _____ X _____ X _____
Reflection How did I do?		

DRAFT



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

Grades K-1		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	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

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

Teacher	Pra	Cit	Abs	Tar	Teacher Comments
Aguillard					[250 character limit]

Practice, Citizenship, Absences, Tardies (current term)

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%

highest level standards (level 1) (cumulative) only display standards with grades

Teacher	Pra	Cit	Abs	Tar	Teacher Comments
Aguillard					

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%

Teacher	Pra	Cit	Abs	Tar	Teacher Comments
Aguillard					

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 _____



Keys Gate Charter High School
 Academic Year: 2013-2014
 Date Printed: Nov 22, 2013
 Principal: Corinne Baez
 Grade Level: 12

Report Card (page 2)

Teacher	Pra	Cit	Abs	Tar	Teacher Comments
Aguillard					

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%

Teacher	Pra	Cit	Abs	Tar	Teacher Comments
Aguillard					

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%

Teacher	Pra	Cit	Abs	Tar	Teacher Comments
Aguillard					

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%

Teacher	Pra	Cit	Abs	Tar	Teacher Comments
Aguillard					

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 _____

Appendix H
Technology Plan



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.

Appendix I
Annual Calendar



Sample School Calendar 2015-2016*

August 3-August 13	New Teacher Induction**
August 14	Summit
August 17	First Day for Students
September 7	Holiday - Schools Closed
September 14	Holiday - Schools Closed
September 23	Holiday - Schools Closed
October 22	End 1st Quarter
October 23	Teacher Professional Development Day/ Student Holiday
October 26	Begin 2nd Quarter
November 11	Holiday - Schools Closed
November 16	Teacher Professional Development Day/ Student Holiday
November 25 - 27	Holiday - 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	Begin 3rd Quarter
January 18	Holiday - Schools Closed
February 15	Teacher Professional Development Day/Student Holiday
March 17	End 3rd Quarter
March 18	Teacher Professional Development Day/Student Holiday
March 21-25	Holiday - Schools Closed
March 28	Begin 4th Quarter
May 30	Holiday - Schools Closed
June 2	Last Day for Students
June 3	Teacher Professional Development Day/GVC Workshop

***This calendar will be updated for the 2016-2017 school year when the district releases their calendar.**

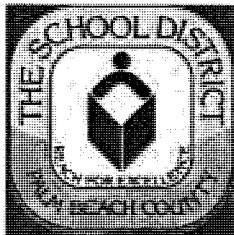
****In subsequent years after opening, the School will hold New Teacher Induction and Returning Teacher Orientation prior to the start of school.**

Appendix J
Student Code of
Conduct

The School District of Palm Beach County, FL

Student Code of Conduct

2014-2015



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 possible citizenship and productive employment.

Secondary

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Guiding Principles

The School District of Palm Beach County firmly believes a positive school culture promotes equal educational opportunity and establishes the framework for a safe learning environment. The Student Code of Conduct is comprised of a set of policies, rules, and laws by which order is established and maintained for the benefit of all. Discipline within a school must have the qualities of objectivity, consistency and equity. It is the responsibility of all school personnel, students, parents, external stakeholders and the greater community to ensure the school environment encourages a climate conducive to learning.

The Student Code of Conduct is intended to be an instructive policy based on interventions and supports for students. However, when consequences are warranted, they shall be implemented based on a system of progressive discipline. Minor infractions and first offenses have less serious consequences than major infractions and repeat offenses. Factors such as age, grade level, social, emotional and intellectual development, and overall student rights and responsibilities shall also be considered. Disciplinary issues will be resolved by every means possible prior to exclusion from school. Equitable and reasonable procedures will be followed to assure students of their rights.

The School District of Palm Beach County expects all stakeholders to demonstrate mutual respect for the rights of others. It is expected that all involved in teaching and learning fully accept their responsibilities to model and practice the Universal Guidelines and Behavioral Expectations: Be Safe, Be Respectful and Be Responsible. Each school center shall create its own Universal Guidelines and Behavioral Expectations.

Stakeholders' responsibilities are outlined below.

Responsibility of Students

- Attend school daily, be prepared for class and complete assignments to the best of their ability
- Follow the Student Code of Conduct and school based rules
- Model and practice the expected behaviors and universal guidelines
- Notify school staff about any dangerous behavior, bullying or activity that occurs on school grounds or off school grounds when it may result in disruption of the educational setting
- Accept and respect individual differences and people
- Bring only those materials to school that are allowed
- Keep parents informed of school related issues
- Ask school personnel or other trusted adults for help in solving problems

Responsibility of Parents/Guardians

- Read the Student Code of Conduct with your child(ren)
- Make certain your child(ren) attends school regularly and on time
- Notify the school of absences or tardies in a timely manner

- Monitor your child(ren)'s academic and behavioral progress
- Talk to your child(ren) about school and behavioral expectations
- Visit your child(ren)'s school as necessary
- Play an active role and support your child(ren)'s educational experience
- Teach and model for your child to respect the rights and property of others

Responsibility of Teachers

- Teach and review the Student Code of Conduct
- Use well planned, creative and engaging instructional plans daily
- Set expectations, teach, model and reinforce positive behavior
- Use appropriate classroom management strategies to maintain a learning environment that supports academic success
- Provide students with meaningful and relevant feedback on their behavioral and academic progress
- Maintain a safe and orderly classroom by using prevention and intervention strategies
- Provide corrective feedback and re-teach appropriate behaviors when a student demonstrates misconduct
- Use professional judgment to prevent minor incidents from escalating
- Keep parents informed of students' academic progress and behavior through regular communication
- Refer students in need of additional support to Problem Solving/School Based Team
- Request additional training and/or staff development as needed

Responsibility of Administrators

- Distribute the Student Code of Conduct to school stakeholders
- Implement the Student Code of Conduct in a fair and consistent manner
- Implement all Palm Beach County School Board policies in a fair and consistent manner
- Maintain a safe and orderly school by using prevention and intervention strategies
- Provide students will meaningful and relevant positive feedback on their behavioral and academic progress
- Communicate policies, expectations and concerns and respond to complaints or concerns from students and parents in a timely manner
- Use professional judgment to prevent minor behavioral incidents from escalating
- Monitor, support and sustain the effective implementation and maintenance of School wide Positive Behavior Support (SwPBS)
- Define, teach, model, reinforce and support appropriate student behaviors to create positive school environments
- Provide meaningful opportunities for parent participation and involvement
- Identify appropriate training and resources as needed to implement positive behavior interventions and supports

Responsibility of Additional School-based Staff

- Maintain a safe and orderly school environment by modeling and supporting appropriate student behaviors
- Provide students with meaningful and relevant positive feedback on their behavioral progress
- Provide appropriate corrective feedback and re-teach appropriate behaviors when a student demonstrates misconduct
- Monitor, support and sustain the effective implementation and maintenance of a positive school culture and learning environment
- Use professional judgment to prevent minor incidents from escalating

Responsibility of District Staff

- Create and implement policies and procedures that encourage safe and orderly schools for all students, school staff and principals
- Protect the legal rights of school staff, principals, students and parents
- Provide appropriate training and resources to implement positive behavior interventions and supports at each school
- Assist parents who are unable to resolve issues at the school level
- Utilize individual school discipline data to identify and allocate professional development services for school administrators and staff
- Review and revise the Student Code of Conduct annually

Stakeholders are collaborative partners in education and each plays an important role in the commitment to educating all students to reach their highest potential.

Attendance

This policy is to encourage regular school attendance and punctuality by establishing requirements for student attendance, outlining guidelines or procedures for attendance monitoring and reporting, and establishing procedures supporting chronically absent and habitually truant students as required by Florida laws, rules, and regulation.

Research indicates that students miss school for many reasons, which can be divided into three broad categories (The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools. Robert Balfanz & Vaughn Byrnes, John Hopkins University Center for Social Organization of Schools, May 2012):

- a. Students who *cannot attend* school due to illness, family responsibilities, housing instability, the need to work or involvement with the juvenile justice system.
- b. Students who *will not attend* school due to bullying, unsafe conditions, harassment, and embarrassment.
- c. Students who *do not attend* school because they or their parents do not see the value in being there, they have something else they would rather do, or nothing stops them from skipping school.

This policy applies to District students enrolled in grades Pre-K to 12th grades.

The Board believes that regular and punctual school attendance play important roles in a student's achievement, as there is a strong correlation among regular school attendance, academic achievement, and the completion of school. Although school attendance is the responsibility of the parents or guardians and students, the District is dedicated to increasing the meaningful involvement of parents and guardians in all aspects of their students' lives, including the reduction of chronic absences and truancy.

To combat unexcused absences and truancy, all District schools are dedicated to providing culturally, linguistically, fair and age-appropriate interventions. District students shall not be treated differently with regard to attendance, absence or truancy on the basis of their race, color, ethnicity, national origin, sex, sexual orientation, marital status, age, religion, disability, genetic information, gender identity or expression.

In accordance with Fla. Stat. § 1003.26, the superintendent is responsible for enforcing school attendance of all children and youth subject to the compulsory school age in the District's schools.

a. Attendance, Absence, and Excuse Requirements

- i. *In General.* Except as provided in Fla. Stat. § 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. Each student is required to attend classes one hundred and eighty (180) days each school year. To be in compliance with these attendance requirements, students must not accumulate fifteen (15) unexcused absences in a period of ninety (90) calendar days.
- ii. *Parental Notification of Absence to School.* Parents and guardians are responsible for notifying the school when a child will be absent and for informing the school of the reason for the absence. Thus, parent and guardians are expected to notify the school when their child is absent and inform the school of the reason for the absence within twenty-four (24) hours by a written note. Otherwise, students returning from an absence shall be required to present a written explanatory excuse from their parents or guardians stating the cause for the absence.
- iii. *Tracking of Absences.* The school centers shall track students' excused and unexcused absences and attendance in the District's computer system.
- iv. *Makeup of Assignments.* For excused and unexcused absences, including suspensions, the student will be afforded the opportunity to make up work without academic penalty. For in-school suspensions, students will receive assignments daily. For out-of-school suspensions, students will receive assignments in a timely manner.
 - a. *Excused or Unexcused Absences.* The number of days allowed to make up the work shall be the same as the number of days the students was absent. It is the student's responsibility to contact his or her teacher(s) about the makeup assignments and to complete all makeup work timely.
 - b. *Suspensions.* For in-school and out-of-school suspensions, all work is due on the day of return from the suspension.
- v. *Reporting on Student Report Cards.* Attendance, including absences and tardiness, shall be reported on student report cards, as required by Fla. Stat. § 1003.33(1)(c) and (2).

Late Arrival and Early Dismissal

The Board recognizes that from time-to-time compelling circumstances require that a student be late to school or dismissed before the end of the school day. Parents or guardians must follow the same process to obtain an excuse for tardiness or to obtain permission for early dismissal, as they do to obtain an excuse for an absence. A pattern of non-attendance for instructional activities is established by tardiness, early sign-outs, or absences for all or any part of the day.

- i. Late Arrivals or Tardiness. Students reporting late to school/class when the day/class period begins are considered tardy. Excessive tardiness shall be addressed on a case-by-case basis to determine if there is a pattern of non-attendance. Unless excused under the provisions of this policy, accumulated tardiness will be recorded as unexcused absences consistent with Fla. Stat. § 1003.02(1) (b) and this policy. When a secondary student misses fifty (50) percent or more of the identified instructional class period due to late arrival or tardiness, the student shall be considered absent.
- ii. Early Dismissal. Excessive early sign-outs will be addressed on a case- by-case basis to determine if there is a pattern of non-attendance. Unless excused under the provisions of this policy, accumulated early dismissals will be recorded as unexcused absences consistent with Fla. Stat. § 1003.02(1)(b) and this policy. When a secondary student misses fifty (50) percent or more of the identified instructional class period due to early dismissal, the student shall be considered absent.
- iii. Academic Time. Students are not to be sent home or refused admission to school due to tardiness. Students who arrive late for any class period must be allowed to proceed to their classes after obtaining proper documentation of their tardiness.
- iv. School Rule or Policy. Any school creating a late arrival and/or early dismissal rule or policy shall submit the proposed school rule or policy to the Area Superintendent for review and approval prior to the implementation of the rule/policy.

Driving Privileges and Attendance: Report to Department of Highway Safety and Motor Vehicles

Pursuant to Fla. Stat. §§ 322.091 and 1003.27, the District is required to report to the Florida Department of Highway Safety and Motor Vehicles (DHSMV) the names, dates of birth, sex and social security numbers of students ages 14 - 18 who accumulates fifteen (15) unexcused absences in any consecutive 90-calendar-day period. Whenever any student has a total of fifteen (15) days of unexcused absence from school during any semester, the student will be considered habitually absent. The Board authorizes the superintendent to inform the student and parents/guardians of the record of excessive absences as well as the District's intent to notify the DHSMV of the student's excessive absences

In accordance with law, the District shall hold a hardship hearing upon the request of any student whose license has been suspended pursuant to this section. The board hereby authorizes the superintendent to develop administrative procedures to implement administrative procedures for such hearing, consistent with state laws and technical assistance from Florida Department of Education. The principal or designee will conduct the hardship hearing within thirty (30) calendar days of receiving the request in accordance with the procedures established by the Superintendent.

Student Dress Codes and Uniforms

It is a fundamental function of the District to create and maintain a positive educational environment by devoting attention to learning, increasing school safety, encouraging good behavior and discipline, and minimizing disruptions and distractions. The Board believes that appropriate attire and grooming contribute to a productive and effective learning environment. Thus, all students are expected to be groomed and dressed appropriately for age, grade level, school, and school activities.

Student attire or grooming that substantially or potentially disrupts the educational environment or school program creates a distraction which interferes with the educational process or classroom activity, or presents a health or safety hazard to the students or school community is not permitted. The determination of what constitutes a safety or health hazard, or what constitutes a distraction of students from a classroom activity, or what constitutes a disruption of a school program or excessive maintenance of school property shall be made by the principal or designee. The principal or designee shall have final authority to decide if a student's attire complies with a dress code or uniform dress code, and shall use reasonable discretion in interpreting and implementing the provisions of this policy. The dress and uniform codes as described below shall be applicable for the District.

All documents, forms and communications that are provided to parents, must be translated for parents who speak a language identified as a Major Language in the District. Furthermore, parents who speak languages other than the identified Major Languages, written translations or oral interpretation will be provided upon parents' request, or if the need for translation or interpretation becomes apparent.

Section 1001.43(1) (b), Fla. Stat., authorizes the Board to require uniforms to be worn by the student body or impose other dress-related requirements if the Board finds that these requirements are necessary for the safety or welfare of the student body or school personnel.

The Board recognizes that individual students have a right to free expression and that right must be balanced with the Board's responsibility to provide classrooms and campuses which are safe, secure, and orderly, and an educational environment which is supportive of the school system's academic goals and educational responsibilities. In support of these goals and expectations, the Board establishes the following dress codes for District students.

Definitions

- a. *Attire* means clothing, headwear, jewelry, book bags, accessories or other articles of personal appearance.
- b. *Dress Code* means a set of parameters that describes acceptable and unacceptable student apparel to ensure the health and safety of all students and creates a positive learning environment; and refers to the District-wide and/or School Specific Dress Codes.

- c. *District-Wide Student Dress Code* means a set of parameters as determined by the School Board, that describes acceptable and unacceptable apparel to ensure the health and safety of all students and creates a positive learning environment.
- d. *School Specific (Standard) Dress Code* means a set of parameters determined by the immediate school site that describes acceptable and unacceptable student apparel and appearance, including but not limited to, clothing, makeup, tattoos, and jewelry.
- e. *Higher Standard (Uniform) Dress Code* means distinctive clothing styles and/or specific colors worn by students as a means of identifying them as members of a school community and determined by the local school site. Included in the definition of a Higher Standard (Uniform) Dress Code is the selective dress or standards of a District academy, magnet, or choice program.

Clothing Assistance

It is a policy of the Board that no student will be denied attendance at school or otherwise denied an education for failing to wear clothing that complies with the District-wide, a School Specific (Standard), or a Higher Standard (Uniform) Dress Code, whichever is applicable, if such failure is due to financial hardship. Each principal and SAC shall develop procedures and criteria to offer assistance to students who would have or are having difficulty complying with their school's Higher Standard (Uniform) Dress Code due to financial hardships. Parents may request such assistance from the principal or designee. The identity of the family or child shall not be disclosed.

New and Transfer Students

Students entering the Palm Beach County Public School System for the first time during the school year shall be granted a grace period up to five (5) days before being required to comply with a Higher Standard (Uniform) Dress Code, unless the school provides the student(s) with clothing to comply with the Higher Standard (Uniform Dress Code).

Student Conduct and Behavior

- 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 *Student Code of Conduct* and through the implementation of a SwPBS Plan in all schools.
- 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.
- 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.
- 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.
- The School Board supports the administrative staff and teachers in taking all necessary and reasonable steps to implement the *Student Code of 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.
- The policies herein serve as the code governing student conduct and discipline and are applicable to all students. These policies shall constitute the *Student Code of 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.
- 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 *Student Code of Conduct* provisions, which specify that they apply to students covered under IDEA and 504 students.
- The School Board establishes guidelines for the conduct and discipline of students. The Superintendent shall recommend, based on these policies, a *Student Code of Conduct* for adoption by the School Board annually, in accordance with Florida Statute. The *Student Code of 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.

- The School Board adopts the *Student Code of 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.
- 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."
- 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.
- 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."
- 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.
 - 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.
 - Each school center shall be required to submit any site level policies (i.e. dress code) to district staff for review.
 - 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 Student Code of Conduct, school administration and staff must be sensitive to cultural differences a student may exhibit.

Scope of the Student Code of Conduct

The *Student Code of Conduct* is intended to outline a range of appropriate responses for inappropriate behaviors:

- Poor academic achievement is not an act of misconduct. Therefore, the *Student Code of 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 *Student Code of 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 Student Code of Conduct, school administration and staff must be sensitive to cultural differences a student may exhibit.

The *Student Code of 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.

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, 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 Student Code of Conduct, the discipline 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 will increase the severity of the action if the misbehaviors continue.

Level One

Behaviors	Range of Corrective Strategies Prior to Administering Discipline	Range of Discipline Actions
<p>Level 1 Incidents are acts that disrupt the orderly operation of the classroom, school, transportation or extracurricular activities</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) ➤ Disruptive (Unruly) Behavior or Play ➤ Disrespectful Language ➤ Confrontation ➤ Lying/Misrepresentation ➤ Cellular Telephone/Technology Violation ➤ Prohibited Items, Unauthorized Use of Medications ➤ Unauthorized Sale/Distribution of Materials ➤ Inappropriate Activity ➤ Disobedient/Insubordination <p>*Referral to School Based Team Mandatory</p>	<ul style="list-style-type: none"> ➤ Review of Matrix of Expectations ➤ Re-teach Behavior ➤ Coaching ➤ Reflective Assignment ➤ Apology Letter 	<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 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>

Level Two

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 well-being of others</p> <p style="text-align: center;"><u>LEVEL 2 INCIDENTS</u></p> <ul style="list-style-type: none"> ➤ Harassment * ➤ Bus Disruption ➤ Profane or Obscene Language ➤ Threat, non-criminal * ➤ Physical Aggression * ➤ Repetitive Disruptive Behaviors * ➤ Repetitive Disobedience ➤ Bullying/Cyber 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 * ➤ Possession of Other Instruments or Objects ➤ Menacing Statements, Non-Criminal * ➤ Severe Inappropriate Activity * <p>*Referral to School Based Team Mandatory</p>	<p style="text-align: center;">Range of Corrective Strategies Prior to Administering Discipline</p> <ul style="list-style-type: none"> ➤ Investigation ➤ Witness Statements <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>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 1-5 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>

Level Three

<p>Behaviors</p> <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><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 Attack ➤ Extortion/Blackmail/Coercion ➤ Robbery ➤ Hazing ➤ Stealing >300 ➤ Vandalism >1000 ➤ Breaking and Entering/Burglary ➤ Computer/Technology Misuse (Major) ➤ Reckless Vehicle Use ➤ Motor Vehicle Theft ➤ Arson **** ➤ Counterfeit or Misrepresented Document ➤ Sexual Assault ➤ 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 	<p>Administrative Responsibilities</p> <ul style="list-style-type: none"> ➤ Investigate (M) ➤ Witness Statements (M) ➤ Notify School Police (M) ➤ Referral to School Based Team (M) 	<p>Range of Discipline Actions</p> <p>Principals must select at least one of the non-mandatory Level 3 Actions.</p> <p>Administrative Responsibilities</p> <ul style="list-style-type: none"> ➤ Parent/Guardian Contacted (M) ➤ Student Conference (M) <p><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>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 during same school year – REQUIRE a 10 day out-of-school suspension and Principal can 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>
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Level Four

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, Handgun, Rifle, Shotgun**** ➤ Battery on Law Enforcement Officer**** ➤ 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>

District Imposed Consequences

Consequences that schools can recommend but only district staff can impose.

Alternative Placement Pending Expulsion

The District will assign students to an alternative education site pending the outcome of an expulsion.

Assignment to Special Program/ Alternative School/ Alternative Program (District-placed)

The District will place students at an alternative education site 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 education program until the student is adjudicated. If the student is adjudicated guilty, the principal may recommend expulsion.

Honoring an Expulsion from another District

The School District of Palm Beach County will honor the expulsion from another school district if it is an expellable offense in Palm Beach County.

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

The District can refer students through some type of action for any reason either to the courts or juvenile authorities.

Authorization for Suspension

Suspension of a student from school for committing any of the infractions warranting suspension under the Palm Beach County Student Code of 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

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.

Discipline for Students under 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 under 504

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.

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.

- 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 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

Definitions of terms and/or student conduct which are considered to be violations of the Student Code of Conduct are described in this section of the handbook. The use of words, such as battery and arson, are not meant to be considered equivalent to or to carry the same standards and consequences as the same words, which are defined in the criminal context in the Florida Statutes. The School Board retains the flexibility and right to attach definitions found in Board Rule to such words without attaching any criminal standards set by the courts or legislature. When a student has committed an infraction, the misbehavior is to be classified according to the definition which best describes it. All students and parents/guardians must understand that, in addition to taking corrective strategies at the school level, certain criminal and/or disruptive behavior must by Board Rule be reported to School Police.

The notation * next to the three letter violation code listed below in the Glossary, represents SESIR definitions and guidelines required by the Department of Education.

Abeyance - Out of School suspension days issued, but not enforced if an alternative plan is completed. Examples include tobacco, alcohol, or drug education classes.

Abuse of School Property/Minor Vandalism - To use wrongly or improperly, or to maltreat any school equipment or property. L2

Aggravated Assault {OMC*} - 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) L4

Alcohol {ALC*} - 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. L3

Apology Letter - Student makes amends for negative actions by taking responsibility to correct the problem created by the behavior through written declaration of remorse.

Armed Robbery {ROB*} - 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)). L4

Glossary

Arson {ARS*} - 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)). L3

Battery {BAT*} - Intentionally or knowingly causing great bodily harm, permanent disability, or permanent disfigurement or using a deadly weapon while committing a battery. The physical use of force or violence by an individual against another. The attack must be serious enough to warrant consulting law enforcement and result in more serious bodily injury to an individual who is not fighting back. (F.S. 784.03 & 784.045). L4

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.

Bomb Threat {TRE*} - Intentionally making a false report to any person, including school personnel, concerning the placement of any bomb, dynamite, explosive, or arson-causing device. L3

Breaking and Entering/Burglary {BRK*} - 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. L3

Bullying/Cyber Bullying {BUL*} - 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. L2

Bus, Assigned Seat - The temporary or permanent assignment to specified seat on the school bus.

Bus Disruption - Behavior that disrupts and/or distracts the driver from safely operating the school bus. L2

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).

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 *Code of Student Conduct* (SB Policy 5.183). L1

Glossary

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. L1

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.

Computer/Technology Misuse –Major {OMC*} - The inappropriate use of a computer, 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. L3

Computer/Technology Misuse –Minor - Minor inappropriate use of a computer and/or technology without malicious intent. L1

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.

Confrontation - A verbal confrontation, or the encouraging or inciting of a confrontation that has the propensity to escalate into a fight. L1

Counterfeit - 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. L3

Criminal Act Against a Person {OMC*} - 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). L4

Glossary

Dangerous Items {WPO*} - 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) L3

Detention - Additional time a student must stay at school after other students have gone for the day, or on Saturday.

Disobedient/Insubordination - Failure to obey a reasonable instruction or request by a staff member. L1

Disrespectful Language - Written, verbal remarks and/or gestures that shows a lack of respect, rudeness and is inappropriate. The use of words or acts which demean, degrade, antagonize, or humiliate a person or group of persons. L1

Disruption of a School Function {DOC*} - 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. L3

Disruptive (Unruly) Behavior or Play - 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. L2

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). L1

Drugs or Imitation Drugs Represented as Drugs {DRU*} - 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. L3

Drug Paraphernalia {OMC*} - 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. L3

Glossary

Drugs (Sale) {DRD*} - 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. L4

Explosive Device {WPO*} - 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)).

Extortion/Blackmail/Coercion {ROB*} - The use of threat or intimidation to obtain anything of value from another person, including, but not limited to, money. L3

False Fire Alarm/911 Call {OMC*} - 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. L3

Fighting {FIT*} - Mutual participation in a hostile, physical encounter; mutual participation in an altercation involving physical violence. L3

(NOTE: Self-Defense is described as an action to restrain or block an attack by another person or to shield self from being hit by another person. Retaliating by hitting a person back is not self-defense and will be considered as fighting.)

Firearm/Handgun/Rifle/Shotgun {WPO*} - Possession or sale of any firearm, including handguns, on school property, school sponsored transportation or during a school-sponsored activity. A firearm, including 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. L4

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. L2

Forgery of a Document or Signature - To fashion or reproduce the signature of another for fraudulent purposes. L2

Gambling {OMC*} - One who participates in games of chance or skill for money, profit, or anything of value. L2

Glossary

Harassment {HAR*} - 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. L2

Hazing {HAZ*} - Any action or situation that endangers the mental or physical health or safety of a student for purposes of initiation or admission into or affiliation with any school sponsored organization. "Hazing" includes, but is not limited to: (a) pressuring, coercing or forcing a student to participate in illegal or dangerous behavior, or (b) any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements. L3

Homicide/Murder {HOM*} - 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). L4

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. L1

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.

Instruments or Objects - Possession of any instrument or object that could be used as a weapon (other than a firearm) may be considered under this heading if there has been no threatening or intimidating display of the instrument or object. i.e. BB Guns, toy guns, etc. L2

Intoxicants {DRU*} - 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. L3

Kidnapping or Abduction {KID*} - Forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against his or her will and without lawful authority. L4

Glossary

Lewd, or Obscene Act {SXO*} - 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. L3

Loss of Privileges - The loss of a privilege(s) during school hours and non-school hours such as assemblies, incentive activities and sporting events, etc.

Lying /Misrepresentation - Intentionally providing false or misleading information to, or withholding valid information from, a school staff member. L1

Materials - Unauthorized selling or distributing of materials during school, e.g. candy, magazines. L1

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. L2

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.

Motor Vehicle Theft {STL*} - 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. L3

Out of Assigned Area - Out of assigned area without permission and/or in a restricted access area without permission. L1

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.

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. L2

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. L2

Glossary

Physical Aggression (non SBE and SBE) - 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. L3

Physical Attack {PHA*} - An actual and intentional striking of another person against his/her will, or the intentional causing of bodily harm to an individual. L3

Prescription Medication {DRU*} - 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. L3

Profane/Obscene Language - Abusive, profane, obscene, or vulgar language (verbal, written, or gestures) or conduct in the presence of another person. L2

Prohibited items - 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 mild pain medication including but not limited to items such as Aspirin, Advil, Aleve, Midol, NoDoze, or herbal supplements without parental approval AND school notification.

Public Displays of Affection - Engaging in overtly amorous contact or language not appropriate in a school setting. L1

Reckless Vehicle Use {OMC*} - 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. L3

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.

Robbery {ROB*} - 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 armed robbery is that a threat of battery is involved in armed robbery.) L3

School/Class Rules - Violation of specific posted or written school or class rules that are not necessarily disruptive behaviors (ex: repeated gum chewing) L1

Glossary

Sexual Assault {SXA*} - An incident that includes a threat of rape, fondling, indecent liberties, child molestation, or sodomy. Both male and female students can be victims. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s). L3

Sexual Battery {SXB*} - 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. L4

Sexual Harassment {SXH*} - 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) L2

Silent Lunch/Lunch Detention - A separate facility and/or seating arrangement for the student during a regularly scheduled meal. Students 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.

Stealing more than \$300 {STL*} - 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. L3

Tardiness (Habitual) - A consistent failure to be in a place of instruction at the assigned time. L1

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. L2

Threat of Violence (High Level) {TRE*} - 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. L4

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.

Glossary

Tobacco Products TBC* - Possession, use, sale, storage, or distribution of tobacco products on school district property. Tobacco/nicotine products include, but are not limited to cigarettes, e-cigarettes, cigars, snuff, dip, pipe tobacco, chewing tobacco and hookah pens. L2

Trespassing TRS* - 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. L3

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. L1

Vandalism (more than \$1000) VAN* - 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.

Verbal Assault - 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. L3

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.

Voluntary Restitution - Student designs and implements a plan to correct errors made apologizes and/or replace/repair property.

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

Appendices

Appendix K
Sample Student
Application

Renaissance Charter School at Wellington



Parent/Guardian Contact Information

Lottery Rules and Procedures

Please fill out the form completely. Red asterisks (*) denote required fields for proper applicant submission.

First Name *
MI
Last Name *

Email: *

Home Phone:
Work Phone:
Cell Phone:

* Please enter at least one contact number: Home, Work and/or Cell.

Street Address: *

City: *
State: *
Zip: *
County: *

* All school correspondence, including report cards, will be mailed to this address.

Your application is for the 2015-2016 school year.

How did you hear about the school? *

Select...

Methods of contact (select at least one additional contact. Email is mandatory.): *

Mail
 Phone
 Email



Applicant Information

First Name *
MI
Last Name *

My relationship to this applicant: *
Gender: * Female Male
 Birth Date (MM/DD/YYYY): * / /

Previous School Name: *
State: *
County: *

For what grade level are you applying? *

K
 1
 2
 3
 4
 5
 6
 7

Is the student a dependent of active-duty military personnel? *

Yes
 No

Does this applicant have a sibling currently attending? *

Yes
 No

Does this applicant have a sibling currently applying? *

Yes No

 **Add another applicant (sibling)**

To the best of my knowledge, the above information is correct and complete.
I understand any false statements may result in forfeiting my child's seat.
In the event of a change of address, phone, name, etc. I will contact the school.
(click to check box and agree)

[Submit Application](#)


CHARTER SCHOOLS
USA

Sample

Exhibit

4

- - -

RENAISSANCE CHARTER SCHOOLS MEETING

September 22, 2015

TRANSCRIPT OF MEETING

- - -

(Transcribed from CD provided to
the undersigned court reporter.)

Reported by
Katherine Milam, RPR
Notary Public, State of Florida

1 unless you want to discuss them, but we're just
2 going to concentrate on those that are "partially"
3 or "does not meet the standard," and then once we
4 go through that process, then we are going to meet
5 and debrief together as a team, and -- and we will
6 make a determination, and then we will get back
7 with you guys with our -- our decision, and
8 obviously, Mr. Pegg will be an integral part of
9 that process.

10 MR. KELMANSON: Okay, thank you.

11 MALE SPEAKER: Okay, all right, and we are
12 going to begin with Section No. 6 that deals with
13 exceptional student education.

14 MS. BOCHICCHIO: Are you ready?

15 Okay. Just going through this, we said that
16 it partially met the standard.

17 One of the questions was that you state that
18 it's going to be 80/20 as far as ESE and Gen Ed
19 students, but it doesn't say how exactly you're
20 going to provide the services.

21 MS. RASKIN: So, we will provide
22 consultation, collaboration. We contract with
23 outside vendors to be able to come in to provide
24 speech therapy, occupational, therapy physical.
25 Those are just some examples.

1 MS. BOCHICCHIO: Uh-huh.

2 MS. RASKIN: So it's really the IEP's of the
3 students that drive the services that we will
4 deliver up to the 20 percent in an ESE setting.

5 MS. BOCHICCHIO: Okay. Also, how will you
6 service the gifted students? It's not exactly
7 clear what's going to be provided for the gifted
8 students.

9 MS. RASKIN: The plan is to hire teachers who
10 also have their gifted endorsement, so it wouldn't
11 be a teacher --

12 FEMALE SPEAKER: Uh-huh.

13 MS. WINDLER-FREITAG: -- who is solely hired
14 just to be the gifted services teacher.

15 FEMALE SPEAKER: Okay.

16 MS. WINDLER-FREITAG: So part of the general
17 education teachers on the staffing matrix, we will
18 be seeking candidates who have their gifted
19 endorsement.

20 FEMALE SPEAKER: Okay.

21 And then part of their schedule would be
22 serving those gifted kids.

23 MS. BOCHICCHIO: Okay. Okay. Good.

24 You estimated that it was going to be about
25 10 percent of students are ESE, but that's a

1 little bit low.

2 You know, typically, the estimate is about
3 14 percent of kids in the class, and then the next
4 section was -- you stated that for -- the passing
5 scores are going to be on the K to 6 and the 1 to
6 6 and then pre-K, but you guys are a high school,
7 so there was just a little bit of a discrepancy
8 there.

9 MS. RASKIN: Right, and I think in the
10 application, it did say that we will follow any
11 District policies related to staffing.

12 MR. KELMANSON: Yeah, let's find that.

13 FEMALE SPEAKER: Page 101.

14 MS. RASKIN: Page 101.

15 FEMALE SPEAKER: Page 101.

16 MS. RASKIN: And as far as the percentages,
17 we based that projection -- in order to come up
18 with that, we looked at other high schools in
19 Florida that are managed by Charter Schools USA.

20 FEMALE SPEAKER: Okay.

21 MS. WINDLER-FREITAG:

22 MS. RASKIN: And that are operated under the
23 Renaissance Board, as well as we also looked at
24 the schools in Palm Beach that are already in
25 existence. They're not high schools. They're K-8

1 schools, and we looked at those percentages, and
2 that's what we based that 10 percent on.

3 MS. BOCHICCHIO: Okay, and then did you --
4 one more question that we had --

5 MS. WINDLER-FREITAG: Of course.

6 MS. BOCHICCHIO: -- was I guess did you put
7 any of the therapists in the budget and things
8 like that, that you're going to have to provide
9 outside services, maybe PT or OT or anything like
10 that?

11 MS. WINDLER-FREITAG: I believe that's in
12 contracted services.

13 FEMALE SPEAKER: Okay. All right. That's it
14 for me.

15 MR. KELMANSON: So if I may just respond a
16 little bit because I know that comment came up
17 about the percentage of ESE, and it was -- in
18 Heather's section, there was a reference to
19 20 percent, and in the ESE section, there was a
20 reference to 14 percent, and I'd just like to
21 point out that on page 100, we do state that
22 "based on the enrollment of students with
23 disabilities, the school will hire and train the
24 appropriate number of teachers to ensure all
25 necessary IEP services are being implemented."

1 FEMALE SPEAKER: Okay, thank you.

2 MR. ALEJO: Moving right along to Section
3 No. 7, ELL, so do you have a copy?

4 MR. BYRNE: So do you have a copy of the
5 agreement with the Department of Justice?

6 MR. KELMANSON: Yes. We have reviewed it,
7 and the school will comply with that.

8 MR. BYRNE: Okay, because it's a 31-page
9 document. It's very specific.

10 One of the reasons we're requiring that it be
11 referenced by all of the applicants is that we
12 were audited year, and the charter schools didn't
13 do well --

14 MR. KELMANSON: Uh-huh.

15 MALE SPEAKER: -- in the audit, especially
16 when it related to all the languages including,
17 you know, having the documents also in Portuguese.

18 MR. KELMANSON: Uh-huh.

19 MALE SPEAKER: And also, some of the schools
20 have been putting or asking for immigration
21 documents from students that came in, and that's
22 prohibited by the agreement, and of course, by
23 federal rules.

24 MR. KELMANSON: And those forms required to
25 be in other languages are based on the enrollment

1 at the school, right --

2 MALE SPEAKER: Yeah.

3 MR. KELMANSON: -- so it's not necessary to
4 have Portuguese forms unless --

5 MALE SPEAKER: Yeah. We provide -- yeah, the
6 District actually provides -- the standard form's
7 already translated, so if you use those, then you
8 don't need to be concerned.

9 Beyond that, now, if you generate your own
10 forms and you decide not to use the District
11 forms --

12 MR. KELMANSON: Uh-huh.

13 MALE SPEAKER: -- then you just have to --
14 it's your responsibility to have them translated.

15 MR. KELMANSON: Right.

16 MR. ALEJO: But your question's a little
17 different.

18 MR. KELMANSON: Well, it's not a question.
19 It's just a statement, right. He had made the
20 reference that the document speaks about forms
21 being in Portuguese.

22 I don't think it's necessarily true that all
23 the schools have to have the Portuguese language
24 forms unless there's the Portuguese --

25 MR. BYRNE: No, they do. Actually, that was

1 one of the citings in the audit.

2 MR. KELMANSON: That every school --

3 MR. BYRNE: They're interpreting this in a
4 very narrow manner. I mean you never know how --

5 MR. KELMANSON: Okay.

6 MALE SPEAKER: -- the federal auditors are
7 going to interpret a particular agreement.

8 MR. KELMANSON: Uh-huh.

9 MR. BYRNE: But this one, they're being -- I
10 mean there's only 23 such agreements with
11 Districts in the entire United States, so they
12 don't have -- the Civil Rights division doesn't
13 have a whole lot they have to monitor, so they
14 really monitor these, these closely, so if you
15 don't have it, the documents in Portuguese,
16 they'll cite you.

17 MR. KELMANSON: Okay, and is this part of the
18 District's review when you go to site visit the
19 current Renaissance Charter Schools in Palm Beach
20 County? Is this something that you check?

21 MR. ALEJO: Well, that would be a question
22 for Steve.

23 MR. BYRNE: It is, yes. I checked.

24 MR. KELMANSON: Okay.

25 MR. BYRNE: Because he's the one that checks

1 the ELL (phonetic) section.

2 MR. KELMANSON: And at our current schools,
3 has this been an issue?

4 MR. BYRNE: No. No, it hasn't been. I think
5 actually, it could be that there was one citation
6 for one of the -- one of the Renaissance schools,
7 but I'd have to look at the actual documents.

8 MR. KELMANSON: Okay. Yeah, we'd like to
9 look into that.

10 MALE SPEAKER: Yeah, I could provide that for
11 you.

12 MR. KELMANSON: And Steven is a Principal of
13 one of our schools, and Steven, we don't ask for
14 immigration papers in enrollment.

15 MS. WINDLER-FREITAG: No, that's not on
16 our --

17 MR. EPSTEIN: No, that's not on our --

18 MR. BYRNE: I think the issue is it was on
19 some of the websites. That was all, (inaudible)
20 documentation. So really, that's the only issue.

21 MR. KELMANSON: Okay, so I guess in the
22 future, yes, we will state that directly in the
23 application. That was not explicitly written in
24 the application, but the school will comply and
25 has currently tried to comply in the existing

1 schools.

2 MR. BYRNE: Okay.

3 MR. KELMANSON: Thank you.

4 MR. ALEJO: Thank you.

5 Okay. Moving on to Section 13, Student
6 Recruitment and Enrollment.

7 MR. LINK: Okay. Section 13D states:

8 "Explain any student and/or family contracts that
9 will be used as a requisite for initial and
10 continued enrollment in the school.

11 "Describe if and how the school will enforce
12 such contracts."

13 Your application states that parents will be
14 required to volunteer a minimum of 20 or 30 hours,
15 depending on the number of children enrolled from
16 the same household.

17 In regards to how the school will enforce
18 such contracts, I didn't see anything specifically
19 mentioning if -- if the terms of that contract are
20 (inaudible).

21 I know you try to help the parents meet those
22 hours, but, you know, you've got a required number
23 of volunteer hours, and I didn't see anything
24 either in the application or the language that
25 if -- if the parent does not meet, you know, that

1 requirement, then what occurs?

2 MR. KELMANSON: That's a great point, and
3 yes, I will agree that it is not specifically
4 stated, and we did not include a copy of the
5 parent contract that monitors this.

6 It is a requirement, as it's stated in all of
7 our schools, and it's something that the governing
8 board feels very strongly about, is requiring
9 parental involvement in all of our schools, and
10 the Principal can speak to that.

11 It's not used as a hammer really to -- you
12 know, like you're implying about the 20 hours, you
13 know, if you don't get -- you know, you're at 19
14 hours, and all of a sudden, you're missing an
15 hour.

16 It's more really to get everybody, all
17 families involved in the school, and so Steven can
18 give examples of how, you know, that's very
19 difficult for some families. You can imagine a
20 single mom working a couple of jobs.

21 MR. LINK: We've seen that, right?

22 FEMALE SPEAKER: Yeah.

23 MR. EPSTEIN: You know, a lot of things that
24 we do on our campus is -- we'll say, Hey, if you
25 have an opportunity to take something home with

1 you, you know, if you're a single mom, if you have
2 kids at the house, take something home.

3 We'll send it home with the child, cut-outs,
4 you know, we can put on bulletin boards.

5 I mean anything that we can do on our campus
6 to work with our parents, we're going to do.

7 You know, I'm not out to get them. If it's a
8 survey, Hey, fill out this survey, do this.

9 The opportunity is we ultimately want the
10 parents to be a part of the educational process.
11 That's the goal, and it's to get the parents to be
12 on board with us and to help their students, you
13 know, in the classroom, out of the classroom, so
14 it's that home connection, you know, that we're
15 really truly looking for from our parents, and
16 from a Principal's perspective, that's really what
17 I want, is when a parent calls me and says, Hey,
18 you know, I'm having a hard time getting to your
19 school. Okay, listen, you know, we have projects
20 coming home with your child. Let us know what
21 you're doing. Read with your child, log it,
22 things like that, so we work with all our parents
23 in various capacities to make sure that they're,
24 you know, I think assisting with the educational
25 opportunities of all students, you know,

1 whether -- as a parent, that's my -- my kids live
2 three hours away. I do my part via phone, so I
3 mean it's -- again, it's just anything we can do
4 to help those parents out, so it's not a hammer.
5 It's really just be a part of the educational
6 process.

7 MR. LINK: And I'm sure the majority will
8 fall into that, but for the few, I mean and just,
9 you know, working throughout the School District,
10 we've got mandatory forms and things that need to
11 be --

12 MR. KELMANSON: Uh-huh.

13 MR. LINK: And there's, you know, the few
14 that just will refuse to do it.

15 MR. KELMANSON: Uh-huh.

16 MR. LINK: They won't, you know, can't get in
17 touch with them via phone, letter.

18 MR. KELMANSON: Right.

19 MR. LINK: They just flat-out refuse.

20 Is there anything in the language that
21 states, you know, if -- if this isn't -- you know,
22 this mandatory -- this requirement isn't met at
23 all, even with your attempts to work with the
24 parents, um, what occurs, if anything?

25 MR. EPSTEIN: I mean honestly when, when a

1 parent --

2 MR. LINK: Is there a risk for a
3 non-registration the next year where their
4 registration won't be possibly renewed for the
5 following school year?

6 MR. EPSTEIN: You know, when I -- when I get
7 a parent that, you know, has that, I look at all
8 aspects of, you know, what we're doing, not just
9 on campus, but again, it's are you checking their
10 report cards? Are you signing things? Are you --
11 are you doing your part, obviously, to keep up
12 with the student's grades, to keep up with the
13 student's projects at home, with their homework,
14 working with them? So I mean for me, for the past
15 couple of years, I haven't really got into that
16 struggle with a parent that's been like that. I
17 have not gone there with them, you know, because
18 ultimately, the goal is to get them on board, so
19 I'm going to keep calling them. I'm going to keep
20 e-mailing them. I'm going to -- I'm going to do
21 my part to make sure they're doing their part to
22 help other students.

23 MR. LINK: Uh-huh.

24 MR. EPSTEIN: Ultimately, at the end of the
25 day, it's about the kids.

1 MR. KELMANSON: And I would say network wide,
2 we manage over 50 schools in Florida, and this is
3 a requirement in all of our schools.

4 MR. LINK: Right.

5 MR. KELMANSON: And it's spoken up front.
6 When the parent decides to enroll their family
7 into the school, they know that that's a
8 requirement, and so, right, if they're not willing
9 to participate up front, then, you know, we don't
10 get people that are just going to check the box
11 and then not do it, so -- but you have seen our
12 contracts, right, from your existing schools?

13 MR. LINK: Right. I just didn't -- you know,
14 for this particular one, I just didn't see the
15 contract and, you know, you try to cover all
16 bases, and I've seen it where, you know, you might
17 think, oh, every parent will be cooperative.

18 MR. KELMANSON: Right.

19 MR. LINK: And there will be some that won't,
20 and -- and so, you know, they're typically, you
21 know, looking for language to address that, that,
22 you know, the few that may not be on board with
23 that.

24 MR. KELMANSON: And so I'm sure you've seen
25 in our contract, and it will be the same one,

1 right, and it will be part of the pre-opening
2 checklist if this application is approved and we
3 go to a charter contract, to submit a parent
4 contract to the District for review, and it will
5 be the same one that's currently being used at the
6 Renaissance schools, and, you know, it says all
7 the things, that the parents will agree to
8 cooperate, and I think at the bottom of the form,
9 it does say your enrollment for next year will be
10 questioned if you're not participating, if you're
11 not putting forth any effort, and I think that we
12 have -- I'm sure you know about this.

13 This is something -- this is a DOE opinion,
14 you know, DOE opinion 03-05 that talks about the
15 charter school's ability to be able to do that.

16 MR. LINK: Okay. That's what I was looking
17 for, I mean just something -- that sort of
18 language even from a prior application that you
19 feel may, you know, duplicate, you know, duplicate
20 for this permit. Okay.

21 MR. BYRNE: (inaudible) the Renaissance
22 Learning Center enrollment application, that was
23 an issue (inaudible).

24 MR. KELMANSON: That's not our school.

25 MR. BYRNE: Oh, it's not?

1 MR. ALEJO: Yeah.

2 MALE SPEAKER: Right. That's -- that's not a
3 charter school.

4 MR. KELMANSON: Yeah.

5 MR. BYRNE: So you guys aren't busted.

6 MR. KELMANSON: Good.

7 MS. WINDLER-FREITAG: We're saying ha, ha.

8 MR. KELMANSON: Thank you for checking.

9 MR. ALEJO: So just -- just to summarize, you
10 guys provide parents with the flexibility. They
11 can do -- they can try to meet their requirement
12 at home. They don't necessarily have to be at
13 school?

14 MS. WINDLER-FREITAG: And sometimes, it's not
15 only the parents. It might be a grandparent or
16 another family member as well.

17 MR. KELMANSON: Right. I was just going to
18 say, I mean.

19 MR. EPSTEIN: For what -- especially when
20 I've talked to the parents, I tell them look, if
21 you have an older sibling, 18, you know, who wants
22 to help work with the student, that's fine. They
23 come in, grandparents, aunts, uncles, so it's not
24 just Mom and Dad. It's the whole family. It's
25 the whole community, so...

1 MR. KELMANSON: And we really feel that this
2 is a differentiator, right?

3 I mean other schools may offer it, but it's
4 really important to the culture of the school,
5 right? We're asking for all families to be
6 involved, a hundred percent participation.

7 MR. LINK: Sure, and I -- and I have no doubt
8 that the vast majority of your parents will be on
9 board.

10 You know, for those very few instances where
11 this may occur, the language to address, you know,
12 so there isn't any question, like, Well, what if
13 one or two is just -- they -- they're just, you
14 know, uncooperative with the volunteering or
15 something too, and that's what we're looking for,
16 just to address that very small percentage,
17 although it may be one or two.

18 MR. KELMANSON: Right.

19 MR. LINK: We still -- I'm just looking for
20 language of what you would do to address it in the
21 event that that occurred.

22 MR. EPSTEIN: I mean we extend it through the
23 summer. I mean it, you know, we --

24 MALE SPEAKER: Right.

25 MR. EPSTEIN: We do -- I mean we look at all

1 avenues possible, you know.

2 MR. KELMANSON: Yeah, and so I guess in
3 summary, that's why it's not explicitly stated
4 because we've seen such instances that we'll go
5 above and beyond to work with families and get
6 them, you know, the ability to accomplish this
7 goal.

8 MR. EPSTEIN: We get creative to get parents
9 and families involved.

10 MR. LINK: Okay, and the contract will state
11 the language similar to the final paragraph, you
12 know, failure of a parent to uphold, fulfill their
13 responsibilities, et cetera, et cetera.

14 I mean that's -- that's something, language
15 that would appear in your contract? Again, and
16 not to use it as a hammer or a threat.

17 MR. KELMANSON: Yeah.

18 MALE SPEAKER: Just -- just so that it's
19 there to address it.

20 MS. WINDLER-FREITAG: It's about the
21 partnership.

22 MR. KELMANSON: Yeah, it's really --

23 MR. EPSTEIN: The vast majority will be on
24 board.

25 MR. KELMANSON: Yeah. It's really just an

1 upfront sort of thing though.

2 MR. ALEJO: So the word "require" will not be
3 there? Is that that you're saying?

4 MR. KELMANSON: The volunteer hours are
5 required.

6 MR. ALEJO: Okay, so you are going to use
7 "required"?

8 MR. KELMANSON: They're required, yeah, yeah,
9 and they know that coming into the school, and
10 they actually sign a contract or an obligation
11 form that says they will agree to do these things,
12 and that's -- that's one of them, is the volunteer
13 hours, and I guess what we're trying to say is
14 that we work with all families and get them that
15 ability in their -- you know, some families will
16 go way above and beyond the minimum requirement.

17 They'll be in the classroom, you know, once a
18 week throughout the school year.

19 Other families just can't do that, and so
20 that's where we're trying to explain that we work
21 with them.

22 MR. LINK: And when all else fails, this is
23 the, you know, the language we fall back on.

24 MR. KELMANSON: Correct.

25 MR. LINK: There's a potential of denial of

1 admission to the following school year.

2 MR. KELMANSON: Correct.

3 MR. LINK: Okay. Granted, I'm sure that
4 doesn't happen very often, but just to -- we got
5 our bases covered with that requirement because,
6 you know, using that word "require" means that.

7 MR. KELMANSON: Right.

8 MR. LINK: And just to ensure it's not
9 open-ended, you know, we're going to say it, but
10 we're really not going to enforce it.

11 MR. ALEJO: And, Jason, it does happen. As a
12 former Principal, it does happen. There are
13 parents --

14 MR. LINK: Oh, sure. I've seen it too.

15 MR. ALEJO: -- that are hard to reach, and I
16 know that you guys provide flexibility for
17 parents, but it does happen.

18 MR. LINK: I know, yeah.

19 MR. ALEJO: As much as you want every parent
20 involved in the kid's education, it's not always
21 like that, so it does happen.

22 MR. LINK: Yeah, I've seen it too, you know,
23 15 years in public schools.

24 MR. ALEJO: I'm guilty. Sometimes, I'm not
25 where -- you know, I'm not at my child's school

1 when I'm supposed to be, so I missed (inaudible)
2 this year, but the wife went though.

3 MR. EPSTEIN: Well, that would count.

4 FEMALE SPEAKER: Yes.

5 MR. KELMANSON: Uh-huh. Well, like I said,
6 those hours are not that hard to come by, right?
7 So we have -- in the pickup line, you can hand
8 them a bag of pencils or balloons to blow up and
9 bring back the next day.

10 MR. EPSTEIN: And we've all done that.

11 MR. KELMANSON: Sharpen pencils.

12 MS. WINDLER-FREITAG: Box tops.

13 MR. KELMANSON: And you can, yeah, you know,
14 collect -- you can have -- a parent/teacher
15 conference counts, you know, as an hour, just that
16 phone call, so...

17 MALE SPEAKER: Uh-huh.

18 MR. ALEJO: All right. We're going to --

19 MALE SPEAKER: Okay, thank you.

20 MR. ALEJO: Thank you, Jason.

21 All right. We're going to -- I'm going to
22 quickly go ahead and do my section because Section
23 19 with the -- your action plan, the only thing
24 and -- and if you guys can show me evidence on the
25 application where it's documented, I did not see

1 where you document the event of something
2 unanticipated.

3 MR. KELMANSON: As it relates to a facility?

4 MR. ALEJO: Yes.

5 MR. KELMANSON: So --

6 MR. ALEJO: It could be in another section.

7 MR. KELMANSON: Right. So, the action plan
8 in 19, right, on the Florida model contract lists
9 the requirements that are supposed to be outlined,
10 and I feel like we've addressed each of those
11 points.

12 MR. ALEJO: Tell me the section there.

13 MR. KELMANSON: Right. This is on page 168,
14 and Section 19, which I think you're referring to
15 as the action plan, and the DOE Model Application
16 Form says "You must provide a projected time table
17 for the school startup, including, but not limited
18 to the following activities, and it lists all the
19 activities.

20 MR. ALEJO: Right, but then there are -- the
21 other section, you see the evaluation criteria
22 where it says provides a thoughtful and realistic
23 implementation plan. You've done that.

24 MR. KELMANSON: Uh-huh.

25 MR. ALEJO: That covers major operational

1 items, but the part that I did not see is where
2 you're providing flexibility for addressing
3 unanticipated events.

4 MR. KELMANSON: And so I think what we tried
5 to do, address that for the specific time frame is
6 as outlined with these -- with these time frames,
7 right, so we're giving it a couple of months here
8 to be able to accomplish all those tasks.

9 Now, when you're talking about a facility, a
10 specific instance which actually happened here in
11 Palm Beach where you're constructing, the
12 application gets approved, the charter contract
13 gets approved, and you have a brand new facility
14 that's trying to be built and open and maybe
15 cannot be opened for unanticipated events, right,
16 and I think -- make reference to that is on page
17 158 in the facilities section.

18 And it says right here, "Please describe the
19 backup facilities plans," and it says, "Once
20 construction begins on a site, it will be the
21 long-term facility's solution in the rare event
22 that issuance of a C.O. is not delivered in a
23 timely fashion, the governing board intends to
24 direct Charter Schools USA to locate a short-term
25 facility option."

1 MR. ALEJO: Okay. That will suffice for me.

2 MR. KELMANSON: Yeah, thank you.

3 MR. ALEJO: All right.

4 MR. KELMANSON: And I'd just like to expound
5 on that a little bit.

6 We have grown tremendously, and we do operate
7 the six schools here in Palm Beach County, and
8 that whole process of getting a school open is, as
9 you can imagine, very hard.

10 There's millions of tasks that go into that,
11 and so as Charter Schools USA has grown and
12 expanded, along with the Renaissance Board, the
13 number of schools we've actually implemented, and
14 the application speaks to this, is our New School
15 Opening Team, so it's a whole team of people that
16 actually are focused on accomplishing these tasks,
17 being held accountable to get all these tasks, to
18 make sure the school is 100 percent functioning
19 for the first day of school with everything that's
20 needed, all the FF&E and all the permits and
21 documentation, hiring, certification. It just
22 goes on and on, as you can imagine.

23 MR. ALEJO: Okay. Thank you.

24 All right. We are going to jump to Section
25 15, which is transportation, and the note that I

1 have here is Charter USA DOAH ruling that safe
2 (inaudible) buses necessary, (St. Lucie.)

3 MR. KELMANSON: Well, the note we saw was
4 with the -- what Carl wrote.

5 MR. ALEJO: And as a District, we no longer
6 provide transportation.

7 MR. KELMANSON: Right, and we understand
8 that.

9 MR. ALEJO: Okay.

10 MR. KELMANSON: Yeah, so I don't know who --
11 is Carl here?

12 MR. ALEJO: Carl's not here.

13 MR. KELMANSON: Okay, so I think -- is that
14 satisfactory, our acknowledgment that you don't
15 provide -- because I think our actual narrative
16 doesn't really speak to that, per se.

17 If I read what it says, it says, "If
18 necessary, the school will contract with a
19 District-certified and licensed school bus company
20 to provide transportation."

21 MR. ALEJO: Right, okay, yeah, and just so
22 that -- the acknowledgment that we no longer
23 contract --

24 MR. KELMANSON: Uh-huh.

25 MR. ALEJO: -- our District no longer

1 contracts with --

2 MR. KELMANSON: Yeah.

3 MR. ALEJO: -- charter schools.

4 MR. KELMANSON: But we do concur with what
5 you just said, which I didn't read in the comments
6 about the St. Lucie ruling.

7 MR. ALEJO: Okay.

8 MR. KELMANSON: Thank you.

9 MR. ALEJO: All right. Now, we are going to
10 go to Section 17, budget.

11 Heather?

12 MS. KUNST: So this isn't the first year
13 you've gone through this, so you know that we have
14 to go through all the sections within the
15 application, make sure that that is -- whatever
16 information is recorded is also included in the
17 budget, so the first area I was looking at was
18 under the mission guiding principles and purpose.

19 We talked a lot about having blended learning
20 as a component of the educational program,
21 although there was no budget for any academic
22 software or contracted services that I could see.

23 MS. LEWIN: And I recognize that. Actually,
24 it is in the component of the budget, and it may
25 not be --

1 MS. KUNST: So where?

2 MS. LEWIN: -- reflected under the specific
3 areas that you've -- you've stated.

4 MS. KUNST: Okay, so where is it?

5 MS. LEWIN: But I think the easiest way to go
6 through this is to give you the components of what
7 we've got, and we can take it from there.

8 MS. KUNST: Okay.

9 MS. LEWIN: Under --

10 MS. KUNST: Well, what are you planning to
11 do, I guess first of all, as part of the blended
12 component?

13 How many -- is that for the whole school?

14 I assume since it wasn't really in there
15 that -- I just took a wild guess, 25 percent.

16 I don't know if that's what you were planning
17 on.

18 You know, what type of software? What type
19 of -- is it Homegrown? Is it --

20 MS. LEWIN: Well, I think that --

21 MS. WINDLER-FREITAG: We use Quicken through
22 Plato, so we use CSUSA-certified teachers who are
23 the teachers of record and work with the students,
24 and then Plato is the online curriculum that we
25 use.

1 MS. LEWIN: And so Plato is --

2 MS. WINDLER-FREITAG: And that's a site
3 license.

4 MS. LEWIN: And in terms of the instructional
5 software, just so you know, we have in the budget,
6 we're reflecting 10,000 for year one, which is
7 sufficient for 7500 for the Plato.

8 Years 2 through 5 is reflected at \$25,000 a
9 year.

10 It is incorporated into the instructional
11 technology component. That's where we added and
12 overlaid.

13 So to break out, just so you have -- I think
14 that this covers the two bullet points that you
15 had in terms of adequacy or sufficiency of budget
16 for the students, and that way, we can get into
17 it.

18 We allot a hundred dollars per student for
19 consumables, and some of this, as you said, is --
20 whether it's Think Through Math or --

21 MS. KUNST: So you're including that in the
22 instructional technology --

23 MS. LEWIN: Yes.

24 MS. KUNST: -- budget?

25 MS. LEWIN: Yes.

1 MS. KUNST: So if you can break that out for
2 me in detail, like you did last year for the --
3 because there was --

4 MS. LEWIN: I'd be more than happy to, yeah.

5 MS. KUNST: So I can see exactly
6 what's (inaudible).

7 MS. LEWIN: You have to understand, when I go
8 through this, I'm trying to -- we've got our --
9 we're trying to make things mesh as best as we
10 possibly can, but I got to make sure that we have
11 everything that we have in there somewhere
12 monetarily, so I focused on monetarily, and I
13 think you've pulled apart some of the pieces and
14 rightfully so because you're trying to proof-check
15 these things, but I'm coming from a different
16 area, so it's -- I'll be more than happy to give
17 you what you need.

18 MS. KUNST: Yeah.

19 MS. LEWIN: Okay.

20 MS. KUNST: If you could just break out
21 exactly what's in there.

22 MS. LEWIN: Okay.

23 MR. KELMANSON: Just to follow up on that
24 just for the record, because not everybody was
25 here last year, and we have been working with the

1 District for many years now, submitting Charter
2 applications, and we do have a full financial team
3 that does prepare budgets for schools that are
4 open and schools that are going to start up, and
5 they monitor that, and we have our format for
6 doing so.

7 In years past, your department has been great
8 to work with. You have said hey, we really want
9 it on this format, and so we then, you know worked
10 through that process.

11 I think last year was a good example, right,
12 where we couldn't find everything that we needed
13 to find on the Excel form that was uploaded to
14 Charter Tools, and through a process of
15 conversation and follow-up material, we were able
16 to come to a better understanding of where
17 everything was.

18 MS. KUNST: Right. I just need to know that
19 it's there, and the reason why we use a template
20 is because we get -- you know, we can get over 30
21 applications.

22 Everybody uses their own template, and it
23 makes sense to you guys, although when we go to
24 review them, it's very difficult for us to find it
25 if we don't have a uniform process, so I mean we

1 have -- this is something -- the Charter Budget
2 Tool that we use was actually developed by the
3 Charter Support Unit, which was contracted by the
4 Department of Education, so it's not something
5 that we, the District, developed.

6 I wanted to make sure it was independent
7 because there were concerns in the past that, you
8 know, we purposely develop things that, you know,
9 -- so I want to make sure it was not a School
10 District Tool, but it just -- having one, it just
11 makes it much easier for us to go through the
12 process.

13 MR. KELMANSON: Yeah, and we agree, and like
14 I said, I think we've demonstrated our ability to
15 work with you in that request, and we do submit on
16 that format.

17 We have found some issues with it in the
18 past, and we have had to force, as Alexis had
19 demonstrated, some of the items that we
20 classified.

21 MS. KUNST: Which is fine, as long as --

22 MR. KELMANSON: Right.

23 MS. KUNST: -- it's included in the narrative
24 somewhere because I just don't know what you're
25 thinking, so that's why, and also, the people who

1 developed this template are also open to
2 suggestions as well.

3 MR. KELMANSON: Uh-huh.

4 MS. KUNST: So you can always communicate
5 with them, send them e-mails with any problems you
6 have, and they'll incorporate that into -- try to
7 incorporate it into the next year's (inaudible.)

8 The next is under curriculum. It looked like
9 there are only four books per student that were
10 budgeted, but based on the curriculum, it looks
11 like you would need 6 to 8 books, and there were
12 also no consumables.

13 MS. LEWIN: Right, the consumables are a
14 similar situation.

15 I list it under other expenses.

16 MS. KUNST: What about the actual books
17 though? Because there were only four books that
18 were budgeted.

19 MS. LEWIN: Well, we're trying -- it's --
20 it's not exactly four books.

21 It's the dollar amount that we have allotted.
22 We allot \$200 per new student, four books, so we
23 were forcing into -- this is reversed-engineered
24 is what it comes down to.

25 MS. WINDLER-FREITAG: When you add on the

1 teacher component of \$315.

2 MS. LEWIN: Yes.

3 MS. WINDLER-FREITAG: So it's a total of \$315
4 budgeted per student. It's broken into teacher,
5 student, textbooks and consumables.

6 MS. LEWIN: Consumables and textbooks.

7 MS. WINDLER-FREITAG: However, when we
8 actually purchase them, it's a bulk price for all
9 of those pieces together, so the \$315 encompasses
10 everything.

11 MS. KUNST: But where is the rest of it?

12 MS. LEWIN: Under other expenses, you will
13 see the 70,000 under other expenses.

14 So you've got your 120,000, which is the book
15 component which you're saying is only four books,
16 and then you have an additional \$70,000, which is
17 going to represent your consumable portion, and
18 then I also incorporate the instructional license
19 component.

20 MS. KUNST: It's under library books and
21 supplies, or it's under academic supplies?

22 MS. LEWIN: No, other --

23 MS. KUNST: But that is under other expenses.

24 MS. LEWIN: Custom. I'm sorry. Custom. The
25 very back tab. Custom expenses.

1 MS. KUNST: Consumable instructional?

2 MS. LEWIN: Yes.

3 MS. KUNST: Okay, so that's the consumables,
4 but where does it say that that's also the regular
5 textbooks too?

6 MS. LEWIN: Well, it's broken out into an
7 allotment, and the way you do the -- it comes to a
8 per-student allotment.

9 We work from a per-student allotment, and
10 education there allocates to the needs
11 accordingly.

12 MS. WINDLER-FREITAG: Where are the other
13 line items, I think is what she's asking.

14 So if that's the consumable, where is the
15 textbook line item?

16 MS. LEWIN: The textbook line item was the
17 120,000, and that, she actually saw --

18 MS. WINDLER-FREITAG: And then the teacher
19 was the 70.

20 MS. LEWIN: This is the 70.

21 MS. WINDLER-FREITAG: Okay, and then where's
22 the third one?

23 MS. LEWIN: The third one is the
24 instructional.

25 MR. KELMANSON: Okay.

1 MS. LEWIN: No. This is both the teacher and
2 the student consumable, and then you have your
3 \$10,000 for your instructional license, which
4 increases (inaudible), and that is your usual
5 allotment that you have across the board, and that
6 applies to all of our schools.

7 MS. KUNST: Okay. For ESE, there seemed to
8 be some confusion in -- I guess from what you
9 presented because what was presented at the actual
10 new applicant training was that the ESE percentage
11 for the District is 20 percent, so last year was
12 15 percent, and I'm pretty sure -- right?

13 MS. LEWIN: Yes.

14 MS. KUNST: So that's where -- that was the
15 difference. Maybe it was just yours didn't get
16 updated.

17 So regardless, the 10 percent is still low,
18 so the way that I came up with the impact of the
19 ESE was you would also have an increase in
20 revenue, so I did take that into account, but the
21 expenses to service an ESE student well exceed the
22 revenue that that would generate or that the
23 student generates, so that's just the (inaudible)
24 of adjusting for that.

25 MS. LEWIN: But the difficulty that I have is

1 I took a look at what we have currently for our
2 schools in terms of staffing, and what was
3 actually projected was in line with what we have
4 for staffing, and what we are projecting for the
5 contracted special education actually exceeds what
6 I've seen for the budgetary allotment, so --

7 MS. KUNST: But yeah, I looked at the
8 contracted as well when you mentioned that's where
9 your services were.

10 MS. LEWIN: Uh-huh.

11 MS. KUNST: And budgeting 23 dollars an hour.

12 MS. LEWIN: No. I wouldn't -- again --

13 MS. KUNST: Because it should be --

14 MS. LEWIN: Yes.

15 MS. KUNST: -- a minimum of 60, so...

16 MS. LEWIN: You have to look at the total
17 that it generated. Again --

18 MS. KUNST: That's why we have it broken
19 down.

20 MS. LEWIN: I understand. I understand. I
21 completely get your contention.

22 I'm looking at totals, and it's a very
23 difficult process for me to reconcile on totals
24 because we have a whole mapping.

25 I'm not in and did not see some of what made

1 up those components, but analysts are
2 reverse-engineering this to get to a total. 23
3 dollars is completely out of line.

4 You're absolutely correct. It is about
5 one-third of what needs to happen, but I think
6 they had like 105 hours or something ridiculous to
7 get to the calculation.

8 MS. KUNST: But then ESE is looking and using
9 those hours, saying, oh, look at all the hours
10 they're providing.

11 They're not necessarily looking at the budget
12 impact, so that's where you have to be --

13 MS. LEWIN: A little more ridged. I agree
14 with you.

15 MS. KUNST: -- careful.

16 MS. LEWIN: And careful on it, but I can give
17 you the break-out of what I'm showing that
18 substantiates that ESE contracted rate.

19 MS. KUNST: Right, but what was reported or
20 what was discussed at the new applicant training
21 was 20 percent for ESE, so we would have expected
22 to at least see that 15 percent, which was last
23 year's amount that we recommended.

24 And then for the facilities section --

25 MR. KELMANSON: But before we move on from

1 that, if I may, so, right -- and when we discussed
2 in the ESE, we said that we would -- based on the
3 number of students that enroll, and so a budget is
4 just a projection, right --

5 MS. KUNST: Uh-huh.

6 MR. KELMANSON: -- based on that, and so the
7 number could be -- it could be 5. It could be 25.

8 We feel like we did something that's
9 realistic based on what we're currently operating
10 schools in, and yes, you did say that in the
11 applicant training, 20 percent should be used, and
12 so obviously, we don't feel like that is something
13 that -- based on the fact that we will comply and
14 have the appropriate number of staff, that that is
15 something that you should consider to offset the
16 budget, if that makes sense, like why would you --

17 MS. KUNST: But I am considering the increase
18 in revenue too, so I'm not just saying, Oh, you're
19 going to have 20 percent ESE or 15 percent ESE;
20 this is what the additional expense is going to
21 be.

22 I'm saying those kids are going to generate
23 revenue, but the expense is more than the revenue
24 they're going to generate, so I do have to put
25 that impact in there.

1 If it were a wash, I would have still put it
2 in there --

3 MR. KELMANSON: Uh-huh.

4 MS. KUNST: -- as a wash.

5 MR. KELMANSON: And so I'll just say what I
6 said, I believe last year, is that part of this
7 process after application approval is that you
8 work on our Charter contract, and it is required
9 that the school submit a budget prior to opening,
10 but you've actually enrolled students at that
11 point, and so I think that's where this would all
12 really come out.

13 MS. KUNST: Well, actually, before the
14 contract. At the time the contract is prepared,
15 it's a year, six months before you open.

16 MR. KELMANSON: Right, so it's -- but the --
17 but the requirement in the contract is to submit a
18 budget before the school opens.

19 MS. KUNST: But also with a contract too
20 because we're assessing it based on the
21 information that we have right now and assessing
22 what the population is in Palm Beach County.

23 MR. KELMANSON: Uh-huh.

24 MS. KUNST: And we do have a larger ESE
25 population than other counties in this state. I'm

1 not saying we have the largest, but we --

2 MR. KELMANSON: Right.

3 MS. KUNST: -- seem to have a larger ESE
4 concentration in Palm Beach County --

5 MR. KELMANSON: Uh-huh.

6 MS. KUNST: -- for some reason.

7 MS. RASKIN: And I think that when we look at
8 the other Renaissance schools, not the Learning
9 Center one -- that's not our Renaissance School --
10 we manage, and you look at the staffing and you
11 look at the contracted services, that varies in
12 each one of the buildings, and that varies based
13 on the level of needs of the student. I can't
14 speak specific to budget, but I know that working
15 with our finance department and our budget
16 analysts, it works, so the teams help to support
17 the schools.

18 MS. KUNST: I'm not saying it doesn't and
19 that you wouldn't provide the services.

20 I'm just saying if you underrepresent the
21 population, there are expenses associated with
22 that; that's all, and if it was enough to cover
23 it, and there were no other issues, then it
24 wouldn't even be something that I would note, or
25 it would be something that I would note, but it

1 wouldn't impact anything because you still have
2 sufficient funding.

3 MS. LEWIN: The only argument that I made
4 here is some of the additional components that you
5 have incorporated as being required for ESE isn't
6 in line with what we have currently with our
7 budgets, so if -- regardless of the case, in terms
8 of what we presented, I still argue that there's
9 sufficiency of coverage for ESE.

10 MS. KUNST: Okay. We'll consider that.

11 MR. KELMANSON: It's agree to disagree I
12 guess on this point.

13 I would just lastly like to say that, you
14 know, the 10 percent projection is consistent
15 throughout all parts of the application.

16 MS. KUNST: Okay. For the facilities, what I
17 was noting here was that the rent in year one is
18 low. It's only 7 dollars per square foot,
19 increasing to 17 dollars per square foot by year
20 five. You really should straight-line that.

21 MS. LEWIN: If it was based in that regard,
22 but if it is based upon an enrollment ramp, and
23 your lease is constructed that it's actually tied
24 to an enrollment ramp, then it's tied to the
25 availability of financial resources, and that's

1 kind of --

2 MS. KUNST: But if you're going to have the
3 access to the whole building at that time, unless
4 pieces of the building are going to be added in
5 order to justify the increase in students -- I
6 mean this one is more of just an accounting issue.

7 I just -- I know what you were trying to get
8 to, and it just makes more sense to me.

9 MR. KELMANSON: We hear. We hear, yeah.

10 MS. KUNST: You know, because that's truly
11 what you were trying to do.

12 MS. LEWIN: Right. I don't deny that, but
13 it's not a rent concession, so it's a
14 technicality.

15 MR. KELMANSON: So, in our lease agreements
16 with some of our existing schools that maybe are
17 not full enrollment where they anticipated to be
18 maybe in year three, then yeah, it would be based
19 on the number of students in the building.

20 MS. KUNST: Okay. I mean all it does is it
21 upfronts the expense in the beginning, and then it
22 just -- it reduces it.

23 For the average teacher salary, the wage
24 that -- the average wage that was used was
25 \$37,000, but at the new applicant training, the

1 average teacher salary for charter schools in Palm
2 Beach County is \$39,500, which I'm being very
3 conservative there.

4 MR. KELMANSON: Uh-huh.

5 MS. KUNST: Because I'm including anybody
6 that has a salary greater than 18,000.

7 MR. KELMANSON: Uh-huh.

8 MS. KUNST: So I'm taking into account any
9 lap salary, anything that you're paying to subs,
10 so I mean really, it is higher than that, but I
11 even took it a step further, and I looked at the
12 average salary for Charter USA schools operated in
13 Palm Beach County using the same methodology,
14 anything over -- anyone making over 18,000, and it
15 was \$38,670, so I adjusted the salary to be what
16 the average salary is in Palm Beach County.

17 And then the benefits, just know your
18 benefits rates are low. I mean 17 percent is
19 extremely low.

20 MS. LEWIN: But that is what it is.

21 MR. KELMANSON: Yeah.

22 MS. KUNST: I know. It is what it is, but
23 then I just don't --

24 MS. LEWIN: I don't disagree.

25 MS. KUNST: -- know how you can -- this is

1 just -- I just don't know how you could keep staff
2 at just such a low benefit rate and
3 highly-certified teachers, and when you say you
4 want gifted endorsed, how you could get them for
5 paying them that amount of money and not having
6 the benefits. That's difficult to justify.

7 You're going to get somebody, but you're not
8 going to get somebody who has all the
9 certifications that you're looking for.

10 That's just as a side note, but I would
11 expect it to at least be the salary to represent
12 and be competitive with your other Charter School
13 USA schools in Palm Beach County.

14 MR. KELMANSON: Yes, and so we feel like, you
15 know, in our staff at our current schools, right,
16 we just started school within the last month --
17 you know, when you started school, you were fully
18 staffed, correct?

19 So yeah, I mean we have the staff, and we
20 would fully anticipate that this, you know, would
21 be fully staffed as well.

22 MS. KUNST: No, I'm not saying they're not
23 fully staffed.

24 MR. KELMANSON: Yeah.

25 MS. KUNST: But I'm saying that the average

1 salary. I took into account all Charter USA
2 Schools --

3 MR. KELMANSON: Uh-huh.

4 MS. KUNST: -- in Palm Beach County, and the
5 average salary was not 37,000.

6 MR. KELMANSON: And so the logic in how it
7 came together in an application is we look at the
8 starting salary for the entry-level teacher at the
9 School District, and I believe it's 39.

10 FEMALE SPEAKER: Right.

11 MS. KUNST: 39,500.

12 MR. KELMANSON: 39,500, or maybe at the time,
13 it was 39, yeah, and so it's typically \$2,000 less
14 than that is what we average for the budget, and
15 in the HR section, we explain about the paper for
16 performance based on, you know -- and there are
17 stipends that happen for the highly-qualified for
18 the area of need and how teachers can get up to
19 the point where their current average salary
20 because all of our schools, I think -- what, just
21 two opened last year? But prior to that, our
22 other schools had been open, so that probably
23 bumped up the average.

24 MS. KUNST: But I'm looking at anybody
25 greater than \$18,000, so I'm taking into account

1 anyone who really is at the higher end.

2 I really gave you guys the benefit of the
3 doubt by taking anybody over 18,000, because it
4 really is higher than that, and then the District
5 starting salary is 39,500, but the District
6 average salary is 49,300, you know, so....

7 MR. KELMANSON: Yeah, and that's really
8 comparing apples and oranges, right, because you
9 have tenured teachers and, you know, long-term.

10 MS. KUNST: That's why I just don't --

11 MR. KELMANSON: Yeah.

12 MS. KUNST: You know, and we also have
13 pension plan and benefits and, you know, our
14 benefits are 32 percent.

15 MR. KELMANSON: Right, and ours are much
16 lower.

17 MS. KUNST: So I would expect like something
18 to be higher, either your salary to be higher than
19 ours and have lower benefits or have higher
20 benefits, but there's like --

21 MR. KELMANSON: Taking it out of the
22 financial equation.

23 MS. KUNST: But I mean I'm not even getting
24 into that. That's a fundamental --

25 MR. KELMANSON: Right.

1 MS. WINDLER-FREITAG: What we have found
2 historically is that it's the culture, so
3 sometimes, it's just the fit and that once the
4 teachers come in, the teachers who are finding
5 that this is that great marriage for them, and
6 this is what they were looking for. Just like
7 it's a school of choice for families and for
8 parents, it's a school of choice for teachers.

9 The teachers that are staying with us and
10 that keep coming to us and that others are
11 recruiting, it's because of how it is, what we do,
12 and it's -- that's the differentiator.

13 MS. KUNST: Yeah, and that's -- I mean I'm
14 not questioning that piece. I'm just saying that
15 the salary doesn't seem to reflect the average
16 salary at your schools, and like I said, I believe
17 I did give you the benefit of the doubt by doing
18 anything over 18,000, and this was what was
19 entered into our PeopleSoft system by the schools.

20 MR. KELMANSON: Uh-huh.

21 MR. EPSTEIN: If I may just say one thing.
22 I'm going through my budget in my head, and I
23 can't think of anybody on my staff that makes less
24 than the starting salary as a salary on my staff,
25 as a salaried employee.

1 MS. KUNST: Okay. Then that helps to support
2 my --

3 MALE SPEAKER: I'm just trying to --

4 MS. KUNST: Yeah. That helps to support what
5 I'm saying, that it's underestimated.

6 MR. EPSTEIN: Well, because you keep saying
7 18,000, so I mean -- and I know -- well, that's my
8 particular staff, not everybody across, but I
9 just...

10 MS. KUNST: There was a note for the -- for
11 the budget piece, there was no support provided
12 for the donation in the planning year. \$117,000.

13 MR. KELMANSON: That's the startup budget.

14 MS. LEWIN: The startup budget on page 151.

15 MR. KELMANSON: Yeah. So there was nowhere
16 to really put a note on that, was there, on the
17 form?

18 MS. KUNST: Would it have been included in
19 the management agreement?

20 MR. KELMANSON: Is it in the contribution
21 line? Is that what you're saying?

22 MS. LEWIN: It's -- it's reflected under
23 corporate sponsorship.

24 MR. KELMANSON: Uh-huh, so in Section 17, the
25 narrative, right, the assumptions on page 161, it

1 says that the startup budget is included in
2 Appendix F, and it says the overall -- right, and
3 I can read this to you, but it basically says that
4 the management company is the --

5 MS. KUNST: But was it in the management
6 agreement? Because I looked in the management
7 agreement, and I could have missed it, but I
8 didn't see it in there.

9 MR. KELMANSON: No. It does not speak
10 specifically to a startup budget, yeah.

11 MS. KUNST: So then we couldn't include that,
12 if it's not included in there.

13 MR. KELMANSON: Um, well --

14 MS. KUNST: We don't allow you to -- we as a
15 District don't allow anything in the budget that's
16 guaranteed, and that's something that we talk
17 about in the new applicant training as well.

18 Unless there's -- I can't look at your
19 other -- I have to look at this and value this
20 application independent of your other schools, and
21 so I -- unless it was in the management agreement.
22 That's why I went to the management agreement to
23 look in there, and there wasn't anything saying
24 that that I could see, but I could have missed
25 that.

1 MS. LEWIN: But wouldn't you exclude the
2 costs all together? Because I mean both sides of
3 that equation don't even hit the schools
4 (inaudible), the school doesn't even exist.

5 MS. KUNST: But if you're including the --

6 MS. LEWIN: It is something that is borne by
7 CSUSA.

8 MS. KUNST: But if you include -- did you
9 include it in the budget? Was it included in the
10 budget as revenue in the planning year?

11 MS. LEWIN: Yes.

12 MS. KUNST: Or was it just something --

13 MS. LEWIN: Yes.

14 MS. KUNST: So if you included it as revenue,
15 then we'd have to take it out if there's not a
16 guaranty.

17 If it was supposed to be just borne by
18 Charter USA and not included within the budget,
19 then it shouldn't have been included in the budget
20 tool, because the budget tool and the budget
21 should only reflect the revenue and expenses of
22 the school.

23 MS. LEWIN: Well, it ultimately is pertaining
24 to the school's operation. I mean it ultimately
25 will be billed back by the school when and if the

1 school can afford it.

2 MR. KELMANSON: And I would say we are
3 guarantying it in the narrative, and so if you
4 actually look at the startup budget, what are the
5 costs involved? Because the budget is based on
6 being fully sufficient within the State funding,
7 the FEFP formula, correct.

8 MS. KUNST: Uh-huh.

9 MR. KELMANSON: All so expenses are paid out
10 of that. Well, when does that funding start?

11 When we start receiving payments July 15th or
12 the end of July by the time the school is set up,
13 but the startup budget calculates the period
14 before that, right, when you're hiring staff,
15 you're doing marketing, you're doing enrollments.

16 MS. KUNST: Which that's a big piece of the
17 application, and that's why we have to look at it
18 because there are a lot of schools and a lot of
19 applicants that they cannot raise the funds for
20 that startup. They can't wait --

21 MR. KELMANSON: Right.

22 MS. KUNST: -- until they get that revenue.

23 MR. KELMANSON: And that's why the
24 partnership with the management company and the
25 governing board works.

1 MS. KUNST: Exactly, so then that's why I was
2 looking for it --

3 MR. KELMANSON: Yeah.

4 MS. KUNST: -- in the management agreement
5 and why we asked to see a sample management
6 agreement, so we can see what's (inaudible.)

7 MR. KELMANSON: And it's -- I mean there
8 is -- the management agreement's in the
9 application.

10 MS. KUNST: Right, right, but there wasn't --

11 MR. KELMANSON: But it doesn't speak
12 specifically to the startup, but it does speak to
13 contributions from Charter Schools USA to fund the
14 school, right? That's on page 207.

15 MS. KUNST: And I did not -- because I had
16 looked at it, because that was part of the issue
17 that I had with the loan for the FF & E. I didn't
18 see that in there, and I thought that -- I just
19 remember reading other agreements, and this one
20 didn't seem to be the same agreement that I
21 remember reading.

22 MR. KELMANSON: No, it's the same one.

23 Yeah, this was actually taken -- this is the
24 I want to say this is an example of one of the
25 existing Palm Beach schools. Yeah, it was, and so

1 on page 207, right, it's the same language that
2 talks about advancing funds per -- per the
3 approved budget, and also, I point back to the
4 narrative to state that while you're not allowed
5 to include grant funds in the budget because
6 there's no guaranty because they're based on,
7 right, competitive. And so we've been successful.
8 I believe all of our schools have gotten -- in
9 Palm Beach County have gotten the startup grant.
10 I think we're almost at 95 percent, and so...

11 MS. KUNST: Yeah, but I mean -- but
12 acceptance for that has decreased significantly.

13 I mean when we look at it, there's 50 -- less
14 than 50 percent of the schools that apply actually
15 are awarded that grant.

16 MR. KELMANSON: But ours is 95 percent in the
17 State of Florida, which we get awarded.

18 MS. KUNST: But we have to --

19 MR. KELMANSON: And so we didn't include
20 that, but we do know, right, so I just point out
21 to say that that is mentioned in the narrative,
22 right, and it's part of the whole, whole school
23 management model that's in existence between our
24 schools right now.

25 Also, on page 139 of the application, we talk

1 about offsetting management fees to cover the
2 startup costs that the Charter Schools USA
3 contributes to the school.

4 MS. KUNST: That's where I needed to see it
5 in the agreement, and I'm -- let me go back to it.

6 MR. KELMANSON: Okay.

7 MS. KUNST: Maybe because I was looking for
8 loan. Maybe I was looking for other terminology.
9 Okay. I was looking for loan. I wasn't looking
10 for advances.

11 MR. KELMANSON: Uh-huh.

12 MS. KUNST: That's fine for that.

13 MR. KELMANSON: So hopefully, we've answered
14 that satisfactory.

15 You know, I would just say that this is a
16 model that's currently working, and that's, you
17 know, part of the reason why we feel these schools
18 have been successful, is because we look at the
19 school as a long-term approach.

20 I mean you look at the current schools now,
21 their enrollment is not exactly where it should
22 be, and you're looking at how Charter Schools USA
23 stands behind the schools and reduces its
24 management fees, and you've seen the --

25 MR. HAIKO: It's in everybody's best interest

1 to -- you know, if we need the help in the
2 beginning, under-enrollment, or for whatever
3 reason, it's in everybody's best interest, Charter
4 USA's best interest, obviously, to help us out,
5 and that -- and that happens.

6 MS. KUNST: Yeah, and that's why I just
7 wanted to see it in the agreement, and I didn't
8 read it. I just looked through for loan.

9 I looked for key terms, and I didn't see it
10 in there, and so that's why I was surprised
11 because I know that we had had it in others, but
12 that's why I had done it because the -- two of the
13 issues that I thought that we would disagree on
14 was the loan and the rent, and even excluding
15 those, you know, there were still other concerns
16 that I had.

17 MR. KELMANSON: So hopefully, we've addressed
18 most of those concerns today.

19 Is there some follow-up that you would like
20 us to provide?

21 MS. KUNST: Yeah, the follow-up would be
22 breaking out all the curriculum, all the --
23 everything that's in the other expenses, and then
24 also -- what was the other piece of it? The
25 academic software.

1 MR. KELMANSON: And when would you like that
2 by?

3 MALE SPEAKER: If we could have that within
4 seven days.

5 MS. KUNST: And then it would go to Jim, and
6 then he would forward it to me.

7 MR. KELMANSON: And how would you like that
8 to be submitted? Should it go directly to Dr.
9 Pegg or Mr. Pegg?

10 MS. KUNST: Mr. Pegg.

11 MR. KELMANSON: Or should we just run it by
12 you first to make sure it's exactly what you're
13 looking for?

14 MS. KUNST: No, you have to run it through
15 him.

16 MR. ALEJO: Yeah, just run it through Mr.
17 Pegg and then --

18 MS. KUNST: So that he can check it, and he
19 makes sure it's not a substantive change in any
20 way.

21 MR. KELMANSON: So you'd just be looking for
22 a narrative that shows where it is --

23 MS. KUNST: A narrative and a reconciliation
24 too that ties out to the number that's in the
25 budget and what -- what is included within there,

1 so that I can make sure that they're -- you're not
2 now including that, but you're backing other
3 things out.

4 MS. LEWIN: Right.

5 MR. KELMANSON: Understood. Thank you,
6 Heather.

7 MR. ALEJO: Okay. Are there any questions or
8 anything else that you folks would like to share
9 with us at this time before we close?

10 MR. KELMANSON: Thank you very much.

11 MR. HAIKO: Thank you. We appreciate -- we
12 enjoy our relationship and look forward to
13 continuing.

14 MR. ALEJO: Okay. We certainly look -- I
15 know you will submit that to us, Derek, and then
16 you will hear from us within seven days. Okay.

17 Meeting adjourned. Thank you.

18 MR. KELMANSON: Okay, thank you.

19 MS. KUNST: Thank you.

20 (End of recorded meeting.)
21
22
23
24
25

C E R T I F I C A T E

STATE OF FLORIDA
COUNTY OF BROWARD

I, Katherine Milam, Notary Public, Registered Professional Reporter do hereby certify that I was authorized to and did listen to the recorded meeting statement provided to me and stenographically transcribed from said recording the foregoing proceedings and that the transcript is a true and accurate record to the best of my ability.

Katherine W. Milam

KATHERINE MILAM, RPR
Notary Public-State of Florida
My Commission Expires: 7-10-2017
My Commission No. FF010078

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Exhibit

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Page 1

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2
3 IN RE: RENAISSANCE CHARTER HIGH SCHOOL OF PALM BEACH -
4 NEW APPLICATION
5
6
7 Fulton-Holland Educational Services Center
8 3300 Forest Hill Blvd., Board Room
9 West Palm Beach, Florida 33406
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12
13
14 Wednesday, November 4, 2015
15 2:00 - 5:00 p.m.
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Reported By:
Kathy Szabo, RPR, FPR

Page 2

1
2 APPEARANCES:
3 Board Members:
4 Chuck Shaw, Chairman
5 Karen M. Brill
6 Erica Whitfield
7 Frank A. Barbieri, Jr., Esq., Vice Chairman
8 Marcia Andrews
9 Debra Robinson, M.D.
10 Superintendent Robert M. Avossa, Ed.D.
11 Julieann Rico
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Page 3

1 PROCEEDINGS
2 * * * * *
3 Thereupon:
4 CHAIRMAN SHAW: We will move into speakers
5 on the agenda items. We have several people
6 and several of them are all on the same topic.
7 Please remember that you are limited to three
8 minutes and if you would please, when you come up,
9 if someone has already made the point you have
10 made, please don't give the same point again.
11 (Brief recess.)
12 MRS. BALLIRAM: Before I begin, I think I
13 heard, was CS Number 4 pulled?
14 Yes?
15 So then I don't have to speak today?
16 CHAIRMAN SHAW: No, it was just pulled for
17 Board discussion. But still you need to speak.
18 MRS. BALLIRAM: Okay. The reason we're here
19 today, my husband and I, Dr. Balliram, we are
20 venturing on opening a charter school in Palm
21 Beach. We think it's one of the best, we've been
22 told it's one of the best applications, but we seem
23 to be having trouble getting it approved.
24 We were invited to the interview. The
25 interview was audiotaped and at that meeting all

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1 there was -- we were clarifying what was there.
2 And those interviews was, okay, we couldn't find
3 such and such, as an example a job description.
4 So my husband was able to point to the
5 direction of where it is. And all of the questions
6 that they asked us at that time, we were able to
7 answer it.
8 Then Mr. Pegg said that we should put it in
9 writing, how it was all done well, just to get the
10 clarification through.
11 We did not make any substantive changes as he
12 is accusing of, as stated. The only thing that our
13 budget also had some other issue and we produced
14 the letter that they wanted. Budget was approved.
15 So we are kind of stuck. We don't know what
16 the substantive changes are. And that's why we ask
17 that you listen to the audiotape. That's the more
18 important piece of information today because we
19 couldn't play the tape. It's an hour long, it's an
20 hour. So we need time for some other authority,
21 board members, superintendent, to listen to that to
22 see if there's any substantive changes that were
23 made on that date, because if we are pointing to
24 you, if you're the reviewers and we point, here it
25 is, they pull it up, we go into this room and they

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1 pull up the application or can show us where it
2 said and page so and so. Oh, we've got it. That's
3 it. And this is our puzzle today.
4 MR. BALLIRAM: My name is Dr. Balliram. I'm a
5 District employee. I've applied to open a charter
6 school, grades eight to 12.
7 And according to the reviewers, several
8 sections either partially or did not meet the
9 standards.
10 According to the interview, and I will have to
11 quote specific situations. Mr. Max Stenner
12 (phonetics), he evaluated section ten and said he
13 does not see any job descriptions for several of
14 the positions.
15 I pointed out every single page in the
16 application where that job description was located.
17 I also have a person from child of secondary
18 curriculum said I have no plan for low-performing
19 reading students. I turned to the application and
20 I pointed out where we are using the reading plus
21 program. And I was reading through the pages
22 showing them how that program works and how it
23 addresses the needs of the low-performing students.
24 She said, yes, I'm aware of that because the
25 District is using that. I did not ask her to make

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1 any changes. I just showed her where that item
2 was. Similarly with Mr. Stenner, I showed him
3 where the job description was. Every single one in
4 the e-mail. I requested not a single change. I
5 did not even cross a "t" nor dot an "i" in the
6 original application.
7 And then I found out that four sections did
8 not even meet standard and four sections partially
9 met standard. Surprisingly, the same application
10 last year had only three sections that it did not
11 meet.
12 I don't think that charter school applications
13 are changed to the point that part of the
14 application now either meets standard or does not
15 meet standard.
16 And I was told if it does not meet standard,
17 it will not be approved. If that is the rule, that
18 is the rule. But there is something very
19 interesting here. CS6 is up for approval; not for
20 denial. For approval. CS6 has a deficiency in the
21 budget. And in that evaluation, this is what it
22 says: The budget was reviewed partially, partially
23 meets the standard because the school is projected
24 to run at a deficit, however, the staffing ratio to
25 the students can be adjusted to make up for any

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1 deficiencies necessary, and that application is up
2 for approval. I want to know if there is a
3 standard step for this procedure.
4 CHAIRMAN SHAW: Okay. Thank you.
5 Mr. Haiko.
6 MR. HAIKO: My name is Ken Haiko, H-a-i-k-o.
7 And good afternoon, Chairman Shaw, board members.
8 Superintendent Avossa.
9 I'm here before you today asking for your
10 support for Renaissance Charter High School of Palm
11 Beach because our parents deserve the right to
12 choose the best educational options for their
13 children.
14 As Chairman of the Renaissance board, I've
15 heard from our parents and I can tell you they want
16 a high school.
17 CHAIRMAN SHAW: Please, no response from
18 the audience.
19 MR. HAIKO: They want to be able to
20 continue their children's education with us.
21 Today Renaissance operates six schools in Palm
22 Beach County and we have a strong track record of
23 success.
24 I must take a moment to thank our educators
25 because their dedication truly makes the difference

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1 in our classrooms.
2 As in that work, we value every single
3 instructional minute and feel that seconds count
4 towards helping our students reach mastery.
5 Our renovation extends beyond the surface.
6 Every student receives a personal learning plan.
7 That is innovative. We offer a longer school day
8 that allows us to develop schedules tailored to the
9 unique needs of our students. That is innovative.
10 We have a unique grading philosophy that only
11 reflects mastery of the student standards taught.
12 That is innovative. We offer a blended learning
13 that provides instruction through a combination of
14 direct teacher instruction and online programming.
15 That is innovative.
16 Each summer we hold a summit. School Board
17 Member Whitfield attended this past year, and our
18 summits are high energy events where our teachers
19 and staff celebrate the past year's success and
20 rated themselves for the new school year. That is
21 innovative.
22 Our principals like Jackson himself used
23 value-driven decision-making process as an approach
24 to moving student achievement. That is innovative.
25 Recently I read a statement by Superintendent

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1 Avossa in which he says a one size fits all
2 approach does not work when dealing with
3 legislation across the state for School Districts.
4 I would echo similar sentiments when it comes
5 to our childrens' educational experiences.
6 Board members, a one size fits all doesn't
7 work. Our parents deserve the right to choose what
8 is best for their children. Not me, and not any of
9 you. Each that – taking that choice away turns
10 back the clock to a time when student's education
11 was defined by their zip codes.
12 Please give parents the option of a
13 Renaissance Charter High School of Palm Beach, the
14 school that they want, and allow them to make a
15 choice that is best for their child.
16 And while I have a couple of seconds, I just
17 want to point out I have another five pages of
18 innovative practices that we employee in our
19 schools that are not employed in the District. So
20 the idea that we're not innovative, I think is just
21 wrong.
22 Thank you very much.
23 CHAIRMAN SHAW: Thank you.
24 Our next three speakers, Orion Bascombe, Raina
25 Ruelle, Shannon Whippy.

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1 MS. WHIPPY: Hello, I'm Shannon Whippy. I'm a
2 prent of children who currently attend Renaissance
3 Charter School at Palms West. And for my children,
4 I chose this school because it made a difference in
5 them. Very unique, and they learn in different
6 ways. It benefits my children because it's a
7 smaller class size and more individualized to them.
8 My children have been attending Renaissance Charter
9 at Palms West for three years, and they are both
10 performing at a gifted level.
11 I believe that Renaissance gives the family
12 the choice to choose a school for what is best for
13 them and not what is zoned to them, and my children
14 need what is the best fit for them. It gives us
15 the opportunity and my child the opportunity to get
16 the best education that suits them.
17 I vote for Renaissance charter school to have
18 a high school.
19 CHAIRMAN SHAW: Thank you.
20 MS. RUELLE: Good afternoon. My name is Raina
21 Ruelle and I'm a parent of a child at Wellington
22 Renaissance. I'm sorry, I may be a little
23 emotional about this.
24 My child is a special needs child. As Ms.
25 Brill said, there's very little in Palm Beach

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1 County or in the school system for special needs.
2 Three quarters of his life he was not allowed to
3 leave his bedroom. He was considered a bubble
4 child.
5 He just started going to school in the middle
6 of third grade because he wanted to be normal. I
7 had to send him to a private school, but because of
8 his medication, it's required too much money and
9 I'm unable to send him to a private school now. So
10 my other choice was where do I send him? What do I
11 do? He wants to be a little boy. He wants an
12 education outside of looking at just his specific
13 computer. He wants to go and be with other kids.
14 So I looked. I looked everywhere. I fought
15 for him. We went to Wellington Renaissance.
16 Renaissance – actually I had looked at every
17 single charter school in the Florida, because I
18 even thought about moving just to give him an
19 education just to give him what he wants out of
20 life. And Renaissance is by far the best choice I
21 have ever made for my son.
22 He's – not only is he thriving, he has
23 friends. He was invited to his first birthday
24 party as an 11-year-old child because I had the
25 ability to choose where to send my son. And I'm

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1 asking you, my son's goal in life just like his
2 Make a Wish was to go to China for a spiritual
3 thing, not for anything else, he just wanted to go
4 to meditate, his wish is to walk across the stage
5 and graduate just like his older brothers and his
6 older sister did.
7 And unfortunately there's going to be a time
8 where he's not going to be able to do that. But if
9 I can give him that hope right now and say, you
10 know what, dude, there might be a school for you
11 later on in life where there might be something out
12 there for you, we're going to keep fighting, I'm
13 going to sit here and I'm going to fight. And
14 that's what I'm doing. And I'm asking you and
15 begging you.
16 You know, my son is just one kid but there are
17 hundreds of children out there who need this. And
18 they do, they get lost in the system and it's not
19 anybody's fault. It's just what happens.
20 So please consider opening a high school so
21 hoping -- in hopes that my son, when he gets to
22 ninth grade, he's in sixth now, it's three years,
23 will be able to walk across the stage because I'm
24 going to fight for his life. I'm asking you to
25 fight for his school. Thank you.

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1 CHAIRMAN SHAW: Thank you very much.
2 MS. BASCONBE: Good evening, ladies and
3 gentlemen. My name is Orion. I'm a parent of a
4 sixth grader at Renaissance Charter Central Park.
5 She's been honor roll since kindergarten.
6 When I first got the information about the
7 meeting and what the meeting was about, I was
8 angry, I was upset. I felt like I was being
9 bullied into doing what someone else wanted me to
10 do, not what was best for my child.
11 We've been through a couple of your District
12 schools, to which I've heard teachers say: I don't
13 care if they learn or not, I'm still getting paid.
14 That's not my problem. I don't care. My hands are
15 tied, I have to follow what they say. I can't use
16 my ideas.
17 It was heart breaking. So I said to my child,
18 Are those any of your teachers?
19 She said, no.
20 I said, Thank God.
21 So I moved her so many times to find the right
22 school for her. The correct school. We got into
23 Renaissance and she is thriving. She's doing
24 advanced classes. I get daily reports. I didn't
25 get that from any of your District schools. I get

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1 daily reports on her behavior and her academics.
2 I need for her to continue along this line
3 because now she has a little brother three years
4 old that just scored on a kindergarten level,
5 however, he won't be able to go because he's only
6 three.
7 I need the education that she has or she's
8 getting now, I need that for him. I need him to be
9 where she is.
10 We have a great relationship. It's family
11 orientated. We just left our principal grilling
12 for the parents. We have a relationship. We're a
13 family. Just like any family, we have our issues.
14 But we do have one thing in common: Education and
15 what's best for our children.
16 And I feel like I'm being bullied. I feel
17 like I have a gun to my head because I live on this
18 side of the street I have to go to that school. I
19 had to walk both my children to school because we
20 live on this street and she couldn't go to Lantana
21 Elementary because of the side of the street we
22 lived on. I had no car. I had to take her and my
23 newborn, walk all the way to Barton Elementary
24 through the rain, through the heat, it didn't
25 matter, I had to walk through the rain because she

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1 couldn't go one block across the street because of
2 where we lived. Unfair. Very unfair.
3 Next I'm going to be told, well, she can't
4 wear this, she can't eat that, she can't do this,
5 she can't do that because you say.
6 She's my child. I decide where she goes and
7 what she does. I decide that. And it's very, very
8 heart wrenching to have someone tell me my child
9 can't go to the best school or what I think is best
10 for her because of where she lives. It's very
11 unfair.
12 You teach about not bullying, yet you're
13 bullying us to do what you want us to do. Very
14 unfair. You teach about working as a team. You're
15 not working as a team. If you think that
16 Renaissance is or any other charter school is doing
17 something better or innovative, get on board: Hey,
18 what are you doing over there? That seems to be
19 working. How can we get in touch with that? Show
20 us what you did so we can do it as well.
21 Implement. Don't tear down what's working. Build
22 on it and grow. Growth is important for everyone.
23 I love to learn, I love to surround myself
24 with people that can teach me. I'm learning a lot
25 at Renaissance. I took a pay cut to go do

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1 something else to spend more time with my child. I
2 get to do that now thanks to Renaissance Central.
3 Thanks to Renaissance U.S.A. They are a family and
4 we would like to stay as a family.
5 So if it would all be the same to you, I would
6 appreciate, we would appreciate it, our children
7 would appreciate it if we can have what we want for
8 our children.
9 CHAIRMAN SHAW: Okay. Thank you very
10 much.
11 Our next three speakers, Robyn Bell, Makayla
12 Bell, Sabrina Glancz.
13 MS. GLANCZ: Hello, my name is Sabrina
14 Glancz. I'm a middle school math teacher at
15 Renaissance Charter at Palms West. I used to
16 live in New York and I was searching for a
17 full-time job to pursue my dreams in the public
18 school system up there and I never really was
19 given that opportunity.
20 My aunt lived in Royal Palm Beach and had
21 enrolled my cousin in Palms West and was speaking
22 highly of the growth that -- in about four weeks
23 that her child had already been making in sixth
24 grade.
25 I applied. Was hired. And moved down to

1 Florida to pursue my dreams, and I've been with
2 Renaissance Charter since two years ago.
3 I began the sixth graders then. I linked with
4 them. I am now with them in the eighth grade and I
5 have seen a tremendous amount of growth in my
6 students both on paper and just as individuals.
7 The staff is amazing. The administrators are
8 amazing. The parents, I've never seen so much
9 parent involvement.
10 I did work in the public school system in New
11 York but I never had my own classroom. I really
12 believe that these eighth graders, I have being
13 asked by the parents since last year, can we open a
14 high school, is there an opportunity for the
15 students to continue on in a place that they feel
16 safe.
17 Those sixth graders that I had two years ago,
18 I would say the majority, 85 to 90 percent of them
19 are still with us. We must be doing something
20 right. They plan to continue. They don't want to
21 leave each other. They don't want to leave a
22 system that's working for them.
23 I've had students, who, like I said, not even
24 academically who have been an intensive math
25 student in sixth grade who now will come up to the

1 board and actually provide an answer, who will
2 speak out in front of 20, 22 other students. I
3 don't know that they would be getting that same
4 opportunity if they weren't given that choice to be
5 with us.
6 We provide target instruction, personal
7 learning plans. We make sure that we reach every
8 student every day. Parent communication is huge.
9 We have several programs that we use to speak to
10 the parents.
11 Like I said, staff, teachers, parent
12 involvement, that has been the biggest opportunity
13 to help our students succeed and grow.
14 And I just want to be able to continue that
15 for them. And if it's working now, why are you
16 going to take that opportunity away from them.
17 CHAIRMAN SHAW: Thank you very much.
18 MS. MAKAYLA BELL: I'm Makayla Bell. I'm in
19 eighth grade. I attend Renaissance Charter School
20 at Palms West. I like the school because it's a
21 smaller class setting and campus. I feel like I
22 get more instructional time in the classroom and
23 now I don't have to be up until midnight doing
24 homework. The school work suits me and my need for
25 education. I would like to attend Renaissance

1 Charter high school.
2 MS. ROBYN BELL: My name is Robyn Bell. I
3 have four middle school students that attend
4 Renaissance Charter Middle School. We moved here
5 from Pennsylvania in July and at that time my
6 children wanted to be home-schooled. They were
7 very scared of the size of the local middle school.
8 When we found that we could go to the Charter
9 School, we toured the school and they were
10 thrilled. They wanted to start that day and it was
11 still summer so they couldn't start yet.
12 My children love their new school and it has
13 made our move to Florida much easier. And I vote
14 that there will be a Renaissance Charter high
15 school.
16 Thank you.
17 CHAIRMAN SHAW: Thank you very much.
18 Our next three speakers are Lisa Zuver, Brian
19 Zuver, Kenny Walters.
20 MS. ZUVER: Good afternoon. My name is Lisa
21 Zuver. I have lived in Palm Beach County for 22
22 years. I have three children here. I have a 20-
23 year-old daughter who is at UCF right now. And she
24 did go to a public school, also a private school
25 her first six years.

1 And right now I have an eighth grader and a
2 fourth grader that have been at Renaissance Charter
3 School for the past three years.
4 What led me to the charter schools is the
5 story, my daughter, like I said, she attended
6 private christian school until sixth grade and then
7 of course I had a couple of more kids come along
8 and realized I can't afford that. So I did have to
9 pull her out.
10 She started sixth grade at one of the middle
11 schools. And although she was a straight A honor
12 student, she had a lot of difficulty with that
13 move.
14 The following year I had to move her in with
15 her father, which was really difficult for me to
16 put her in a different school, so that she wasn't
17 having issues she was having at the middle school.
18 She was able to come back with me and go to
19 Palm Beach Central for high school. She did great,
20 but she's a different kid.
21 My two boys on the other hand, they are not
22 the straight A honor student. They both struggle.
23 My eighth grader now started first grade in his
24 public District school. And at that time I was
25 struggling with some health issues of my own so I

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1 was pretty heavily medicated at the time. So he
2 would have to ride his bike to school. I wasn't
3 able to drive. I don't have family around. And
4 spent the first year getting calls from the school
5 and me having to get to the school because he was
6 being beat down by fourth and fifth grade gangs.
7 He spent that entire first year scared to death to
8 go to school; stomach aches, crying.
9 I went to the principal, the assistant
10 principals. I spoke with them. Their answer to
11 that was to have a session where they brought the
12 kids being bullied and the kids bullying into one
13 group and discuss this with them. And that was
14 years ago obviously.
15 That didn't work for me. That didn't work for
16 me at all.
17 The following year, after discussing things
18 with the principal there, decided to give it
19 another try. For second grade, I was healthier
20 then, I was able to get a little more involved.
21 And it continued. So the third year I pulled him
22 out and I wasn't able to go back to work and I
23 home-schooled him.
24 Our first day of home schooling in third
25 grade, oh, my gosh, I sat and cried. He was so

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1 behind.
2 The next year it became a choice for
3 (inaudible), so I drove two of my kids, the little
4 one and him out to Loxahatchee Groves for two years
5 straight, 45 minutes both ways, because I didn't
6 want them on a bus for an hour and a half each day.
7 They did okay there. Not great. He was really
8 struggling: Mommy, I'm stupid. Mommy, I'm dumb.
9 No, you're not. You have just got to work
10 harder.
11 When it was time for him to leave for middle
12 school, he was going to have to go back to middle
13 school along with the same students he was having
14 issues with. I was not happy with that. Thank God
15 for Renaissance Charter School, and I thank you
16 guys for doing that. If you guys had not opened
17 that charter school, he wouldn't have come to me
18 that first week and said, mommy, I feel safe.
19 I am squared to death now and my son going to
20 Palm Beach Central. They are not the same kids.
21 They don't all run the learn the same way. They
22 need this school. They need that personal lesson.
23 They need the group lessons. They are doing so
24 much better and now they are going to have to take
25 the way they have been learning and go back to a

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1 different way. I don't know how they are going to
2 do it. And to be honest with you, I'm a little
3 concerned about that.
4 But I want to thank you for opening these
5 charter schools. Please let them continue what
6 they are already doing. Let them finish and
7 graduate. If graduation is important to you, I'm
8 concerned my son may not because he's going to get
9 lost in that 4,000 kids.
10 CHAIRMAN SHAW: Thank you very much.
11 MR. WALTERS: Thank you, Mr. Chair,
12 Superintendent and Board Members. Thank you for
13 allowing me to speak. I'm here on behalf of Mr.
14 Arso (phonetics) on behalf of the Florida Charter
15 School Alliance.
16 The Florida Charter School Alliance represents
17 parents, teachers, students and board members from
18 all across the state. They represent over 200
19 charter schools in the state. And we would like to
20 go on record by saying that if you deny this
21 application for the reasons stated by staff, we
22 believe that your vote is inconsistent with wants
23 and needs of parents; their right to choose for
24 their children.
25 We also believe that it's inconsistent with

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1 state law and therefore inconsistent with your oath
2 of office.
3 I think by just listening to the parent right
4 next to me, you can clearly tell that if there's
5 anything anybody or any school partially meeting
6 the standard, it would be the traditional schools
7 in the District. So we ask you to reconsider your
8 vote of denial to this charter school and you
9 approve it.
10 Thank you.
11 CHAIRMAN SHAW: Thank you, very much.
12 Our next three speakers, the first one, I'm
13 not sure that I have -- can pronounce, Irma
14 Carrasquillo, Teresa Gonzales, Renada McKay.
15 Mrs. Carrasquillo.
16 MS. CARRASQUILLO: Hi, good afternoon. My
17 name is Irma Carrasquillo. I'm coming from Puerto
18 Rico. I live here about -- around eight years. I
19 have two kids. My older son is 18 years old. He
20 start fourth grade in The School, District school.
21 Eventually my son Rubin who is attending
22 Renaissance Charter School in Central Palm, and I
23 can say my son since he started, I did notice a big
24 difference since he was between -- when he was in
25 the School Board and the charter school. The

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1 change, it was a 180 degrees. He was struggling
2 many times and when he was with the School Board
3 and my son was a bully victim in the school.
4 Unfortunately, I notified to the school and I
5 expect that they follow the (inaudible) or they
6 follow what they supposed to do in that case. They
7 didn't deal with that properly.
8 So I had the opportunity when it was open,
9 Renaissance, and he's so happy. He's a happy boy.
10 And his grades, where he used to be Ds and F, now
11 he's As and Bs.
12 I would like to appreciate that the high
13 school for Renaissance is being opened to kid doing
14 a good job because they work as a team, the
15 teachers, principals, everybody. And it's very
16 safe, a hundred percent.
17 CHAIRMAN SHAW: Thank you very much.
18 Mrs. Gonzalez.
19 MS. GONZALEZ: Good afternoon, and thank you
20 for the privilege for me to speak to you guys.
21 Thank you.
22 I have a granddaughter and a daughter in
23 school and she's in seventh grade and I'm already
24 thinking, you know, what's going to happen for the
25 next year because she needs to go to high school.

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1 We don't have a high school, a charter high school.
2 And she's very committed to her job and school
3 and she's so happy because the environment in
4 school is great. The teachers take their time with
5 her. And she says, Mama, this has about been a
6 good change.
7 I had her in private school all these years.
8 This is the first time that she's in charter
9 school. And it's such a blessing in our house now
10 to see Essence, that's her name, to do her work and
11 to be committed every day to go to school and to be
12 so happy.
13 Right now I have an adopted daughter that she
14 has a son there too. He's seven, eight years old
15 and he has a syndrome. The syndrome's name is
16 Charcot-Marie-Tooth. He's in there and for the
17 first time in three months he has learned to write
18 his name and he's so happy and we see changes in
19 Allen and so big. And the mother is here with me,
20 but she doesn't speak English. And the difference
21 that we see and the commitment that the teacher has
22 with him is such a beautiful thing for her. And
23 right now she's sitting in the audience, but she
24 can't speak the language, but she told me to tell
25 you guys about this.

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1 So please consider to (inaudible) another high
2 school because what are we going to do with
3 Essence? And we need the high school right here in
4 West Palm Beach.
5 Thank you.
6 CHAIRMAN SHAW: Thank you.
7 Ms. McKay.
8 MS. MCKAY: Thank you. I have a few points.
9 I'm a mother of a first grader at the Renaissance
10 Charter at Central Palm, and I just wanted to speak
11 on not taking our choice away.
12 As parents we are in charge of our childrens'
13 lives, period. Making them grow into productive
14 citizens. And in my opinion you take our choice
15 away, you're taking our childrens' chance away
16 because we may not be able to afford to live in a
17 neighborhood where the school is the best. And
18 because we can't live on the right side of the
19 tracks, our children have to be in a school where
20 they are not given maybe the best education.
21 And me, as a single parent for me to, where I
22 do live, the school that's closest to us, it's a D
23 school. My son was there last year and his teacher
24 actually informed me that she thought that he may
25 need some tutoring or some assistance. It's okay

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1 for tutoring or assistance, but he doesn't need
2 assistance or tutoring. He went to Renaissance
3 Charter this year in school, and he took the NWEA
4 test. I'm not sure of the highest score you can
5 make, but the teacher told me he scored a 190. And
6 he's never had any tutoring or assistance besides
7 the help that he gets from me at home from doing
8 his schoolwork that he's been doing at the
9 Renaissance Charter school.
10 From one school to the other where you're
11 telling me that my child may need assistance
12 because you aren't able to do your own curriculum
13 class, you're only given what you're given. When
14 he gets his own personal plan, he's excelling
15 exceedingly because he has that personal plan at
16 the charter school.
17 And I'm just begging you as a single parent,
18 on behalf of most parents that are here, don't take
19 our choice away. If you take our choice away,
20 you're taking away our childrens' chances.
21 Thank you.
22 CHAIRMAN SHAW: Thank you very much.
23 The next three speakers, Margaret Coughlin.
24 Yudit Silva. Tom Sutterfield.
25 MS. COUGHLIN: Good afternoon. My name is

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1 Margaret Coughlin. My own two children attend as
2 well Renaissance Central Palm. They attended the
3 public school system in Palm Beach County. And I
4 really have always been an advocate for Palm Beach
5 County system.
6 I've had the great privilege of being a parent
7 for 29 years, so I've seen many gambits of our
8 educational systems working and not working. It
9 began not working in the public school system and
10 I, for one, was one of the saddest parents.
11 I really felt as though my kids fell between
12 the cracks. They kind of became clouds in the
13 classroom. They needed more. When I chose to send
14 them to Central Palm Charter, I didn't know all of
15 the reasons, but I knew I had to do something.
16 Something wasn't working. They were only mediocre.
17 I had seen experiences as a parent of taking
18 children from elementary through college. So I
19 knew it wasn't working. I didn't know what I was
20 going into. I didn't know what to expect.
21 I know within the first three months at
22 Renaissance Central Palm, I had daily communication
23 with their teachers. Not in the evenings, not
24 early in the morning. It was all day long in the
25 programs, the innovation that they created for the

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1 parents to work with for the students.
2 If one of the kids was having a bad day, if
3 they had a behavioral issue, it was addressed right
4 then and there. If I needed to show up at the
5 school, I did.
6 My two children took advantage of every aspect
7 of innovation from the teaching level right down to
8 the student level. They were at Central Palm
9 Renaissance 41 hours a week between after-school
10 tutoring, that I didn't have to pay for, as I did
11 in the public schools, to Saturday classes from
12 8:50 in the morning I believe until 10:15. They
13 did this the entire year.
14 The change has been remarkable. Completely
15 remarkable. They have opened up. They love going
16 to school. They love the friends. The classrooms,
17 they are somewhat smaller, however, the interaction
18 between the teachers, the assistant principals, the
19 principal and other staff has been remarkable and
20 quite different. I commend all of you. I really
21 enjoyed sitting here listening to the changes and
22 reading of the changes that the public school
23 system is implementing and trying to implement. I
24 commend each and every one of you up there. I
25 really do.

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1 For me, it's not the option, however, to pull
2 my kids from where they are now. They are finally
3 thriving. I thank you.
4 CHAIRMAN SHAW: Thank you very much.
5 Mrs. Silva.
6 MS. SILVA: Hi. Good afternoon. My name is
7 Yudit Silva. I am the board chair of New Horizons.
8 We would respectfully like to ask the board to
9 please reconsider the decision to deny our
10 application.
11 We are a group of people who come from Broward
12 County. We have a title one school there. It has
13 a record of high performance. We would like to
14 bring our high performance record here to Palm
15 Beach County. We would like to be a title one
16 school just like we are now, and so we began the
17 process for the application two years ago.
18 The board denied it two years ago. We fixed
19 everything that they said that they needed to fix.
20 We did turn in also the application this May with
21 the \$500. The panel said that everything was
22 looking great.
23 So we would just like to respectfully ask for
24 you to please reconsider the denial of the
25 application.

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1 Thank you.
2 CHAIRMAN SHAW: Thank you very much.
3 Mr. Sutterfield.
4 MR. SUTTERFIELD: Good afternoon, Dr. Avossa,
5 Chairman Shaw and board members.
6 My name is Tom Sutterfield. Many of you know
7 me. Dr. Avossa, you and I haven't had a chance to
8 meet.
9 I represent the Learning Excellence Foundation
10 of South Palm Beach, Inc. We run the Charter
11 School, Imagine Chancellor in Boynton Beach. I
12 also represent parents, parents who you heard from
13 tonight and non-for profit board members. And I
14 represent the non-profit board members of Florida.
15 When I speak here today, I've heard over and
16 over again how charter schools are all these money
17 grubbing individuals who just want to make a
18 profit.
19 In the 15 years that I've been an advocate for
20 education in Palm Beach County, and that's
21 traditional schools as well as charter schools,
22 I've not accepted one penny of compensation. I do
23 not own any interest in any organization that
24 profits off those schools. I do this because I'm a
25 taxpayer. I'm a parent. I'm a citizen of Palm

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1 Beach County.
2 You have heard from these parents tonight, and
3 it's heart-wrenching. They want a choice. They
4 want a better choice for a high school in Palm
5 Beach County.
6 What is innovation? Innovation could be a
7 legal word that we can use to deny an application.
8 But you have heard innovation can also be seen in
9 the results of students in a school like
10 Renaissance, like Imagine Chancellor.
11 School size matters. You heard from an eighth
12 grader here today who says school size mattered to
13 her.
14 This application is for a 600-seat school that
15 grows to a max of 1,200. The other options in the
16 area include a 2,500 seat school, a 3,000 seat
17 school, a 3,400 seat school.
18 Maybe innovation is a school size that fits
19 the child. Maybe innovation is the data-driven
20 model that they use to show the improvements that
21 you have heard about tonight. Maybe innovation is
22 having the capital dollars to address issues with
23 the school, HVAC roofing issues that we've had
24 problems with in other high schools in the area.
25 Innovation is important. We have innovation here.

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1 I have been an advocate for schools. I've
2 been an advocate for these parents, and most of all
3 I'm an advocate for children of Palm Beach County.
4 I respectfully ask you to reconsider your
5 decision to deny the Renaissance high school. We
6 need a high school in this area. The parents need
7 it. I have parents on a regular basis calling me
8 and crying telling me the reasons they need this
9 school.
10 Thank you.
11 CHAIRMAN SHAW: Thank you very much.
12 That concludes our speakers so we'll move back
13 to the agenda. We now move for the consent agenda.
14 We have three items at this point that are pulled:
15 CS4, Policy A1, Policy A2. Are there any other
16 items the board would like to pull?
17 Seeing none, Mrs. Bass needs to read something
18 into the record. As we shared with you, Mr. Murgio
19 is on jury duty and he asked if we would read this
20 statement into the record. Mrs. Bass.
21 MRS. BASS: These are Mr. Murgio's comments
22 regarding POL 84, Policy 8.01, promotion, placement
23 graduation, student progression plans:
24 Dear fellow board members, I am currently
25 serving as a jury member on a case that is

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1 scheduled to end Friday, therefore, I am unable to
2 attend today's meeting. However, I feel compelled
3 to make a statement regarding graduation
4 requirements currently proposed in Policy 8.01.
5 I have expressed this position at previous
6 board meetings and workshops and since we will be
7 adopting this policy in a subsequent meeting, this
8 may be my final opportunity to voice my opinion.
9 We continually talk about graduating students
10 being prepared for careers in college. If we are
11 truly committed to preparing our students for a
12 career upon graduation, there is one simple measure
13 we must -- we can use, the acquisition of State,
14 National or industry certification in an area of
15 their choosing.
16 Therefore I am requesting we include as a
17 requirement for graduation that all students must
18 earn State, National or industry certification in a
19 career area of their choosing.
20 I know we can come up with reasons why this
21 cannot be accomplished, however, if we truly -- if
22 we are truly committed to providing students with
23 salable skills upon graduation, we must find a way
24 to make this a reality.
25 It should be noticed that I have shared this

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1 concept with thousands of people and with the
2 exception of one person it has been passionately
3 supported.
4 Thank you for your consideration of this
5 important addition to our policy.
6 Regards, Mike Murgio, School Board member,
7 District One.
8 CHAIRMAN SHAW: All right. Dr. Robinson.
9 MS. ROBINSON: I would like to pull CS5
10 for discussion.
11 CHAIRMAN SHAW: Let the record show CS5 is
12 pulled.
13 Anything else?
14 If not, is there a motion to approve the
15 agenda with those four items pulled?
16 Motion by Mrs. Andrews. Second by
17 Dr. Robinson.
18 Any discussion?
19 MR. WHITFIELD: All right. Do we need to
20 discuss Mr. Murgio's statement?
21 CHAIRMAN SHAW: No. The only way it would
22 be is if somebody wanted to pull that policy.
23 MS. WHITFIELD: So right now it won't be
24 included in there.
25 CHAIRMAN SHAW: No. But if we approve the

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1 consent agenda, we can't go back to it. So if
2 you want to pull it for discussion.
3 MS. WHITFIELD: No, I'm fine. I'm happy
4 with the way it is. Thank you.
5 CHAIRMAN SHAW: All right. Seeing no
6 other discussion, we'll call the question: All
7 in favor?
8 All opposed?
9 Motion carries 6-0.
10 So we'll now move into the approved agenda CS5
11 for those people involved with Renaissance. That
12 was one of the items that was pulled for
13 discussion.
14 Dr. Avossa, the first one is CS4, Palm Beach
15 Collegiate New application.
16 SUPERINTENDENT AVOSSA: Are you ready?
17 All right. CS4, I recommend the board deny
18 the application of Palm Beach Collegiate for any
19 and all the reasons stated by the evaluation
20 instruments and the overall assessment and
21 authorize the Superintendent and/or his designee to
22 sign all related correspondence and documents.
23 CHAIRMAN SHAW: A motion by Ms. Brill.
24 Second, Mrs. Whitfield.
25 Mrs. Andrews, you pulled that item.

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1 MS. ANDREWS: Thank you, Mr. Chair. And
2 through the Chair to Dr. Avossa, I see that we
3 do have the administration from the charter
4 schools sitting in front of me, and I guess I
5 haven't heard us talk about this in a while. I
6 would just like for the public as well as for
7 refreshing me on what is our process as we
8 relate to working with our applicants who are
9 actually applying for charter.
10 As I hear people saying tonight that, you
11 know, they are in a meeting with you all and
12 somebody is saying everything is okay and then this
13 is what happens in the end, they come back and they
14 see that they have all of these deficiencies.
15 So I would like for you to explain to me,
16 especially for CS4, and I recognize all of these
17 areas that you have said, you know, that does not
18 meet the standards and all of these areas that are
19 partial, when I'm hearing the people say that they
20 did not know this until now.
21 So I'd like to know what our process is, when
22 did we actually tell them about these issues as it
23 relates to their application. And also the
24 concerns that they are having with just working
25 with you so that they will have complete

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1 information as to what the status of their
2 application is.
3 This application, I think, came before you
4 last year and I think it was withdrawn or something
5 to that effect. And so it was brought back again.
6 And as I listen to them hear now new things
7 and they said it was the same thing that they
8 passed last year.
9 So I need someone to clarify for me what our
10 process is and how do we work with the folks that
11 are actually applying for the application.
12 CHAIRMAN SHAW: Dr. Avossa.
13 SUPERINTENDENT AVOSSA: Yes, these are
14 always complicated processes and we do have a
15 process that's outlined. You know, sometimes
16 people don't always agree on the outcome, but
17 I'm going to ask staff to provide some more
18 nuance information about this.
19 CHAIRMAN SHAW: Ms. Rico.
20 MS. RICO: I certainly defer to
21 Superintendent and staff for the answer, but
22 just for the legal framework, I'd like to allow
23 for the board to be reminded that the law
24 provides for, during the application process,
25 no substantive changes. So if there are

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1 substantive changes that need to be filled in
2 on this application, then it does need to be
3 rejected as not having the right compliance.
4 But I will let staff outline the detail of how
5 that process works.
6 CHAIRMAN SHAW: Mr. Oswald and Mr. Pegg.
7 MR. PEGG: Yes, it's a rather lengthy process,
8 I'll try to make it as brief as I can.
9 There are 19 sections to the charter school
10 application. Those sections are actually
11 addressing three different areas: The educational
12 plan, the organizational plan and the business
13 plan.
14 And what we tried to do is at -- here in the
15 School District is we find expertise within the
16 School District to review each of those sections.
17 For example, when we talk about budget, we would
18 want people from the budget and accounting
19 department to be the reviewers for that department,
20 curriculum, et cetera, et cetera.
21 So once that application has been reviewed,
22 it's given a preliminary evaluation. That
23 evaluation is in keeping with the Florida
24 Department of Education rubric that's provided and
25 also with the standards that are provided through

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1 the School Board Policy 2.57, including the
2 innovative rubric that we have developed in this
3 past year.
4 All of those standards are applied and the
5 sections are then rated either does not meet the
6 standard, partially meets the standard, or meets
7 the standard.
8 At that point that information is shared with
9 the applicant of what those ratings are and the
10 applicant is invited to an interview. The
11 interviews typically last anywhere from 60 minutes
12 to two hours, depending on the content of the
13 information to be gained.
14 At those interviews, we meet with the
15 applicant and any of the staff that they might want
16 to bring with them. Some of the interviews only
17 have one person there. Some have ten.
18 And when we speak with them, we talk to them
19 about those areas that we're most concerned about
20 which are rated partially or does not meet the
21 standard. And we give them the rationale for the
22 decision at that point.
23 We also give them the opportunity to provide
24 some clarification or to go back to the application
25 and point out where they could best answer the

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1 questions of the reviewers. I think Dr. Balliram
2 referred to that. And we do give them that
3 opportunity.
4 It's a clarification. As Ms. Rico said, it
5 cannot be substantive changes to the application
6 because it's not permitted by School Board policy
7 or by Florida Statute 1002.33.
8 After that interview, I send the applicant a
9 letter to give them the opportunity to reply within
10 seven days of anything to clarify from that
11 interview or from that application in writing.
12 Because sometimes when a person is sitting in an
13 interview, they may not be able to recall
14 immediately what it is, how they wanted to answer
15 that, but we give them the opportunity to do that
16 in writing.
17 If what they replied to us in writing is non-
18 substantive, if it's something that is technical or
19 a clarification, we can accept that as we make our
20 final review. If it's substantive, we cannot
21 accept it whatsoever.
22 At that point, the reviewers go back to their
23 sections. They reevaluate. They communicate with
24 the Department of Charter schools with myself and
25 we come up with a final evaluation.

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1 That final evaluation is what's communicated
2 to you, the School Board, and also to the applicant
3 through the School Board notice. And that's what
4 you saw on the letters that you received. And
5 that's where they get to that point.
6 There is the opportunity, prior to any of
7 this, there is training for applicants so that they
8 can learn how to complete an application including
9 School Board Policy 2.57 innovative rubric, and
10 there's also the opportunity for them to meet in
11 the -- we'll say the non-application season to sit
12 and talk with the staff about those things that
13 they would like to have the opportunity to improve
14 upon.
15 In the case of Palm Beach Collegiate, why
16 there are sections that may have been rated
17 successful in the past that weren't this time,
18 remember we raised the standard this past year when
19 we revised the School Board policy. And some of
20 those sections that may have in the past met the
21 standards no longer meet the standards.
22 In addition, there was content in the
23 application that was dated, that would not be
24 successful at this time. And especially as we
25 refer to assessments of curriculum.

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1 CHAIRMAN SHAW: Any other questions?
2 Dr. Robinson?
3 DR. ROBINSON: Thank you. I think some of
4 my questions have been answered, but let me
5 just run through this.
6 So is there a flow chart for that process that
7 you just outlined?
8 MR. PEGG: I have one. Yes. I shared it with
9 you last year at the workshop.
10 DR. ROBINSON: Share it with me again.
11 And then the rubric that you referred to, can
12 you share that with us as well, okay, both the
13 innovative rubric outline of policy. It's a
14 rubric, right, it's a rubric?
15 MR. PEGG: Sure. It's a part of our School
16 Board policy. I will make sure that you get a
17 copy.
18 DR. ROBINSON: Okay. I just can't
19 visualize a policy with the rubric. Right.
20 And then also the FDOE, right.
21 So my question is, do the applicants see how
22 they were scored against the rubric?
23 MR. PEGG: Yes.
24 DR. ROBINSON: Okay. And then now this --
25 you know, my issue is about consistency; I just

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1 want us to be consistent.
2 So substantial changes to me seems to be
3 fairly subjective. Does the legal world have a
4 definition for substantial changes or substantive
5 changes?
6 CHAIRMAN SHAW: Ms. Rico?
7 MS. RICO: Yes. Substantive changes would
8 be things that, you know, really add to the
9 application. I think Mr. Pegg could probably
10 give some examples of what would be substantive
11 rather than it was on page two instead of on
12 page four and we just didn't see it.
13 DR. ROBINSON: Right. Well, I could give
14 some examples too, but that's not -- so, you
15 know, I'm a math person. Math is concrete. I
16 like concrete. And this is not concrete,
17 right?
18 So I think what my concern is is the question
19 about the substantive changes, that comes up from
20 time to time, and I get that, but who decides if
21 it's substantive changes? And is it reviewed by
22 legal for legal to bless it and say, yes, we agree
23 that it's substantive?
24 MS. RICO: We do work with the charter
25 school department and make sure these decisions

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1 that are brought through the superintendent's
2 recommendation are legally sufficient. So,
3 yes, we review them for legal sufficiency.
4 DR. ROBINSON: And in terms of -- the
5 thing that is thought to be substantive, did
6 you and your staff agree that it is
7 substantive?
8 MS. RICO: Yes.
9 DR. ROBINSON: Okay. And then is there a
10 standard, do we have a standard now for denial
11 applications, like if you are not meeting the
12 standard in three areas, your recommendation is
13 to approve, but if it's not meeting a fourth
14 area your recommendation is to deny it, is
15 there some such -- any such thing like that?
16 MR. PEGG: There really isn't a set standard.
17 We don't like to recommend approval for
18 applications other than those that might have one
19 partial. And the partial would have to be very
20 well substantiated of why we would recommend that.
21 We would prefer to only recommend those
22 applications that meet the standards across the
23 board --
24 DR. ROBINSON: Okay. And then the last
25 question is I -- or comment, I appreciate the

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1 chart that you have been providing recently of
2 the application.
3 My question is what's the difference between
4 traditional comprehensive academic and -- well, I
5 guess this one is comprehensive academic high
6 school and other one is comprehensive academics.
7 So I guess the only difference was the grade.
8 So just when you -- when I read this, what do
9 I understand the difference between the program and
10 if it says traditional versus comprehensive?
11 MR. PEGG: That's a good question.
12 Traditional, we typically speak about
13 kindergarten through eighth grade as the
14 traditional curriculum. When we think of high
15 schools, high schools are by nature comprehensive.
16 And that's why when we refer to a comprehensive
17 academic high school it's covering several programs
18 across the board meeting the needs of the advanced
19 students, the general ed students, the special
20 education students, that's a comprehensive picture
21 for that program.
22 DR. ROBINSON: Okay. Thank you very much.
23 CHAIRMAN SHAW: Mrs. Brill.
24 MS. BRILL: And since we're asking all
25 kinds of questions, I just wanted

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1 clarification. I think I understood and I am
2 glad that we're approving them, but CS6
3 Connections Education Center, is that the
4 school that's handling the parents for
5 (inaudible) that couldn't go up to Jupiter or
6 is this another school for autism?
7 MR. PEGG: This is the school that will be
8 in the central part of the district that
9 originally was not -- that originally was the
10 RDL school. I'm trying to make that as clear
11 as I can.
12 MS. BRILL: So the answer is yes. Okay.
13 Thank you.
14 CHAIRMAN SHAW: All right. Any other
15 questions?
16 We call in question: All in favor?
17 All opposed?
18 Motion carries 6-0.
19 Dr. Avossa, our next item?
20 SUPERINTENDENT AVOSSA: The next item is
21 CS5, Renaissance Charter high school.
22 I recommend the board deny the application of
23 Palm Beach Collegiate. Oops, sorry. I recommend
24 the board -- I'm sorry. Let me say that again.
25 CS5 -- I don't know why this keeps blanking out --

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1 I recommend that the board deny the application of
2 Renaissance Charter high school of Palm Beach for
3 any and/or all of the reasons stated by the
4 evaluation instruments and the overall assessment
5 and authorize the Superintendent and/or his
6 designee to sign all related correspondence and
7 documents.
8 CHAIRMAN SHAW: Is there a motion to
9 approve?
10 SUPERINTENDENT AVOSSA: This item was
11 pulled by Dr. Robinson.
12 CHAIRMAN SHAW: Motion by Dr. Robinson.
13 Second?
14 Second by Mrs. Whitfield.
15 Dr. Robinson.
16 DR. ROBINSON: Thank you. Okay. So I'm a
17 mother so I hear, I'm like almost crying with
18 you, but as a board member we had to follow the
19 processes that we outlined. But I'm hopeful,
20 as I listened to the parents, I'm hopeful,
21 Dr. Avossa, that with your vision of leadership
22 and a strategic plan, that we will not have
23 parents who say these things to us about our,
24 quote, regular schools.
25 You know, amongst the other -- amongst the

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1 things that I heard was the need to make sure that
2 we have options for small schools. And that we
3 have more of a communicative nature between our
4 staff and the parents.
5 And, of course, we want those things. So, you
6 know, I'm going to have to vote to support this
7 recommendation, but it's not that I don't hear what
8 you're saying. We have to do better.
9 CHAIRMAN SHAW: Mrs. Brill?
10 All right. Mrs. Whitfield and then Mrs.
11 Brill.
12 MS. BRILL: Thank you. And I mirror
13 Dr. Robinson's comments. It was very helpful
14 hearing from the parents the things that were
15 benefiting them at the Renaissance Charter
16 school, at the middle school. And this doesn't
17 mean you can't come back later as a high
18 school, but I do know that we have had some
19 discussions about smaller schools also in the
20 District.
21 I think what really struck me was about the
22 personal learning plans, the daily reports to
23 parents, I think that the things that you're
24 getting, yes, we do need to do better in our
25 District as well.

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1 But we have to follow the guidelines, and so
2 for that reason I have to support the
3 recommendation. But you educated me. And as a
4 parent I can totally relate. So I just want to say
5 thank you very much for coming because those
6 thoughts really have helped me.
7 CHAIRMAN SHAW: All right. Mrs. Whitfield
8 and then Ms. Rico.
9 MS. WHITFIELD: Thank you all so much for
10 coming tonight. This -- it was very moving to
11 hear you speak.
12 I do appreciate it as a parent myself.
13 Obviously, I feel for you in finding the right
14 choice for your students and for your children.
15 I wanted to make sure that we mentioned while
16 we were here that as a School District we do want
17 you to find the right place for your children. And
18 so as you're planning for this upcoming year, I
19 hope that you will contact our choice office and
20 you will find a place until we can find something
21 else if there is not -- if this doesn't work for
22 you.
23 I think there are options out there and I
24 don't want to see you not find a place that your
25 children will be happy. So we do have a choice

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1 application that is coming out. I just want to
2 make sure to remind you.
3 But I do think you have brought up some very
4 good points and the size of the school means a lot
5 to me so I hope that we will continue making
6 those -- making that progress within our school
7 system.
8 Thank you.
9 CHAIRMAN SHAW: Ms. Rico.
10 MS. RICO: I just wanted to point out to
11 clarify for members of the public and the
12 record and the board members that the
13 attachments to this item supporting the
14 Superintendent's recommendation included the
15 rubric, included the analysis, included the
16 evaluation for the basis of this recommendation
17 and that that is part of the basis of this
18 consideration and on the record.
19 Thank you.
20 CHAIRMAN SHAW: Mrs. Andrews.
21 MS. ANDREWS: Thank you. And I certainly
22 appreciated the comments tonight. But for
23 those who are going to high school next year, I
24 would like for those parents to know that any
25 of our high schools, we would want to make sure

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1 that you get a chance to get introduced to the
 2 principals early, get a chance to meet the
 3 guidance counselors, not just on the normal
 4 track of what we normally do with getting
 5 started at the beginning of the year.
 6 As you know that this is getting ready to take
 7 place, as a School Board, we're asking you to make
 8 sure that we can work with you closely to
 9 transition your students from the Renaissance
 10 school to the normal schools, the public schools
 11 such as your school, but to make sure that they can
 12 get the support, the assistance and transitioning.
 13 And that's truly important, the transitioning for
 14 the students.
 15 CHAIRMAN SHAW: Any other comments?
 16 If I may, and this is kind of a moment of
 17 personal privilege, I had, along with Mr. Pegg, a
 18 chance to meet the new director of governmental
 19 relations for Charter School U.S.A. and she's here
 20 tonight. I'd like to introduce her. That's Sheila
 21 Van House.
 22 So, Sheila, if you will stand?
 23 She was the governmental liaison for Broward
 24 County up until about a month ago. And she's
 25 working with them. And we talked about some of the

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1 opportunities to deal with some of the challenges
 2 that we have with dealing with charter schools.
 3 And just to make sure the record is clear, the
 4 recommendation for denial was based upon six items
 5 that were not sufficient in the application. And a
 6 lot was said tonight about the issue of innovation.
 7 But that was -- it listed there specifically as
 8 innovation, but there was six items that were
 9 deficient on the application.
 10 Dr. Robinson.
 11 DR. ROBINSON: I'm sorry to belabor this,
 12 but I'm hung up on the word "rubric."
 13 MS. RICO: Dr. Robinson pointed out that I
 14 utilized the word "rubric." I did not mean the
 15 rubric that she had been requesting. I meant
 16 all of the attachments and all of the material
 17 that supported the analysis that staff did, the
 18 evaluation that staff did that based the
 19 superintendent's recommendation. Rubric was a
 20 miss-word.
 21 CHAIRMAN SHAW: Dr. Robinson?
 22 DR. ROBINSON: So I just want to make
 23 sure, when you referred to the rubric and then
 24 I asked to get copies of them, that it's like
 25 this is what fully meeting the standards looks

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1 like in each -- this will be partially -- like,
 2 it's, like -- okay. All right. I just wanted
 3 to make sure because, you know, legal --
 4 MS. ANDREWS: And I want to make sure that
 5 we all get those documents. I want to make
 6 sure that we all get those documents.
 7 CHAIRMAN SHAW: Any other comments?
 8 If not we call the question: All in favor?
 9 All opposed?
 10 Motion carries 6-0.
 11 (The meeting agenda was concluded.)
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1 STATE OF FLORIDA
 2 COUNTY OF PALM BEACH
 3
 4
 5 I, Kathleen Szabo, Registered Professional
 6 Reporter, State of Florida at large, certify that I was
 7 authorized to and did stenographically report the
 8 foregoing proceedings and that the transcript is a true
 9 and complete record to the best of my ability of my
 10 stenographic notes.
 11 Dated this 10th day of November, 2015.
 12
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Kathleen Szabo
 Kathleen Szabo, RPR, FPR

Exhibit

6

Palm Beach County's charter school standoff is getting personal

Updated: 1:02 p.m. Saturday, Nov. 7, 2015 | Posted: 4:39 p.m. Friday, Nov. 6, 2015

By Andrew Marra - Palm Beach Post Staff Writer

One by one, the parents took their turns speaking Wednesday, begging Palm Beach County's school board to let their children's charter school chain open a high school. "Don't tear down what's working," said one mother. "Build on it and grow."

But school board members rejected their request, denying the charter school company's application by a 6-0 vote, primarily on the grounds that the school would not be sufficiently innovative.

It was at least the second time in the past year that board members had rejected a charter school for allegedly lacking innovation, a novel legal tactic that they argue they can use to block certain schools. That claim is now the focus of a closely watched court case.

But on Wednesday, what had been mostly a legal battle turned personal, as frustrated mothers turned out to recount how they found the right fit for their children at schools run by Charter Schools USA, the for-profit company that wants to open a high school west of West Palm Beach.

Being cast by parents as villains made board members visibly uncomfortable. It also seemed to mark a turning point in their protracted battle against the county's charter schools, which are publicly funded but privately run and now educate 20,000 students countywide.

Like many educators, school board members blame charter schools for straining traditional public schools' financial health by diverting students – and the state money that accompanies them – from their campuses.

Some board members have particular disdain for Charter Schools USA, a large, for-profit chain that operates six K-8 schools countywide under the Renaissance Charter School franchise, educating about 4,000 students.

For months, since school board members rejected another Charter Schools USA school in December for not being "innovative," the board's standoff against the company has been mostly transactional. The board's decision was overruled by the state, and it is now on appeal in state court.

But Wednesday's turnout by parents, encouraged and supported by the charter school company, injected emotion into the legal standoff and brought explosive questions about school choice to the forefront.

"I feel like I'm being bullied. I feel like I have a gun to my head," Orion Bascombe, whose daughter attends a Renaissance school west of Lantana, told board members Wednesday. "Because I live on this side of the street, I have to go to that school."

Several parents said they enjoyed the relatively small size and accessibility of the Renaissance schools and what they called its family-like culture. They said it's why they want their children to continue in the company's schools at the high school level.

Why, they asked, would school board members want to stand in their way?

"Renaissance is by far the best choice I have ever made for my son," said Raina Ruelle, who said her son's learning disabilities kept him out of school for years but that he found a comfortable fit at Renaissance's Wellington campus.

The parents' testimony had a clear effect on board members.

Board member Debra Robinson listened with teary eyes to Ruelle, who said her son wanted to go to school despite a serious disability "because he wanted to be normal."

"I'm a mother so I'm almost crying with you," she said, "but as a board member we have to follow the processes that we outlined."

The board members' discussion led to odd contrasts. Moments after rejecting the proposed school as failing to be innovative, two board members said the school district's own schools could improve by learning from Charter Schools USA's model.

Robinson said the parents' passion for the company's smaller campuses underscored "the need to make sure that we have options for small schools" among the district-run schools.

Board member Karen Brill agreed, adding that mimicking Renaissance's individual learning plans and frequent communication to parents might behoove the school district.

"I think what really struck me was about the personal learning plans, the daily reports to parents," Brill told the parents. "I think the things you're getting, yes, we need to do better in our district as well."

Robinson asked school district officials to explain how they decide which charter schools are recommended for approval and which aren't, since some applicants deemed to have deficiencies are approved regardless.

In response, the head of the school district's charter school office said that schools with major deficiencies or several minor deficiencies generally aren't recommended, but he conceded that "there really isn't a set standard."

Wednesday's vote came just weeks after the school district antagonized charter school leaders by attempting to abruptly cut money for their disabled students.

That decision was sprung on charter schools in August, after the schools had planned their budgets. After an outcry and legal threats, school district administrators dropped their plans.

(This article can be found on the web at [http://www.mypalmbeachpost.com/news/news/local-education/palm-beach-countys-charter-school-standoff-is-gett/npHrt/.](http://www.mypalmbeachpost.com/news/news/local-education/palm-beach-countys-charter-school-standoff-is-gett/npHrt/))