

STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA

**SCF COLLEGIATE SCHOOL-VENICE
CHARTER SCHOOL APPLICATION**

**for the
SARASOTA COUNTY SCHOOL DISTRICT**



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APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: State College of Florida Collegiate School-Venice

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:

District Board of Trustees of the State College of Florida, Manatee-Sarasota

If a non-profit organization, has it been incorporated with Florida’s Secretary of State? yes

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

NAME OF CONTACT PERSON: Kelly Monod

TITLE/RELATIONSHIP TO NON-PROFIT: Head of School-SCF Collegiate School-Bradenton

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Names, roles, and current employment of all persons on applicant group, i.e. anyone with a role in drafting the substantive content of this application or expected to have a significant role with the school, including any consultants or employees of an Education Service Provider. Add lines as necessary.

Full Name	Current Job Title & Employer	Role with Proposed School
Dr. Carol Probstfeld	SCF President	College president
Mr. Gary Russell	SCF VP of Academics	Superintendent of SCFCS- Venice
Ms. Julie Jakway	SCF VP of Business & Finance	Supervisor budget/business
Mr. Chris Wellman	SCF Facilities Management Director	Supervisor facilities/public safety
Dr. Ryan Hale	SCF Dean of Venice Campus	Dean of SCF Venice Campus

Projected Date of School Opening (Month/Year): August 2019

Do any of the following describe your organization, or the school proposed in this application?

no Seeks approval to convert an already existing public school to charter status. (*Applicant must attach as Attachment A evidence of compliance with the voting requirements set forth in section 1002.33(3)(b), F.S.*)

no Will be a charter school-in-the-workplace pursuant to section 1002.33(15), F.S.

no Will be a charter school-in-a-municipality pursuant to section 1002.33(15), F.S.

no Will be a charter school in a development pursuant to section 1002.33(10)(e)7., F.S.

no Will contract or partner with an Education Service Provider (ESP). (*See definition of an ESP in the Addendum, which applicant must complete if using an ESP.*) If yes, include the provider’s portfolio in answering the questions below regarding pending applications and school openings.

Name of ESP: _____

Seeks approval to replicate an existing school model. (See definition of a replication in the Addendum, which applicant must complete if replicating a school model.)

yes Seeks approval to replicate an existing High Performing Charter school model pursuant to section 1002.331, F.S. (Applicant must complete Addendum A1.)

Does the applicant group have one or more charter school applications under consideration by any other authorizer(s) in the United States or intend to apply for one or more charter school applications to open in the upcoming school year other than the one presented here? ___ Yes X No *If yes, complete the table below (add lines as necessary).*

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant group have approved applications for schools or campuses scheduled to open in the United States in the future? ___ Yes X No *If yes, complete the table below (add lines as necessary).*

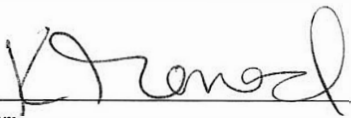
Planned School Name	Authorizer	City, State	Opening Date

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States?

X Yes ___ No

If yes, complete DOE Form IEPC-MIA which can be found at <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference>, and include as Attachment DD.

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.

 _____ Head of SCF Collegiate School-Bradenton
Signature *Title*

Kelly Monod _____ 2/28/18 _____
Printed Name *Date*

EXECUTIVE SUMMARY

The Executive Summary should provide a concise overview of the proposed plan for the school; its mission and vision; the educational need for the school and the anticipated student population; the education plan and school design; the school culture; community engagement or partnerships to date; and the applicant team's capacity to successfully open and operate a high-quality school given the above considerations.

The District Board of Trustees of the State College of Florida, Manatee-Sarasota, is seeking to replicate the high school component of the SCF Collegiate School – Bradenton on its Venice campus. The mission of the SCF Collegiate Schools is to provide an opportunity for students to earn their Associate in Arts degree upon their high school graduation. Students enroll in the collegiate schools with the ability to fully dual enroll in their junior and senior years following the Accelerated College Program, offering at least sixty credits to complete the college degree.

SCF Collegiate School-Bradenton opened in the fall of 2010, with 6th and 7th grade. It has grown by a grade level or more since then to incorporate grades 6 to 12, graduating its first class of 50 students with their AA degree in 2014. The graduates in spring of 2018 will be the fifth cohort of students who will complete the program. The high success rate of graduates, with an almost perfect graduation rate and most students earning their AA degree, may be attributed to the program goals of an assigned academic coach for every student. In most cases the academic coach is an instructor and the 'go-to' person with a role of an advocate for students. They are there to guide them through their academic career at the Collegiate School. As the students meet criteria for the Accelerated College Program in their junior year, allowing them to be fully dual enrolled on the SCF College campus, the role of the coach is reassigned to the college advisor, who works closely with the certified counselor.

The role of the coach, and the support that the coach offers to the students, is the primary reason students find their way through the SCF Collegiate School. In the Accelerated College Program, the coach's role doubles as an advisor so students have college advising and guidance to follow through with their goals to graduation and beyond. The coach is supported in a team teaching model allowing for frequent collaboration between teachers. The curriculum framework is designed with input from the certified counselor and integrates four major guidance standards including personal/social development, college and career readiness, academic success and multiculturalism. The priorities in the coaching courses are different by grade and have been developed and revised based on the history of students needs and predicted needs for the future. The model of academic coaching in a small school environment allows for more support, including visibility of students' academic and social and personal hurdles, increased communication with parents and the ability to react swiftly to acute situations.

The SCF Collegiate School-Venice intends to mirror the successful environment of the SCF Collegiate School-Bradenton, now in its 8th year. The new charter will endeavor to continue the high success rates from its sister school, which has continually earned a 'A' grade from the Florida Department of Education and has more recently been awarded the National Blue Ribbon for 2016. Student success rates in the challenging program are high because all stakeholders are working towards the same goal - to earn a degree upon graduation in the Accelerated College Program. The school culture of support, paired with the high expectations of academic rigor, has been a winning formula for motivated students to complete the program. The duplication of the high school on the Venice campus will fulfill a need where the students who may be underrepresented in a collegiate environment would have additional support and more time to reach goals of the Accelerated College Program during their high school career.

The anticipated student population for SCFCS-Venice is predicted to eventually come from the North Port area. The population of high school students is rapidly growing, yet the area is populated by

households in a financial bracket significantly lower than Venice and Englewood. Enrollment in the collegiate charter would be an opportunity for families to benefit from the savings of a tuition-free Associate degree. Additionally, the population of residents who have graduated with a bachelor's degree or higher in North Port is proportionally lower than the surrounding areas. Areas with lower incomes and lower graduation rates suggest many first-generation families, defined by neither parent graduating with a baccalaureate degree. SCF Collegiate School-Bradenton has been successful with its specific goal to reach to first generation households because it provides a partner to families to navigate the detailed and complicated world of higher education. SCF Collegiate School-Venice will strive to offer the same support to residents of south Sarasota. The charter will allow all students in the area to be served with an institution that will welcome them to a college campus in 9th grade, which offers them time to be comfortable and knowledgeable about life on campus. Students will have resources to be successful in an environment of increased academic rigor, which is needed to successfully complete the program. Students will have support to increase their academic and social capacity to be successful at a four-year institution following graduation.

The collegiate charter is a department of the State College of Florida and the foundational principals of the mission of the community college - to provide engaging and accessible learning environments that results in student success - are weaved into the foundation of the k-12 school. The college provides additional resources on campus for students, as well as an administrative foundation for the operational needs of the charter. When possible, the charter follows the policies and procedures of the college and gains insight from their expertise. There is an advantage to work with the college as the charter employees have been in conversations and committees from the Title IX team to online accessibility with the E-Learning team to collaboration with the Library team on research initiatives. The charter will be supported by the continued relationship with colleagues in many areas including upper administration, human resources, finance, legal, business offices, information technology, e-learning, admissions and facilities. In addition to the resources available on campus, students also will have access to college faculty, which may open doors to research and volunteer opportunities on campus and the community.

Overall, students attending the SCF Collegiate School-Venice have the opportunity to enroll in a small school environment on a college campus, while following a rigorous course load that is first preparing them for the college environment, and then immersing them in it. The students are monitored closely and advised with their assigned coach and college advisor, who is able to answer their questions and concerns about their program at the high school and beyond. The SCF Collegiate School-Venice intends to provide another path for dual enrollment for students that is beyond a typical high school experience in Venice and the surrounding areas, for a nontraditional student. The support provided is a necessary component of a rigorous program that assists students from all backgrounds whose goal in high school includes earning an Associate degree.

I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

A. Provide the mission and vision statements for the proposed charter school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal, and taken together, should illustrate what success looks like.

The mission statement of the SCF Collegiate School-Venice is to guide and mentor student achievement by equipping them to attain a high school diploma and an Associate in Arts Degree concurrently upon graduation.

Research suggests that students who participate in dual enrollment programs during high school benefit in a number of ways including an increase in high school grades and GPAs, high school completion, college enrollment, college credit accumulation and degree completion. It also suggests that students from underserved groups have more access to accelerated opportunities and an introduction to the college environment. Additionally, families are able to lower the total cost of a college degree with the successful completion of college courses in high school.¹ With the overall benefits to students participating in dual enrollment, there are some drawbacks for students, including a limited ability of high school guidance departments to support students when on the college campus. There are also cases of four-year institutions not accepting some or all credits that students have taken in high school, again as a result of limited support of and access to a certified counselor.²

The SCF Collegiate School-Venice offers students the opportunity for a “high standard of student achievement, while providing parents flexibility to choose among diverse educational opportunities within the state’s public school system” (F.S. 1002.33(2)(a)). The SCF Collegiate School-Venice is designed to offer all the benefits of dual enrollment to the students in the program, while addressing some of the notable disadvantages for students. The SCF Collegiate School-Venice will have a program that provides increased guidance and academic support for current college courses and advisement for the next institution. It will be located on the SCF Venice campus allowing students to slowly acclimate to college life, inviting them to participate in college activities. The opportunity of earning an Associate of Arts degree upon graduation will allow students to benefit from the two plus two legislation, where Florida universities accept all credits of the Associate degree upon acceptance to the institution.

Beginning in 9th grade, students at the Venice charter will be offered highly rigorous coursework in their first two high school years, developed by teachers, with collaboration of college professors. The partnership builds courses that will bridge high school curriculum to prepare students for college courses. Students will be fully dual enrolled in the State College of Florida their junior year and will follow a college academic plan that will offer an opportunity to earn their Associate of Arts degree upon graduation. Many will follow a traditional AA degree, taking courses in a variety of electives as they explore different academic areas. Other students who have decided their majors and career paths may take prerequisites at

¹ Fink, John, Davis Jenkins and Takeshi Yanagiura, “What Happens to Students Who Take Community College “Dual Enrollment” Courses in High School?” *Community College Research Center (CCRC)*, October 2017, resource found online: <https://ccrc.tc.columbia.edu/publications/what-happens-community-college-dual-enrollment-students.html>

² Kanny, M. A., “Dual Enrollment Participation from the Student Perspective,” *New Directions for Community Colleges*, 2015: 59–70. doi:10.1002/cc.20133.

SCF for the next institution, many in the STEM fields including environmental science, pre-med, nursing and engineering (mechanical, civil, chemical or computer/software).

Stakeholders – students, teachers, SCF faculty and administration, parents and community members – will all participate in opportunities for decision making to improve school policies, procedures and the culture and environment. The charter will offer many opportunities for all stakeholders to participate so that the school is not just following its mission, but also addressing the many diverse needs of the students enrolled.

SCF Collegiate School-Venice will continue following the program design for high school and the tenets outlined in the charter of the SCF Collegiate School-Bradenton.

- *Pursue innovation in teaching and learning through collaborative and shared decision making with all stakeholders.*

Pursuing innovation and learning is an opened ended goal that will take many forms at the SCF Collegiate School-Venice. The charter school will work with the college to provide opportunity for innovative and rigorous coursework in the 9-10th grade high school classes, preparing for full time dual enrollment in the Accelerated College Program beginning the junior year. The 9th-10th grade classrooms will be different from a typical high school as teachers will have the opportunity to be collaborative and instruction will incorporate many types of learning and curriculum delivery methods. The teachers may be supported in their innovative instructional delivery with access to technology in the classroom. Teachers work to increase rigor, but also to help students to become independent in their actions and thinking, taking responsibility for their learning. Communication between stakeholders will be highly valued as all voices are important to understand how the environment affects each other, and how all participants can continue to work together to improve the student experience. The program has a solid framework for the advancements of the students, yet the collaboration between the stakeholders allows flexibility for the students to fulfill individual goals during high school and for the next institution.

- *Engage in continuous assessment to measure success for positive change.*

The assessment component at the SCF Collegiate School-Venice will be for students and for the institution as a whole. For the institution, SCFCS-Bradenton, as well as SCF, is accredited by the Southern Association of Colleges and Schools (SACS), working towards continuous improvement and monitored with accreditation visits. Continuous assessment is defined at the student level with state mandated assessments, as well as mastery of subject areas in high school. Teachers at the SCF Collegiate School-Venice will follow in the steps of their Bradenton sister school, to create a curriculum in continuous modules, that complete units with Mastery Projects. Teachers are aligned in the learning goals both horizontally, within the grade level, and vertically, from one grade to the next. This collaboration offers a solid curriculum framework for continuity. The collaboration is important for teachers to rework priorities for the students who are currently in the classroom. Students who do not master their studies are offered a built-in remediation to the coursework in an effort to reteach the needed concepts.

- *Partner with other schools and institutions locally, nationally and internationally.*

SCFCS-Venice partners with State College of Florida and intends to build partnerships between local and national classrooms. Teachers and staff at the charter intend to seek out other educators, taking advantage

of opportunities to increase collaboration among schools. In Bradenton, the charter has previously reached out to classrooms in other states, as well as other countries. The Venice charter aspires to continue this outreach.

- *Infuse curriculum with characteristics necessary to build awareness of the international community, and their role as global citizens.*

The SCF Collegiate School-Venice faculty will design its high school curriculum with an international perspective. Courses on the SCF campus requires students follow at least once course that has an international-intercultural component for the Associate degree. Students also have options to participate in courses with a competitive Model United Nations or the Phi Beta Lambda, which has an international component, or join clubs that encourage foreign languages. The high school will continue the tradition of instilling global connections into curriculum and completing a global initiative annually, which helps students to understand their role as a global citizen.

- *Instill a 'going to college' culture at an early age, specifically for students who are first generation college going students.*

As a charter school on the SCF Venice campus, the collegiate charter will by nature instill a 'going to college' culture for our students beginning in 9th grade. As students are assigned an academic coach, the communication to parents regarding the requirements and pathways to current college course work and continuing education will be available for the individual family and as presentation to groups. The purpose of the SCF Collegiate School-Venice is to support students and families as they work towards criteria for dual enrollment, and to educate them during their transition to the Accelerated College Program their junior year, as well as advising for their future paths.

- *Educate families and the communities about the benefits of a college education, and the importance of early preparation.*

The SCF Collegiate School-Venice's mission is to work with students that help them understand the value of their dual enrolled program. This program will offer students every opportunity to complete 60 credit hours of college during high school. This early preparation offers a position of not just earning an Associate degree, but our graduates are also highly desirable candidates for the next institution they may apply. With the advisement at the SCF Collegiate School-Venice, students will build resumes that illustrate academic achievement, as well as additional components that exemplify passion in their volunteer activities.

- *Eliminate transitions in education with a continuum from ninth grade to college, while providing academic advising for college at SCF and beyond.*

Students enrolled in the SCFCS-Venice will avoid a transition from high school to college as they are on the campus fully enrolled in college courses. Students will graduate campus with the knowledge needed to successfully navigate their next institution of higher learning. Again, their academic coach and college advisor will be with them and their families every step of the way as they complete their degrees at the State College of Florida and to the following institution.

- *Utilize technology to increase interest and to teach and learn with relevant tools needed for today's digital natives.*

The SCF Collegiate School will incorporate technology for its students in the classroom, utilizing Apple products. Mobile technology, computers and iPads, will be available to students, as well as classroom technology available at the SCF Venice campus. Many of the classroom tools include subscriptions to web-based resources and production applications. Collegiate school teachers are expected to have a high level of technological knowledge of hardware and software that may be used in the classroom. They have continuing professional development in all aspects of technology so that it is a major component of the classrooms. Once students are full dual enrolled, they continue to have access to technology from the support of the Collegiate School.

- *Increase rigor and curricular relevance, with enrichment utilizing college resources.*

Students will be completing high school courses at the SCF Collegiate School-Venice, as well as college courses during their academic career. The rigor of the coursework is already accelerated in the junior year as student move to courses on the SCF campus. The dual enrolled coursework will fulfill needed high school requirements and electives. Students have the opportunity to complete their high school requirements, as well as take relevant coursework to their major in the next institution, or to explore various subject areas with their elective credits. Resources on campus will include the library and academic resource center for tutoring, research and technology, as well as access to faculty and administration on campus.

- *Create a home base for accelerated college students enrolled in SCFCS.*

SCF Collegiate School-Venice students will spend two years full time in college, yet they are still high school students. Having a space for themselves allows them to find the comradery and peer support. Students will find they are a special group working to create their individual high school experiences. A dedicated space will give them a place to celebrate success, rebound from disappointments, create their activities and opportunities and find answers to tough questions and support from staff and peers.

The tenets for the SCF Collegiate School-Venice comprise the goals for academic success. The school's focus on the benefits of college and early preparation, academic rigor, teacher collaboration, student support, technological literacy and an international perspective are integral for student success beyond high school. The SCF Collegiate School-Venice will work to help students develop into independent and individual young adults, create an environment for students that values learning and supports the many needs of the student and educate families on how to navigate higher education. The program utilizes demanding and innovative initiatives to establish a system that encourages independent learning and preparation for academic success.

B. Provide the page number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S.

In accordance with the law, charter schools shall be guided by the following principles:

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. PAGE(S) [1,9, 22](#)*
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. PAGE(S) [50](#)*
- *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. PAGE(S) [18, 21, 26](#)*

C. Provide the page number(s) of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.

In accordance with the law, charter schools shall fulfill the following purposes:

- *Improve student learning and academic achievement. PAGE(S) [1, 9, 14-16, 18, 21](#)*
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. PAGE(S) [7, 14, 16, 18, 22, 32](#)*
- *Encourage the use of innovative learning methods. PAGE(S) [2, 10, 13](#)*
- *Require the measurement of learning outcomes. PAGE(S) [2, 14, 16](#)*

D. Provide the page number(s) of the material within this application that describes how the proposed charter school will fulfill the optional purposes of charter schools found in section 1002.33(2)(c), F.S. If one or more of the optional purposes does not apply to the proposed school, please note "N/A". **This section is optional.**

In accordance with the law, charter schools may fulfill the following purposes:

- *Create innovative measurement tools. PAGES(S) _____*
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. PAGE(S) _____*
- *Expand the capacity of the public school system. PAGE(S) _____*
- *Mitigate the educational impact created by the development of new residential dwelling units. PAGE(S) _____*
- *_____*
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site. PAGE (S)_____*

Section 2: Target Population and Student Body

- A. *Describe the anticipated student population to be served and how that aligns with the school's mission. Applicants should state if they will give enrollment preference or limit the enrollment process, as allowed by law, to certain student populations defined in section 1002.33(10)(d) & (e), F.S.³ If the applicant intends to have enrollment preferences they should be described in Section 14 of the application.*

The SCF Collegiate School-Venice will be located on the State College of Florida Venice campus. Its enrollment will include high school students from Venice and the surrounding areas, including North Port, Englewood and Port Charlotte. The SCF Collegiate School-Venice will initially recruit to all areas, and plans to open in 2019 with 100 juniors who will already meet legislative qualifications for dual enrollment. The second year, fall 2020, will also see recruitment to all areas aimed at rising juniors already prepared to enter the Accelerated College Program. The third and fourth year, fall 2021 and 2022, will begin with students in the 9th grade, and the school will have prepared for the pre-collegiate high school program that preps students for the campus. The school shall be fully enrolled the 2022-23 school year.

In preparation for the third year, and following years, the SCF Collegiate School-Venice will see a change in recruitment strategies as it more closely targets south Sarasota families who may benefit from the guidance, academic coaching and support of the school for those who may not be as familiar with the steps to prepare and navigate for success in higher education. The school will include high school grades and teachers, an increased space and will offer the opportunity for students to grow through the program. The focus will be on learning how to succeed in a highly rigorous environment, navigate higher institutions independently and reach their goals as independent students, able to overcome obstacles.

Again, the mission of the SCF Collegiate School-Venice is to guide and mentor students through an accelerated program so students may have the opportunity to complete their high school career with an Associate degree. In this mission, the school has an obligation to work with families who may be first generation, which is defined as neither parent completing a college four-year degree. This indicator is important as current research including former principal Patti Kinney warns us that, "those who see college in their future are more likely to have parents with a college degree."⁴ Thus, families without a degree may need more college counseling for their students to complete a four year degree of high education, or at the very least, design and attainable path to a career that matches students' interest and goals after high school.

According to current research from SCF's Planning, Institutional Effectiveness and Research department, the area most in need of supporting families who are likely to be first generation is North Port. This region is one of the fastest growing in the area, the youngest of median age and one of the lowest median household incomes. While the average high school graduation rate is roughly 90% of the population, many families are considered first generation college going as only 18% have completed a Bachelor of Arts or higher.⁵ Thus, with the inclusion of 9th grade in 2021, the SCF Collegiate School-Venice will focus its recruiting primarily to the North Port area in an effort to reach out to a population

³ For operators intending to apply and be eligible for federal funding under the US Department of Education's Charter Schools Program, recruitment and admissions policies and practices must meet all federal requirements. See Charter Schools Program, Title V, Part B of the ESEA, Non-regulatory Guidance, Section E. (Lottery, Recruitment and Admissions).

⁴ Kinney, Patti, "A Voice from the Middle," *Principal Leadership Magazine*, October 2007. Resource found online: <http://www.nassp.org/portals/0/content/56195.pdf>

⁵ Nardone, Charles, "South Sarasota Collegiate School Opportunities Study," State College of Florida Department of Planning, Institutional Effectiveness and Research, September 21, 2017.

that may need access to resources, financial support for tuition and assistance with strategic planning for college going students.

Although recruiting is slated to focus on North Port as the school evolves, all students will be enrolled through the random drawing process, with the exception of the children of full time employees and trustees, and sibling of students concurrently enrolled. Students who wish to enroll as seniors will be referred to the SCF Early College Program, as they will not be able to enroll in the Accelerated College Program. Students who are entering as juniors, the last year students may enroll, must meet legislative criteria for a dual enrolled student, which in includes a 3.0 unweighted Grade Point Average (GPA) and meets the required level of the Postsecondary Education Readiness Test (PERT) as determined in the SCF Articulation Agreement, although students with a math score of 114 may be conditionally accepted. Students entering as sophomores must have an unweighted 3.0 GPA or higher, and must have already completed Algebra I and English I. Students entering as freshman do not have academic criteria. The teachers and staff at the SCF Collegiate School-Venice will work diligently to help students motivated to complete the program work up to the necessary academic level needed to bridge into the Accelerated College Program. This will require a heavy focus on reading and math remediation. Students' incoming academic levels will be initially tested with the PERT to help develop individual plans for success.

B. If a facility has not been identified in Section 16 of this application, state the geographic area which the applicant intends to serve.

The SCF Venice campus has the needed space to house up to 400 students in a collegiate school, however the campus must complete a restructure of space for the new charter. The charter school may be integrated into an existing space or a solution of portable units may fulfill the immediate needs of the school until a more permanent solution has been conceived and approved.

The geographic area where the SCF Collegiate School-Venice intends to serve is Venice, North Port, Englewood and Port Charlotte.

C. Provide enrollment projections in the table below for each year of proposed operation. These projections are not enrollment caps. Annual capacity determinations will be made by the governing board in conjunction with the sponsor per section 1002.33(10), F.S.

Grade Level	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
9			100 new	100 new	100 new
10				100	100
11	100	100 new	100 new	100 new	100
12		100	100	100	100
TOTAL	100	200	300	400	400

D. Provide a brief explanation of how the enrollment projections were developed.

The enrollment projects were developed with consideration of the enrollment history at the SCF Collegiate School-Bradenton campus and the timing of resources for the SCF Venice campus. The Venice charter will bring in 11th grade, and then the following year 11th and 12th grades, and then backfilling the

students through 9th grade. As a new school, bringing in the 11th-12th graders initially allows the principal and staff to work through two years before the 9th grade enrolls. The pre-collegiate program of 9-10th graders will be more complicated as facilities will need to come fully online with the new or refurbished building space and high school teachers will need to be hired. Working with the 11-12th grade first, the students will use more of the college facilities along with key staff members. The school will have an opportunity to develop slowly so that it will be fully established when enrollment is full at 400 students.

E. Briefly explain the rationale for the number of students and grade levels served in year one and the basis for the growth plan in subsequent years as illustrated in the table above.

The rationale for the number of students is based on class size for high school. With ten high school teachers in grades 9th and 10th, four classes can be scheduled at a time, serving 100 students. The 9th-10th grade level will take much more planning and preparation to ensure a successful transition from 8th grade, thus the 9th grade is planned to begin in the third year of the charter, allowing time and adequate funds and resources to accumulate.

Section 3: Educational Program Design

A. Describe the proposed charter school's educational program.

The proposed charter's education program follows the framework of a typical collegiate high school already established in Florida. It will provide the opportunity for students to enroll in the State College of Florida to pursue dual enrollment coursework, with the ultimate student goal of graduating with an Associate of Arts degree upon earning a high school diploma. The Florida Legislature has voiced the importance of such a model for students in the more recent Senate Bill 850, which requires every district to outline a collaboration with the Florida College System to benefit student growth. State statute 1007.271(4)-Dual Enrollment Programs, requires that a district must enter into a dual enrollment articulation agreement should a community college have the capacity to offer dual enrollment courses.

The SCF Collegiate School-Venice will begin in 9th grade in an effort for a truly open enrollment opportunity to any student who has the goal of early college in their academic plan during high school. There will not be an academic criteria for 9th grade, however, the rigor and responsibilities of the students will be communicated in information sessions during recruitment. Students will attend high school courses for their 9th and 10th year, and then will fully enroll on the college campus their 11th and 12th grade year. The 9th and 10th graders are considered pre-collegiate students, while the 11th and 12th grade students will be enrolled in the SCF Collegiate School-Venice Accelerated College Program. The school will annually welcome students in grades 9 through 11, provided seats are available in grades 10 and 11. The courses in 9th-10th grade will be specific, comprised of high school graduation requirements. Some students who are more advanced may have the opportunity to take a college course during their 10th grade year to balance out opportunities for students at a variety of academic levels. Those students who enter academically under grade level will have the opportunity to remediate in reading and math through collaborative teacher plans and technology resources.

Once students reach 11th grade, they must meet legislative academic criteria to continue in the SCF Collegiate School-Venice Accelerated College Program. Students will have a full schedule as a dual enrolled student, earning an average of 30 credits a year. Students will have the opportunity to take courses during the summer if they have permission and an academic plan through the college advisor and certified counselor.

B. Describe the basic learning environment (e.g., classroom-based, independent study, blended learning), including rationale for class size and structure and how the learning environment supports and is consistent with the mission.

The learning environment will be fully *collegiate* as students will reside on the State College of Florida Venice campus. Students will become comfortable in a college environment, and yet still have the support of a high school certified counselor and an academic coach/advisor. All 9th and 10th grade courses will be in a high school environment, with maximum 25 students to meet the class size amendments. Once students continue to the Accelerated College Program, they will be fully integrated on the SCF campus, attending classes with other college students. The environment will switch from a classroom based 9th-10th grade, to that of a more independent and blended environment when enrolled in college courses. The SCF Collegiate School-Venice will have a 'home base' for students on campus, to welcome them back into a more nurturing high school environment, and in some cases required through a Multi-Tiered System of Supports.

The pre-collegiate years in 9th-10th grade are an opportunity for students to understand the level of rigor and criteria for college studies in a traditional classroom setting, but also will follow a course devoted

to absorbing and mastering soft skills. This academic coaching class is nearly sixty minutes daily that offer curriculum based on the four pillars of guidance standards- academics, social/emotional support, career and college readiness and multiculturalism. Each one of the areas of guidance link to and support the mission statement of the Collegiate School – preparing students for college both academically and emotionally. Students must have high grades, as well as a maturity to work independently. Additionally, the focus on multiculturalism allows for academic coaches to bring in an international element through annual initiative. The goal is for students to learn about what is happening in the international realm outside American borders, in an effort to gain a greater perspective about the world and their role as a global citizen.

As students move fully to campus in 11th grade, the transition will be predictable and less chaotic than perhaps a traditional student graduating high school and moving to a college environment. Students will continue with a high school academic coaching class, now referred to as the junior and senior seminar. The course will be weekly rather than daily, and the curriculum will focus on “how to survive in college “during the junior year, and “how to be successful in future academic institutions” during the senior year.

Students will have access to their high school resources, curriculum and separate classrooms initially, and will have access to the many amenities on campus, including the college library and the Academic Resource Center for tutoring. The ‘home base’ will encourage Collegiate School students to mingle and support each other together as a whole school, with access to technology and support for everyone.

Overall the environment will be academic and rigorous, with occasions for social events organized through exclusively high school or mixed college clubs and activities. Some ‘normal’ high school options such as competitive sports or high school fine arts will not be available on the college campus. However, students will be able to join up with afterschool activities with their districted high school, per Florida Statute 1006.15, which outlines student standards for participation in interscholastic and intra-scholastic extracurricular student activities.

While the opportunity for the school is open to all students in the first two years, those who successfully meet requirements for the Accelerated College Program the junior year will be the students who are motivated by academic challenges and appreciate the tuition-free environment. The school will clearly not be for every student. However, history at the Bradenton charter has proven that in most cases the deciding factor for success is individual student motivation and the ability to ask for help and work through a variety of sometimes unpredictable barriers. Those who remain focused on their goals, in tandem with the academic and emotional supports in place, are the most successful.

C. Describe the research base used to design the educational program.

The trend for high school students to participate as a dual enrolled student in the local community colleges has increased substantially in recent years, with Florida Department of Education publications on enrollment benefits beginning in about 2004.⁶ In 2010, Florida estimated to have about 35,000 dual enrolled students. A publication for the FDOE estimated about 60,000 students were enrolled in college classes during high school by 2016.⁷ While the first inclination may be to help take away some of the burden to finance a college degree, another benefit is that students have been able to build their academic

⁶ “Dual Enrollment Students Are More Likely to Enroll in Postsecondary Education, Division of Community Colleges”, Office of the Chancellor of Florida Community Colleges and Workforce Education, Florida Department of Education, March 2004, pgs. 1-4, resource found online: <http://www.fldoe.org/core/fileparse.php/7480/urlt/0082774-zoom2010-01.pdf>

⁷ “Dual Enrollment, FAQs”, Memos and Technical Assistance from the FDOE, revised July 2016, resource found online: <http://www.fldoe.org/core/fileparse.php/5421/urlt/DualEnrollmentFAQ.pdf>

portfolios as they apply to institutions to continue their studies following 12th grade. Overall, the argument for dual enrollment is that students are able to increase their curricular options and rigor, as well as shorten the time to a four-year degree.⁸ The shortened time to degree is very important for families who may not be able to afford the many years of tuition needed until graduation and may take away some of the burden of student loan debt. The Florida Legislature also has an interest to ensure that state laws support students attending a community college to increase their academic opportunities and requires colleges to collaborate with their nearest districts.

A national publication by Columbia University has concluded that students who participated in dual enrollment during high school, regardless of if they continue at a community college or four-year university after graduation, have a higher graduation rate for completion of a college credential in a shorter amount of time.⁹ In fact, students from the beginning of their study in Florida who graduated and attended a four-year university, completed a credential within five years of graduation.

The published research magazine, *The Source*, by AdvancEd, echoed recent research papers stating that dual enrollment opens access for students who may be underserved when understanding the broad scope of college resources available to them. Talented students in a resource poor area may find dual enrollment as an opportunity for exposure to increased academic rigor. The environment allows students to be immersed in higher level coursework and conversation and understand what they need to prepare for when applying to a four-year university, or even continuing on in the community or technical college. Specifically, the rise of dual enrollment in Florida has increased the number of minority participation in college courses, as well as providing a “pathway not limited to gifted students but also includes those considered middle achievers.” Florida relies on dual enrollment as a “critical component of the state’s educational strategy for acceleration of high school diploma completion,” as stated in *The Source* article authored by James, Lefkowitz and Hoffman.¹⁰

At the State College of Florida specifically, the participation of minorities in dual enrollment course was 3% African American, 6% Hispanic and 85% white and 6% other/unknown in 2007-08. As of the fall of 2017, the participation of minorities has increased to 4% African American, 11% Hispanic, 72% white, and 13% other/unknown, ten years later.¹¹

As dual enrollment programs begin to rise in numbers, one criticism of the process is the lack of guidance and advising for students. Catherine Gewertz has examined the inconsistency of advising for students because their credits may or may not be accepted to the next institution.¹² When students spend time calculating prerequisites or counting on credits to transfer for financial reasons, many families are surprised how any transfers vary from institution and across state lines. The institutions are not necessarily to blame as programming requirements are different, however, the advising from the high schools is already minimal as certified counselors are overwhelmed in their daily duties already with too many students to serve effectively.

⁸“DE Students more Likely to Enroll...”

⁹ Flink, John, Davis Jenkins, Takeshi Yanagiura, “What Happens to Student’s Who Take Community College “Dual Enrollment” Courses in High School?”, CCRC-Community College Research Center, Teacher’s College, Columbia University and National Student Clearinghouse Research Center, September 2017, pgs. 1-26, resource found online: <https://ccrc.tc.columbia.edu/media/k2/attachments/what-happens-community-college-dual-enrollment-students.pdf>

¹⁰ James, Donna, Laura Lefkowitz and Dr. Robin Hoffman, “Dual Enrollment: A Pathway to College and Career Readiness,” *The Source*, Advance Education, Inc., 2014, resource found online: <http://www.advanc-ed.org/source/dual-enrollment-pathway-college-and-career-readiness>

¹¹ Nardone, Charles, “Dual Enrolled SCF Students,” State College of Florida Department of Planning, Institutional Effectiveness and Research, November 28, 2017.

¹² Gewertz, Catherine, “Are Dual Enrollment Program Overpromising?” *Education Week*, September 2016, resource found online: <https://www.edweek.org/ew/articles/2016/09/07/are-dual-enrollment-programs-overpromising.html#>

The educational program for the SCF Collegiate School-Venice is clearly articulated as a means to support and advise students in a college environment and offer rigorous course work to high school students, which is supported by the Florida Department of Education and written into the State of Florida legislation. Over the years, dual enrollment has risen significantly as an option for all high school students, and research shows dual enrollment programs provide access to students who may not originally followed a path to college, increasing the overall participation of minority students in higher level college classes.

D. Provide a sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time as Attachment B. (Note: if approved, the Governing Board will formally adopt an annual calendar)

See attachment B for a sample schedule and calendar. The SCF Collegiate School-Venice will follow the Sarasota School Board Calendar, unless noted annually, for 9th-10th grades. It will follow the SCF academic calendar for 11th-12th grades.

E. Explain how the services the school will provide to the target population support attainment of the state-adopted standards, as required by section 1002.33, F.S.

Section 1002.33 of the Florida Statute regarding charter schools highlights the many standards the school must attain to be in compliance, including standards of curriculum, finance, governance and student performance, to name a few. In this section, the application will refer to the Florida Standards and the manner in which the school will provide services so that students may master the curriculum standards.

In grades 9th-10th, the SCF Collegiate School-Venice will follow the lead of the SCF Collegiate School-Bradenton with the curriculum that has been developed previously by instructors and may be shared through the learning management system, Canvas. The curriculum has been developed using the Florida State Standards as the primary resource, with supplemental development from collaboration with professors in the various departments at the State College of Florida. The teachers have developed their individual classes, yet have also collaborated to develop a horizontal and vertical framework of their curriculum maps. Annually, teachers review the curriculum maps together, as well as a continuous update to them referencing cPalms for accuracy and resources. Students will be required to take the Florida Standards Assessments for their high school courses to illustrate mastery of concept.

Instructors at the SCF Collegiate School-Venice will be responsible for updating previously designed courses in Canvas to their preferences utilizing the Florida Standards, cPalms and other resources and tools available to them, including collaboration with SCF professors.

In grades 11th-12th, the SCF Collegiate School-Venice will be following coursework which is entirely developed by college professors and their departments for their courses. Students will follow both the requirements for high school and for the Associate of Arts degree. Students will not be required to take Florida Standards Assessment in the courses that are dual enrolled and replace high school graduation requirements. However, students must pass all classes with a grade C or higher for college credit, and in some cases a D or higher for high school credit.

The certified counselor, with the help of the college advisor and registrar, will be responsible to ensure that students have completed requirements for both diploma tracks, with priority to scheduling courses for the high school diploma.

Section 4: Curriculum and Instructional Design

- A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum and the formalized multi-tiered level of supports that will be provided to students who are performing below grade level.

The core curriculum of the SCF Collegiate School-Venice will be designed in two parts, following the design of other collegiate high schools in Florida. Part 1, the first two years, 9th-10th grade, will be strictly high school requirements that will be designed with high rigor as a priority to prepare the students for part 2, full time dual enrollment in the 11th-12th grades.

Grades 9th-10th

Curriculum will be written by the instructors in order to incorporate effective learning strategies into the courses. Research has shown that instructors who incorporate high academic standards must also align their instructional methods so that the predetermined standards are met effectively in the classroom. Because standards are already dictated by the state and supported by national subject area institutions, writing curriculum must look at what to teach, as well as how the standards will be taught at the school level. Instructors working together to develop maps, common best instructional practices and similar assessments are foundational when building curriculum. The teacher-led curriculum groups help to align learning goals and provide a space where teachers can discuss how to meet them in the classroom, while reflecting on their current students' academic proficiencies. The question of simply asking what we need students to know is not enough for them to reach high academic goals. Instructors must align curriculum and instruction between subject areas and grade levels to have successful outcomes.¹³

The starting place for developing curriculum at the SCF Collegiate School-Venice is a framework influenced by the Swedish Kunskapsskolan model. The model is based on personalized learning, although the SCF Collegiate School will not follow its curriculum frame in its entirety, it is inspired by its foundational ideology. The Kunskapsskolan model addresses goal setting and support as the most direct methods for students to monitor their own growth. Kunskapsskolan also addresses the environment as a key element for learning, as the spaces in which students operate must be flexible, multi-functional and have a space for group and individual studying opportunities.¹⁴

Personal academic coaching is the method to help students with individual needs, as Collegiate School teachers are also academic coaches, who will work with students as they move through 9th and 10th grade, then a new academic coach/college advisor for 11th-12th grade. Students will be directed to identify and focus on their personal learning goals and will receive teaching that helps them to understand their learning style, their strengths and weaknesses and how to write a goal that is purposeful and attainable.

While the Kunskapsskolan model has a static curriculum online, the SCF Collegiate School-Venice instructors will build their own curriculum for their classes and post it in an online class model for their face-to-face classes. They will be offered the previously constructed courses that are fully accessible online in the Canvas Learning Management System, designed by the instructors at the SCF Collegiate School-Bradenton. The courses are built using the Florida

¹³ Mooney, Nancy J. and Ann T. Mausbach, Align the Design: A Blueprint for School Reform, *Association for Supervision and Curriculum Development (ASCD)*, 2008, pgs. 1-25.

¹⁴ Kunskapsskolan model - <http://www.kunskapsskolan.com/aboutus/faq.4.610512e415309a9b488c7c53.html>

Standards, with teachers incorporating more rigorous standards, which are borrowed from other states to supplement student learning, notably New York and Massachusetts. Instructors at the SCF Collegiate School-Venice may use the packaged courses initially, amending them, or they may design their course from its beginning. The courses are written by units, or continuous modules, from the beginning of 9th grade through the end of 10th grade. The modules are constructed from the outcomes of teacher collaboration, in line with horizontal and vertical curriculum maps, to ensure that all standards are met, that instructional practices are aligned, and that skills and content needed for success on the college campus is incorporated. The curriculum groups also work with professors at the college to verify the coursework that they are preparing for students is relevant for the Accelerated College Program in 11th-12th grades.

A characteristic of the Swedish influenced curriculum model is a focus on helping students become curious and independent learners. The teachers instruct in a way that students may take ownership of their learning. There are many different classroom techniques that help to drive this skill in the classroom, notably the “flipped classroom” and “project-based learning” are examples where students must find information independently and may or may not be working with peers. Overall, the skills that helps students the most on campus are goal setting and overcoming obstacles and long-term time management and planning. Teachers use different strategies to help instill these ideals in the core classes, as well as the academic coaching courses.

The Swedish Kunskapsskolan model requires mastery of a subject area in its framework. SCF Collegiate School-Venice students may work on smaller assignments throughout their modules, but the main component to the module will be the mastery project. The final module projects allow for teachers to design assessments that illustrate learning content and skills, but also offers the students choices in their learning. The choices they make to arrive at an expected conclusion encourages motivation to learn and succeed. They may also in most cases work in a medium that they prefer, for example, they may showcase learning in their mastery project through a digital resource or in an example that lends a more artistic expression. The goal is to allow students to have some creativity in their learning and ownership as they search for knowledge independently.

Students who may have unique difficulties with mastering a module have an opportunity for a built-in remediation plan that is tied to the unit. Each teacher designs a remediation plan that is specific to the skills that are targeted and the content to be absorbed. Students must complete the remediation plan while working in the next module. This may offer a balancing act for teachers as some students are working in different modules, but the ability for teachers to construct curriculum maps and pacing charts allows for more time for differentiation in their course.

With this system and Kunskapsskolan inspired framework, the instructors take ownership of their curriculum, which drives innovation as they have room for creativity in the classroom. Additionally, the needs of the students in the class are met more directly because instructors are not under pressure to maintain an administrative directed pace, and have the opportunity to present materials that fit individualized learning styles in the classroom. Teachers have the flexibility to teach what is needed based on the personalities and achievement levels in their classroom, as opposed to providing a rubber-stamped curriculum that does not meet the needs of every child. They are able to be nimble in the classroom as they work on the most pressing gaps in the classroom, to meet Florida standards as well as the criteria needed to move forward in the Accelerated College Program.

The instructors at SCF Collegiate School-Venice will have time allotted to work together in their curriculum groups, grade level groups and coaching groups to develop their content curriculum. Instructors will work to create an alignment of skills and standards for 9th and 10th grade that infuses elements of college readiness.

The role of the Kunskapsskolan model's academic coach for the SCF Collegiate School-Venice will be realized in an academic coaching class (Research 1 and 2). It will clearly be the most important course for the students to work towards the goal of college readiness by the 11th grade. The course is based on the Florida standards, and also incorporates standards of Guidance as well, including personal/social skills, career/college readiness, academics and multiculturalism. This class will be taught by the core teachers in the role of the academic coach, who all have one period daily to deliver curriculum that consists of all of the extras that students need to be motivated, to problem solve and to understand how having 'grit' will help students to overcome barriers. The course outlines what life will be like on campus and how students have to prepare for it. Students who are aware of the expectations of a dual enrolled student will more likely be successful in their college classes. They will not have such a steep learning curve when they learn that college life has a different set of norms regarding coursework completion, grading practices and interaction with professors.¹⁵

In English language arts (ELA) classrooms at the SCF Collegiate School-Venice, curriculum will be individual and collaborative as the instructors will also be members of the School Language Literacy Team (SLLT). This team will meet monthly to discuss annual priorities, such as high stakes testing, as well as to develop long term reading priorities based on state assessment data and the "high school" reading program. In the English courses for both 9th and 10th grades, instructors ensure there will be a literature rich environment as students are taught to respond to literature by deep, close reading and text analysis.

In math, instructors will diagnose students at the beginning of the year and emphasize mastery of basic skills with scaffolding for application and depth of knowledge. The math instructors will focus on real life examples in an effort to bring relevance and purpose to the math courses.

Science instructors will work to provide hands-on science in both grades, with a wide variety of experiments and access to the college laboratories. They are offered, and have access to, tools that allow students to experiment with manipulatives to avoid an explicit reliance on text books. The SCF science department on the Bradenton campus has a dedicated relationship with the SCF Collegiate School, and welcomes dual enrolled students to participate in research opportunities and other volunteer groups including the American Chemical Society. Collaboration with the college professors is encouraged for student participation in opportunities of higher science studies.

Social studies instructors will create curriculum that asks 'the why' of historical events with a focus on cause and effects and the big picture of social and political movements over time. Teachers will design courses to scaffold information to aid student comprehension and high-level analysis of different perspectives between World History, American Government and Economics courses. The Economics class financial literacy component may also incorporate an H&R Block budgeting contest. Five students at the Bradenton campus have been awarded twenty thousand dollars each in scholarships in 2015 and 2016 using this tool that recreates a real-life scenario with student finances.

All teachers have access to online resources, as well as textbooks, depending on what they choose to use for their classes. There will be opportunity for them to explore traditional textbooks from Houghton Mifflin Harcourt or Glencoe, or they may prefer a tech book such as that offered by Discovery Education, or a number of smaller publications to use throughout the year. Many of the best resources for teachers are online, and many have no cost, or very small costs per student usage. There will also be built in time for professional development in an effort to increase fluency with technology and build curriculum. The intention will be for the administrators to also build in time in the schedule for teachers to meet monthly in their curriculum groups, grade level groups and coaching teams and/or to collaborate with professors on campus. Teachers are given the autonomy to work with the students in their classroom

¹⁵ Kanny, M. A., "Dual Enrollment Participation from the Student Perspective," *New Directions for Community Colleges*, 2015: 59–70. doi:10.1002/cc.20133.

in a way that they believe is the most effective. Curriculum will not be completed and then stay static, nor prescribed, nor unique to one product or educational publication company. It should change and be flexible depending on the students in the classroom. Teachers will have a toolbox of resources identified to address classroom needs and challenging lessons. Students should be able to mirror the ability of teachers to search out the best resources for the assignments and tasks at hand. They should also be trained to know and use the best resources and have a broad map of available items from the library/media/learning centers.

Differentiation and remediation are built into the instructor curriculum framework, which provides alternative perspectives and paths for students above and below grade level to work in the same integrated classrooms as students on level. There will be supplemental math and reading online programs to meet the student where they are, continuing to challenge and tutor them, and increase their academic goals. Access to technology will offer a continuous source from which to research questions and utilize tutoring websites and applications. In English Language Arts, the supplemental reading program will be Achieve 3000. This research-based and standards aligned program has proven to be very effective in helping students at the SCF Collegiate School-Bradenton campus to improve Lexile scores and prepare for the PERT. The program levels students working on the same Associated Press articles for full classroom usage, or independently challenges them with Thought Questions to challenge their critical thinking. In math, the teachers will use a variety of supplemental instruction including Algebra Nation, Imagine Math, IXL and TenMarks, as each program will focus on a different delivery of math skills and offers a variety of levels of tutoring or simply a chance to practice, depending on the program.

The teachers will collaborate with faculty on campus, and some collegiate teachers may be an adjunct on campus already, in an effort to thread college curriculum into the high school courses. SCF Collegiate School-Bradenton has a history of employing instructors who have also worked as an adjunct on campus such as in the Language and Literature department, the math department and the science department. This experience yields a holistic approach to teaching in the SCF Collegiate School classrooms as instructors incorporate a college readiness component in their curriculum.

One of the most important technological pieces the school will have is the Canvas Learning Management System (LMS). It is designed for students to always have access to their coursework, while offering parents an app to keep track of student work and ensure communication will be available at home. It also offers a wealth of features for teachers that include an application to scan for plagiarism, automatic rubric grading and internal messaging communications between students and teachers. Additionally, Canvas is a management system that is used by professors on the SCF campus. The students moving to the Accelerated College Program will already be acclimated with the technology for a successful transition to campus. They will also be familiar with using the college Microsoft 365 Office Suite production applications in which they will have access, including Outlook, OneDrive, Excel, Word and PowerPoint, along with many other SharePoint applications.

Accelerated College Program, Grades 11th-12th:

As all students will have been working towards full time enrollment on the college campus by 11th grade, college readiness will be a major component of the curriculum. The academic coaching class, which will be a high school blended course, will change from a daily experience to a weekly blended seminar, and will be taught by an academic coach for 11th-12th grade. The Accelerated College Program academic coach will also be the student college advisor. The course is written with the Kunskaapsskolan elements in mind, including supporting an independent student model and working to develop skills in an effort to successfully self-advocate for individual success on campus. The Leadership Skills and Techniques courses

will work closely with the certified counselor to ensure graduation requirements are met for both high school and college classes. The course will also spend time focusing on how to be successful in college during a student's junior year, and how to navigate the next institution the senior year. The course guides students through information to aid the next transition, including ACT/SAT, FAFSA, scholarships including Bright Futures and applications.

The coursework for fully dual enrolled students will be designed by the college professors. The SCF professors are certified, have at least 18 graduate hours in the subject they are teaching and work closely with their colleagues and department heads regarding their curriculum in the courses. They participate in annual evaluations and professional development, and are encouraged to actively participate in college committees, events and advising for clubs and to continue their own learning as a student. All standards of the classes are posted online and follow standards of accreditation by Southern Association for Colleges and Schools (SACS).

The State Florida of College Venice campus is also a tremendous supplemental resource as the SCF Collegiate School-Venice students utilize facilities outside of their designated high school areas. The collaboration in the library with ELA instructors will add a juvenile/secondary school section for students, as well as a dedicated librarian who will instruct on library research techniques, navigating digital resources and annotated bibliographies, for example. The high school students will be scheduled in the science department so that the biology and chemistry courses have full use of the classrooms and labs for instruction. Students will be able utilize tutoring services through the Academic Resource Center for their courses, or the college courses. Any resources available to the college students at all the campuses will be available to Collegiate School students, generally.

B.

- *If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence¹⁶ for each core subject for each division (elementary, middle, and high school) the school would serve.*

Curricular choices will be dependent on the teacher in the classrooms, who are to be experts in their subject area. For the high school courses, the teacher may decide between a few options, including a Florida standards textbook or an online resource, such as Discovery Education tech-books, or a combination of many resources, including subscription services. Teachers will have many days allocated at the beginning of the year to research the most appropriate resources for their classrooms.

Attachment C has many examples of the curriculum maps that have been built for the high school coursework at the SCF Collegiate School-Bradenton. The SCF Collegiate-School-Venice teachers have the option of using all or part of the courses, and may edit them for their own classroom design. The courses must follow the Florida Standards, and may incorporate additional resources or their choice. The samples in attachment C include 9th-10th grade English Language Arts, Algebra, Geometry, World History, Government, Economics, Biology and Chemistry. There is also a sample of the State College of Florida courses for Speech (SPC1608) and Intermediate and College Algebra (MAT 1033 and MAT1105), American History (AMH1010) and Diversity of Life (BSC1005C). Dual enrolled students will follow most of the courses highlighted in the attachment in their junior year. The college professors use textbooks that are chosen at the department level, after collaboration on their choices. The college must also be aware of the recent Textbook Affordability Act when choosing a book for the courses. There is also an increase of online resources at the college level, for example, My Math Lab is an online homework program that many professors use in the courses.

¹⁶ Do not include a course code directory.

- *If the curriculum is not yet fully developed, describe any curricular choices made to date and proposed curricular choices (e.g. textbooks, etc.) and explain the plan for how the curriculum will be completed between approval of the application and the opening of the school. This should include a timeline, milestones, and individuals responsible for included tasks. Also, describe the focus of the curriculum plan and explain how the curriculum will be implemented. Include what core subject areas will be offered and provide evidence on how the curriculum will be aligned to Florida standards. N/A*
- *Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school's reading curriculum as Attachment D.*

Reading will be a fundamental focus for students at the SCF Collegiate School-Venice, based on the school goal that students must be reading at the college level by the end of 10th grade, as evidenced from reaching the appropriate level of the PERT.

The School Language Literacy Team (SLLT) will revise the SCF Collegiate School-Venice Reading Plan to focus the priorities at the beginning of each year. The Reading Plan will be a response to data from both the Florida Standards Assessment and the reading program, Achieve 3000. This program first analyzes the reading level of the student, then customizes articles to their level. The program continues with questions related to comprehension of content, as well as a critical thinking writing assignment. The program also includes a data component so that teachers and students can track progress over the years they are using the program.

The Plan outlines which goals English Language Arts (ELA) teachers will collectively focus on as a whole school, as well as the reading list per grade for the year. ELA teachers will have a curriculum framework to begin with and goals to focus on in the classroom that outline the level of rigor they should be aiming for in the classroom.

In the Plan, there is a split focus on analyzing literature, as well as reading techniques and skills. The teachers have enough autonomy in the classroom to work with students in groups or individually regarding curriculum differentiation for students above and below level. A focus on English Language Learner learning strategies has shown to prove that all students benefit from this specific instruction in the classroom.

The role of the academic coach, in tandem with the SLLT, will provide parents with students' reading levels as determined through different data points, including the Florida Standards Assessment, Achieve3000 and the PERT. Student who are performing below grade level will have an academic plan and remediation tools available. The tracks that the teachers design for students will be communicated to parents and administration in order to for student families to better support them at home. The data points are updated monthly, by semester and annually depending on the program.

- C. If the school will adopt or develop additional academic standards beyond those mandated by the state, explain the types of standards (e.g., content areas, grade levels). Describe the adoption or development process. Select one grade level and subject area as an example and explain how these additional standards exceed required standards and contribute to meeting the mission of the school.*

Teachers at the SCF Collegiate School-Venice will be thoughtful of what students will need to be college ready by the end of 10th grade. They will be aware of the increase in rigor, the high reading and writing levels students will need for comprehension of college courses and the needed maturity level to complete (home)work independently that may not count for a grade in a college course.

Teacher collaboration will be a key component to developing increased academic standards as they work to create/update curriculum maps for their students. The collaboration must continue with the professors on campus so that the high school teachers are aware of the exact needs they will have to address in the short two years before students have to qualify for the Accelerated College Program. For example, the SCF Collegiate School-Bradenton's chemistry class is taught at a higher level, introducing more detailed chemistry concepts, in an effort to provide content to students that they will be familiar with before they take the sequential introductory course on the college campus.

Academic standards in the classes will especially focus on skills, on quality of work, on critical thinking and public speaking. The content standards may not change significantly, but the expectation of the classwork will be high. Teachers may review other standards from different states including New York and Massachusetts, that have a more detailed outline of content materials.

The classes that students must take in the pre-collegiate 9-10th grades are also typically taken out of order compared to a traditional high school. For example, most freshman do not take a social studies class in 9th grade and take economics and government in 12th grade. At the SCF Collegiate School-Venice, students will take World History in 9th grade, Government and Economics in 10th grade and the American History graduation requirement on the college campus.

Thus, the course sequence will be more challenging for students with rigorous high school courses and college courses as the only options to meet graduation requirements. Above all, the high school teachers in students first two years at the charter school will be responsible for maintaining high expectations of student work, challenging them to think critically and moving them along a faster pace to prepare them as much as possible for the Accelerated College Program.

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

The curriculum for the 9th-10th grades has been produced and revised over the years at SCF Collegiate School-Bradenton, using a foundational influence from the Swedish Kunskapsskolan design.¹⁷ The key characteristics for the SCF Collegiate Schools are first guiding students to function independently with support from an academic coach. The coaching class that students will attend daily offers lessons and guidance regarding personal/social issues, academic challenges, college and career readiness and an awareness of the importance of recognizing their multicultural world around them. Second, with the framework of the Florida standards, the teachers work collaboratively to create their own curriculum and skills maps, with the flexibility to address the needs of the classroom. The outcome of teacher independence increases morale and allows teachers to participate in the decision-making process for their students in their classrooms. They work together to ensure that instructional practices and curriculum content goals are aligned. Third, the focus on mastery of the curriculum, with an opportunity for remediation, is another foundational principle. Students must understand and meet the challenge of a highly rigorous environment in the pre-collegiate grades so that they may be able to work through academic expectations at the college level.

The materials available to revise and develop any new curriculum will be the responsibility of the teacher curriculum group, with the help of the Head of School and the IT coordinator, if necessary. The online programs of the SCF Collegiate School-Bradenton are abundant and may be used as an example of successful resources for the Venice school. The budget is designed so that teachers may order the textbook or alternative of their choice.

The curriculum in the Accelerated College Program in grades 11th-12th is wholly created and monitored by the departments and administration at the State College of Florida, which follows the

¹⁷ Kunskapsskolan – The KED Program - <http://www.kunskapsskolan.com/thekedprogram.4.1d96c045153756b0c14d5798.html>

requirements outlined by Florida legislation, the Florida Department of Education and the accreditation organization the Southern Association for Colleges and Schools (SACS). The opportunity for a fully dual enrolled environment is beneficial as it allows students to work in a challenging environment, earn college credit, decreases the financial burden of college and helps families navigate in the college environment, especially if they are unfamiliar with the institutional terrain. The standards are closely monitored by the professors and administration of the college, and are available online for the community from the SCF.edu website.

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

Because of the unique nature of the program, there are limited additional proposed curriculum areas during the 9-10th “high school” years that are not considered core requirements. Students must take requirements for graduation that may not be offered as dual enrolled courses, or may be too difficult to take first in a college class without an opportunity to build foundation knowledge. For example, biology and chemistry are two science courses offered in the 9th-10th grades so that students will have some background before attempting the courses at a college level.

Thus, the opportunity for an additional curriculum area would be for only one course in 10th grade. In the course schedule, there is an opportunity for an elective, but there is flexibility in what it could be for students. The intention at the time of the application is that the elective would be a CAPE certification course.

Once in the Accelerated College Program in 11th-12th grades, students will have the ability to take any course elective that they prefer, as long as it is on the dual enrollment course list that is published by the Florida Department of Education.¹⁸

F. Discuss the system and structures the school will implement for students at risk of not meeting academic requirements or of dropping out.

Because the school will bring in students through the random drawing, they will come from a variety of areas and all at different levels. Those coming in as juniors will not have the same opportunity to grow in the program as those who may come in as freshman and will have to meet legislative criteria to submit an application. However, the many different academic interventions for all students will be vast and will be designed by the School Leadership Team and the academic coaches collaboratively. The school will implement a Multi-Tiered System of Supports (MTSS), which is a three-tiered continuum across which instruction and interventions vary in intensity level.

The first tier incorporates the academic coaching class as a course given to all students and includes proactive guidance-based curriculum focusing on academics, career and college readiness, personal/emotional components and multiculturalism. Students are monitored by teachers academically and socially, and often have conferences with them individually. Coaches are the first point of contact for students, parents and other teachers. Tier one monitoring also looks at individual student data regarding grades and high stakes testing scores, and college readiness scores, if appropriate. If a student in this group has a sudden grade drop, the team would investigate to determine whether this is the result of a personal/emotional issues that may need more guidance support, or an academic issue that may need more specific instruction.

Tier two and three will focus on the individual student, with tier two consisting of more frequent monitoring and parent conferences and tier three consisting of support provided to students by the

¹⁸ The full list may be found at this address from the Florida Department of Education, <http://www.fldoe.org/core/fileparse.php/5421/urlt/0078394-delist.pdf>

problem-solving team, identifying issues and setting goals with the student and their family. A college student who fails a course may fit into this group; the team identifies why the failure occurred and how to address the root cause, as well as reconfiguring the student's schedule to ensure credits are complete for graduation requirements.

Overall, students are in an academically challenging environment, so teachers regularly communicate with students to understand the needs of the learner. There are supports in place as many of our young learners may not know how to ask for the help they need. Some of the supports will also include numerous opportunities for the school to reach out to parents.

The SCF Collegiate School-Venice will spend considerable time explaining the program goals to families during recruiting information sessions and during orientation. The program is specific and not for every student. However, the SCF Collegiate School-Bradenton campus history has proven that success in the program is not exclusively for the most academically gifted of students, but for any student who is motivated to work hard and uses the resources available. The academic coaching and college advising support from the SCF Collegiate School-Venice will be able to guide students through a course selection that will meet graduation and degree requirements that are best suited for the individual student and their specific academic goals.

Section 5: Student Performance

Performance Goals

- A. *Describe the expected incoming baseline of student academic achievement of students who will enroll in the school. Based upon the expected incoming baseline performance, describe the school's goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Describe how the school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the desired overall results to be attained through instruction.*

The SCF Collegiate School-Venice incoming students will enroll in the charter with a range of academic ability reflected in the grade they are entering the charter school. Those enrolling into the program in the 9th grade will only need to have had completed middle school successfully. They may have high school credits from accelerated middle school classes, but acceleration in middle school would not be required. Entering in 9th grade will offer the most opportunity to all students as there will be the most academic support and overall largest timeframe to meet legislative dual enrollment criteria by 11th grade.

Students enrolling into the program in 10th grade will have academic requirements of an unweighted 3.0 Grade Point Average (GPA) and completion of Algebra I and English I. The necessity of the academic standards is because student must be on track to meet the requirements for dual enrollment in 11th grade and must take specific high school courses in 9th grade before the Accelerated College Program. For example, in 10th grade students must take Geometry as it is not offered as a dual enrolled course on the college campus, so Algebra will be a 9th grade requirement.

Students enrolling in 11th grade will have to meet the 3.0 unweighted Grade Point Average and test to the required criteria for the (Postsecondary Education Readiness Test (PERT)- reading 106, writing 103 and math may be different than the SCF Articulation Agreement beginning at 114. Student may not enroll in 12th grade as there will not be enough time to complete 60 hours of course work for an Associate Degree. SCF has other opportunities for seniors, including the Early College Program.

Students must pass all courses prescribed in the curriculum plan to move forward in the program, and to complete high school graduation requirements. Those who fail a course may have to retake it at the school, depending on the course, or as a supplement on Florida Virtual School for grade recovery. Students will take the PERT upon entry to the program and will be expected to meet or exceed the needed scores by the end of 10th grade. The English and Math department instructors are aware of the goals for the PERT and help students during and outside of class to remediate to meet college readiness goals as indicated by the PERT. They may take the PERT once every semester, but only two times a calendar year, with five total opportunities if the student comes into the program the 9th grade year. An ACT or SAT score may also suffice to enter the program, and the acceptance scores chart is posted on the SCF website.¹⁹

Teachers will understand the criteria students need to meet to continue in the 11th grade Accelerated College Program. Their student goals and class goals will be designed for students to work towards their individual goals for entry. For students entering who are substantially below level, they will be offered resources to help make up learning gaps outside of school as well. Resources utilized at the Bradenton charter that may be duplicated in Venice have included: teacher remediation and differentiation; individual academic reading plans and goals using Achieve3000 or math web-based

¹⁹ <http://www.scf.edu/StudentServices/AssessmentTestingCenter/PlacementTestResultsChart.asp>

programs; individual and group tutoring with a reading specialist or math tutor; students scheduled in the Academic Resource Center (tutoring) on the SCF campus; SCF summer remediation reading class (Reading Blast); summer remediation/retaking courses on Florida Virtual School; enrollment in Reading for College Success on FLVS.

Success will be evaluated by the number of students who continue into the 11th grade Accelerated Dual Enrollment program, which should be near 80% for a school that does not have extensive incoming academic criteria in 9th-10th grades. The number of those who graduate high school will be monitored and should be near 98-100%. Those who complete the Associate of Arts degree will also count towards school success and should stay above 90%.

The SCF Collegiate School-Venice will also be evaluated by the success of students in the Florida Standards Assessments, and the overall school grade. Success will be measured by comparison of scores to the SCF Collegiate School-Bradenton and will reach to match FSA scores for SCF Collegiate School-Bradenton and Sarasota County High Schools. At the time of the application, SCFCS-Bradenton's reading scores were in the 85th percentile, the math in the 86th percentile, and a school grade of an A for seven years since its opening in 2010-11.

- B. *Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.*

The whole school, every stakeholder, as communicated from the partnership between the administration, academic coach and student families, will be focused on students in 9th-10th grades to pass into the Accelerated College Program. Then should students continue forward, the whole school focus is to advise and assist students through two years of full dual enrollment to earn the AA degree. Furthermore, the 11th-12th grade academic coach designs curriculum to council families on the expectations of the next institution and individual post-graduation goals.

Placement and Progression

- C. *Describe the school's student grade level and course placement procedures.*

Course placement will be determined by previous student records transcripts for the next sequential high school required course. Because students must take specific courses in 9th-10th grade, and in 11-12th to earn the Associate degree, courses will be mandatory in some cases. Students will have to complete the courses required, however, will have opportunity for advancement in their college courses, as well as a variety of electives. Progress at the college level is dependent on fulfilling prerequisites successfully. In some cases, accelerated student must take a college course in 10th grade to maintain a full schedule.

Those who are in need of remediation upon entering 9th or 10th grade, will have the opportunity within the normal class offered. This may include a student who has scored a Level 1 or 2 on the Florida Standards Assessment, or may be a student who may typically be assigned in an ESOL classroom. Remedial courses are not offered and the SCF Collegiate School-Venice will have the flexibility of instructional support to assist students through the course. All students are enrolled in fully inclusive classrooms, with consideration to any accommodations on student education plans and/or English Language Learner best practices. Because all classes are inclusive, honors courses will not be offered in 9th-10th grade. Teachers are expected to teach in a rigorous environment and students at all levels are welcome to embrace the challenge.

D. *State whether the applicant intends to use the local school district's pupil progression plan. If not, explain the policies and standards for promoting students from one grade level to the next or provide the pupil progression plan as Attachment E.*

The Sarasota School District Student Progression Plan will be followed by the SCF Collegiate School-Venice, with exceptions to the following:

- Priority for student enrollment will be specific to the 'random drawing' legislation.
- Remedial courses will not be offered, although grade recovery will be an option.
- A CAPE academy will not be offered, although limited CAPE certifications may be obtained in specific AA dual enrollment courses and perhaps a high school elective.
- Employability Skills will not be required to equal 20% of a student grade, although some percentage will be expected from SCF Collegiate School-Venice high school instructors.
- The SCF Collegiate School-Venice will adhere to the requirements of a standard 26 credit diploma only.
- Students must earn and maintain a 3.0 unweighted high school GPA their junior and senior year to comply with Florida dual enrollment legislation.
- Students participating in sports at their districted schools must maintain a 3.0 unweighted GPA.

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

As in the Sarasota County Progress Plan, the school's certified counselor will audit the student transcript beginning the second half of the sophomore year at the latest. The audit may take place every semester as students and families discuss the next semester's enrollment options. Students needing graduation requirements must take counselor recommendations in lieu of individual preferences their senior year, or earlier.

F. *Discuss how and when promotion and graduation criteria will be communicated to parents and students.*

Graduation criteria is promoted at the first new student orientation, and every semester when students meet with the certified counselor and the college academic coach and advisor to outline and register for courses for the following semester. Students must meet criteria for high school graduation and an Associate of Arts degree, thus many meetings are needed to ensure the student has completed the complicated requirements. Additionally, students will be asked if they would like to use their electives to register for specific college courses for prerequisites in the next institution. The advisor and certified counselor must continuously review criteria often to ensure graduation in the high school, the college and meet any prerequisites if possible.

Assessment and Evaluation

G. *In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments) including a **proposed** assessment schedule as Attachment F. Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school's curriculum, performance goals, and state standards.*

The primary assessment will be for reading using the Achieve3000 program and for math teachers will likely use Imagine Math. These thorough and detailed programs will assist teachers to gauge a baseline of the students' level of academics and continue to provide progress data. The charter school will also require ongoing formative and summative assessments following mastery project modules, scheduled midterm and final for students, if an EOC is not required. Additionally, students will sit for the PERT the first semester of the Freshman year as a means to gauge a baseline for college readiness at SCF. Following the initial baseline, students will take each section individually of the PERT twice a calendar year, once a semester, until the student reaches the needed criteria score in all sections.

H. Describe how student assessment and performance data will be used to evaluate and inform instruction. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?

The head of school will be ultimately responsible for working with teachers and staff to assess student data and to coordinate professional development. The head of school will work with the registrar at the beginning of the year to create data presentations regarding incoming students, and updates to data tables for returning students in 9th-10th grade. The head of school will also schedule initial meetings with curriculum groups, grade level groups and coaching teams. The data will be presented in different ways according to which teams will be meeting and will incorporate any Response to Interventions (RtI) and/or individual student progression plans. Meetings will continue monthly to address progression, students of concern, update on any specific RtI plans and criteria for enrollment into the 11th grade dual enrollment Accelerated College Program (ACP). The academic coaches' role is to follow up with students more often regarding the outcomes from such meetings, and to involve families as a matter of course. Many student meetings will be scheduled as requested by the family or the charter school.

Regarding data for the 11th and 12th grade students, the head of school will meet with the certified counselor and the academic coach/advisor on a formal bi-monthly schedule and as needed. Most RtI sessions are ongoing when ACP students turn in progress reports, when grades arrive to the administration at SCF Collegiate School-Venice, and when the college schedule opens for advising and enrollment for the following semester. College professors organize their professional development independently from the charter school, however, the school's relationship with the professors, department chairs and college administration on campus is traditionally collaborative.

I. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

Between the very detailed Florida Standards Assessment (FSA) data and the ongoing monthly data from the benchmark programs in reading and math, and the daily assessments through normal assignments, teachers will be able to easily identify any barriers in the classrooms. The head of school is responsible for offering resources through professional development training or simple book reads, and then scheduling time for teachers to absorb the material, collaborate with other teachers and reflect on initiatives.

Above all, teachers require time for training and support to analyze, interpret and use performance data as a means to guide curriculum and instructional outcomes. The proposed daily schedule of the teachers allows time in their day for interpretation and reflection. Working with students individually will also require collaboration from the student's academic coach as a way to ensure all teachers are aware of student needs in the classroom.

Additional training and support will also be available from the SCF Collegiate School-Bradenton and the administration and professors at SCF will also be resources for the new charter school. The future personnel at in Venice will have a vast institution full of rich resources, historical data and skilled and informed colleagues ready to help in the college initiative.

- J. *Describe the corrective actions the school would take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, sub-group, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing it.*

Academic coaches are the first person that families are directed to for academic or personal situations, as they have the most information about the students. This is true of all coaches, regardless of the grades they represent. They also have more access to teachers and administration and can bring in a rapid reaction team to quickly discuss and find a solution for a student issue. The academic coach works with their coaching students, and the action for the student would be available to any student in a situation that needs attention, regardless of grade, subgroup or current academic progress. The academic coach for the ACP students will have more access to college representatives if needed.

The head of school and their team will meet after every progress report and report card to discuss individual academic achievement of students. The standing meetings with curriculum groups, grade level groups, coaching teams and the certified counselor also offers another opportunity, perhaps in a less acute situation, to work with students and their families if needed at the individual level.

The meetings also allow time to consider intervention or corrective actions in the classroom for more than one student with similar barriers or issues. Should an issue reach all levels of the school, the head of school should work with their academic and administrative team to discuss the origin of any issues and possible solutions. Additionally, the head of school would have valuable collaboration opportunities with the departments on campus who may offer the solutions, including public safety and facilities.

- K. *Describe how student assessment and performance information will be shared with students and with parents.*

In the 9th-10th grades, students and families will have access to the Learning Management System, Canvas, which will display final grades and ongoing grades based on each assignment. Parents will be able to see exactly what the students are completing and how they are graded in the courses. Letters will be sent home to families after every semester to detail exactly where the student has met academic requirements for the Accelerated College Program, and what they would still need to complete the criteria. Those in 11th-12th grades may have Canvas to refer to grades, should the professor use it in their course. Otherwise, the SCF Collegiate School-Venice will insist that ACP students turn in a progress report twice a semester, that is signed by parents and the professors.

Academic coaches will be responsible for meeting with parents at least twice a year at the SCF Colligate School-Venice. These meetings offer an opportunity to discuss not just assessment and performance information, but also address any other social/emotional or career and college readiness questions with the instructors. Coaches also track subject area benchmarks including current Lexile scores, report cards and GPA standing and PERT scores.

Additionally, the school will send progress reports and report cards home quarterly, and report cards for the ACP students by semester, including summer if courses are taken. FSA scores are sent home at the end of the year once received by the school. Students who are not on track to meet academic

criteria will have a letter included in the report cards that outline where they are specifically missing goals, and the resources available to them for improvement. Should a student have a designation of the “Early Warning Alert” then a letter will be sent home or a parent conference to outline the next steps to recover from the designation successfully.

- L. *Describe the plan for protecting the privacy of individual student academic performance data and other student-related information.*

Employees at the SCF Collegiate School-Venice will be obliged by The Family Educational Rights and Privacy Act (FERPA) to safeguard student information. The Sarasota County Registrar Manual of Student Records, last updated 2014, clearly details the charter school’s responsibilities with safeguarding student data. The SCF Collegiate School’s Principals of Participation will outline that only contact data is shared to qualified institutions. Any agency not authorized to receive data must ask parents to sign an SCF FERPA release form, found on the SCF website.

Student data will be protected as access to online information from SCF—including Canvas, MySCF student portal and Microsoft Outlook OneDrive—will require a single sign on password that may be changed by the student at any time, requiring security questions. Information available through the district will also require a student number and password. SCF has prepared and follows a Data Loss Prevention Plan for digital information.

Documents on file containing sensitive information, including cumulative files and health records, at the SCF Collegiate School-Venice will be locked in file proof cabinets when necessary.

Section 6: Exceptional Students

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

The SCF Collegiate School-Venice will welcome students with disabilities in an inclusive environment. The school will strive to provide access for all students, and works to fulfill mandatory statutory and regulatory requirements, as well as county policies and procedures in record keeping. The school will provide services to meet all applicable State and Federal requirements including Section 504 of the Rehabilitation Act of 1973, Florida Statute (2007) 1002.33, Chapter 6A-6 of the State Board of Education Administrative Rule, and the Individuals with Disabilities Education Act (IDEA).

The projection of those with disabilities may be about 4% of students or 16-20 students when at capacity. The projection was calculated by the average number of ESE students at the SCF Collegiate School-Bradenton in the grades 9th-12th during 2017 and 2018 school years.

- 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.*

All students have an equal opportunity of being selected because the drawing will be random, per Florida Charter School statute, 1002.33. Families will be provided an Intent to Enroll form that will not ask about special student status for ESE, including gifted. School personnel will not seek out information on students before they are selected. Once a student is selected, the family will be responsible for scheduling a meeting with the ESE coordinator to review an IEP, 504 or accommodations as needed. Additionally, the registrar will search for any documents in student cumulative files or on the SIS in an effort to identify students once selected.

- C. Describe how the school will work with the sponsor and through the Individual Education Plan (IEP) process when necessary to ensure students with disabilities receive a free appropriate education (FAPE) in the least restrictive environment (LRE).*

The SCF Collegiate School-Venice will work with the sponsor first to initially help identify a permanent contracted person to assist with documentation, editing, revising IEPs in meetings with families. The charter will also use the same program for the plans, like PEER for example. The charter school will also maintain a high level of communication, including participation in IEP meetings if requested, with the sponsor regarding the placement and accommodations of students. Should the IEP committee determine that placement at the SCF Collegiate School-Venice is not appropriate for the student, the sponsor shall refer the student to an appropriate placement, so the needs of the students are met. If requested, the sponsor shall also be included in decisions regarding a change in student placement, dismissal from the program or a change in personnel assignments.

The SCF Collegiate School-Venice students will receive a free appropriate education in the least restrictive environment. All ESE students will be enrolled in inclusive classrooms, including on the college campus in 11th-12th grades. All students must meet criteria for dual enrollment to continue in the Accelerated College Program the junior and senior year of high school, as outlined in F.S. 1007.271(3).

The charter will work with families to ensure students will register with the SCF Disability Resource Center (DRC) so that accommodations maybe requested while continuing on to campus. The DRC, "is committed to ensuring equal access to college programs, services, and activities for qualified students with disabilities. The DRC assists students with disabilities through the provision of reasonable accommodations, information, resources, services, and skill development. The DRC promotes student

self-advocacy through collaboration with faculty, staff, and SCF campus resources.” Furthermore, SCF is committed to the spirit and the letter of the Americans with Disabilities Act (ADA), the ADA Amendment Act (ADAAA), and the Rehabilitation Act of 1973. SCF has instituted various administrative policies, procedures, and practices to provide meaningful access for individuals with disabilities.

D. Describe the methods the school will use to identify students with disabilities that have not yet been identified.

The academic coaches are the advocates for the students, and work with teachers and administration to provide a successful learning environment for all students. Students who are struggling academically or emotionally may be referred to a leadership RtI meeting to discuss strategies for success and review student progress data. Should the student continue to struggle, the charter school will begin a formal process of observation and referral that may begin the steps for an IEP and notify the contracted ESE personnel. Even though the attention and participation of the teachers to help a student may prove successful, the question must be posed if the student will continue to need documentation for the Accelerated College Program. The SCF Collegiate School-Venice may need to refer a student to the SCF Disability Resource Center so that formal accommodations may continue in the college campus. The charter school will work with the sponsor to help interpret observation data, provide suggested accommodations and finalize plans that will best serve the student in the environment of the SCF Collegiate School-Venice.

E. Describe the programs, strategies, and supports the school will provide, including supplemental supports and services and modifications and accommodations to ensure the academic success of students with disabilities whose education needs can be met in a regular classroom environment with at least 80% of instruction occurring in a class with non-disabled peers.

The SCF Collegiate School-Venice will work with student needs individually. Their academic coach is their advocate, and their teachers will receive support from administration and their grade level and coaching teams. Because teachers have flexibility with their curriculum, differentiation, accommodations and modifications, the teachers may design the best learning environments for the students. Learning plans may be designed in an effort to meet IEP goals and provide assistance to the student and will also meet the learning goals of the school as teachers work to prepare students for early college enrollment. The nature of the program, the curriculum model in grades 9th-10th, and the environment of the classrooms will provide students an opportunity for differentiation and individual assistance from teachers, with an opportunity of remediation if needed in a mixed level classroom setting. The SCF Collegiate School-Venice will serve a broad range of special needs students, including ESOL and gifted by focusing on individual learning styles, strengths and interests. The school will provide all instruction in classes with all students and on the SCF campus when fully dual enrolled.

F. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a regular classroom and resource room combination (between 40-80% of instruction occurring with non-disabled peers) can be provided FAPE by the school.

As the SCF Collegiate School-Venice programming will be designed to provide high school students an opportunity to fully enroll in college courses by 11th grade, thus all student must work through the courses offered in a specific sequence in 9th-10th grade and meet college readiness criteria by 11th grade. This challenging academic goal will be presented to students in fully inclusive classrooms.

- G. *Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a separate classroom (less than 40% of instruction occurring with non-disabled peers) can be provided FAPE by the school.*

The SCF Collegiate School-Venice will offer all classes in a fully inclusive environment with additional resources and supplemental assistance available to all students, whether in the high school or college classrooms.

- H. *Describe the plans for monitoring and evaluating the progress and success of students with disabilities to ensure the attainment of each student's goals as set forth in the IEP or 504 plan, including plans for promoting graduation for students with disabilities (high schools only).*

SCF Collegiate School-Venice will have a contracted ESE specialist to assist in the preparation, updates and administration of IEPs, and the certified counselor will be instrumental in assisting with 504s. The role of administration will be to clearly communicate the needs of each student to teachers, and to monitor progress and student goals, with the help of the academic coach. Administration will also help bridge with the SCF Disability Resource Center for assistance on campus. The SCF Collegiate School-Venice's goal is to ensure all students complete a standard diploma and obtain their Associate of Arts degree by the end of a student's senior year.

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

The SCF Collegiate School-Venice will contract a part time certified ESE specialist to maintain documentation and to oversee the IEPs of the students. The specialist will work closely with administration and the student's academic coach. The charter school will also contract with any needed speech and/or occupational therapists as needed for accommodations. The SCF Collegiate School-Venice registrar/test administrator will be essential when planning for testing accommodations for students, including high stakes testing. The SCF Collegiate School-Bradenton will also have an ESE coordinator available to help the new charter school answer questions to meet requirements and student needs.

- J. *Describe how the school's overall effectiveness in serving exceptional education students will be evaluated.*

Effectiveness of the SCF Collegiate School-Venice will be evaluated based on the success of students continuing through the program to graduation. The school will make every reasonable accommodation and search for all opportunities to help every student succeed through the demanding program, including those with IEPs and 504s. Understanding the student as an individual with specific needs, and collaborating with the families, teachers, ESE specialists and contracted support, administration and the sponsor to meet the needs, is a foundational goal for the SCF Collegiate School-Venice.

- K. *Describe how the school will serve gifted and talented students.*

The SCF Collegiate School-Venice will not have separate courses for gifted students, and all classrooms will be completely inclusive. The teacher-led curriculum and the instructional design and

presentation allow for gifted students to enjoy the program and remain challenged. Students who are labeled as gifted will be dismissed from the designation, however, the school will continue to work towards their learning goals.

Gifted goals found in the current education plans will be integrated into SCF Collegiate School-Venice curriculum, and will include the following:

- Students will be able to critically examine the complexity of knowledge, location, definition and organization of a variety of fields of knowledge.
- Students will be able to create, adapt and assess multifaceted questions in a variety of fields/disciplines.
- Students will be able to conduct thoughtful research/exploration in a multiple of fields.
- Students will be able to think creatively and critically to identify and solve real world problems.
- Students will be able to assume leadership and participatory roles in both gifted and heterogeneous group learning situations.
- Students will be able to set and achieve personal, academic career goals
- Students will be able to develop and deliver a variety of authentic products/performances that demonstrate understanding in multiple fields/disciplines.

Acceleration for all students is available as they work through the program. In some cases, students will enter the program with an excess of credits or many levels above their grade in a subject area such as math. Student transcripts will be evaluated upon enrollment, and if appropriate course selection on the college campus will be available to continue above level, in as early as the 10th grade, depending on the ability of students to meet all entrance criteria for the fully dual enrolled Accelerated College Program.

Section 7: English Language Learners

- A. Describe how the school will meet the needs of English Language Learners as required by state and federal law, including the procedures that will be utilized for identifying such students, ensuring that they have equitable access to the school's programming and communicating with their families.*

The SCF Collegiate School-Venice will strive to meet the needs of English Language Learners (ELL) according to Florida Statute (F.S. 1003.56) and Florida State Board of Education Rules, meeting the requirements of the Consent Decree entered in LULAC, et al. v. State board of Education. The Decree addresses the civil rights of ELL students. The Multicultural and Educational Training Advocacy Inc. (META) has outlined the priority of the charter school to identify and assess students, provide appropriate programming, ensure staffing to meet student needs and continue to monitor progress of student through an ELL team and from the sponsor to ensure equitable access. The charter school will also comply with requirements of the sponsor and seek to continue open communication with the Sarasota County Schools English as a Second Language (ESOL) Department.

The SCF Collegiate School-Venice will schedule students in inclusive classrooms, and provide accommodations including the ability to utilize technology and multi-lingual resources to ensure access to curriculum standards. Instructors in grades 9th-10th will have the ability to redesign curriculum in a way that it is more accessible to the student, while meeting standards. The instructors will also continue to meet whole school goals incorporating an international perspective, with focus on cross-cultural communication and understanding. The Associate degree components also incorporate credits from classes that expand student perspective through multicultural and international lenses.

The SCF Collegiate School-Venice will strive to meet the needs of English Language Learners (ELL) according to Florida Statute (F.S. 1003.56) and Florida State Board of Education Rules, meeting the requirements of the Consent Decree entered in LULAC, et al. v. State board of Education. The Decree addresses the civil rights of ELL students. The Multicultural and Educational Training Advocacy Inc. (META) has outlined the priority of the charter school to identify and assess students, provide appropriate programming, ensure staffing to meet student needs and continue to monitor progress of student through an ELL team and from the sponsor to ensure equitable access. The charter school will also comply with requirements of the sponsor and seek to continue open communication with the Sarasota County Schools English as a Second Language (ESOL) Department.

The SCF Collegiate School-Venice will schedule students in inclusive classrooms, and provide accommodations including the ability to utilize technology and multi-lingual resources to ensure access to curriculum standards. Instructors in grades 9th-10th will have the ability to redesign curriculum in a way that it is more accessible to the student, while meeting standards. Reading resources may include the following, English teacher remediation and differentiation; individual academic reading plans and goals using Achieve3000; individual and group tutoring with a reading specialist; SCF summer remediation reading class (Reading Blast); summer remediation/retaking courses on Florida Virtual School; enrollment in 'Reading for College Success' on FLVS.

The instructors will also continue to meet whole school goals incorporating an international perspective, with focus on cross-cultural communication and understanding. The Associate degree components also incorporate credits from classes that expand student perspective through multicultural and international lenses.

As ELL students move closer to the Accelerated College Program in 11th grade, the English teacher and coach will work to help remediate language learning, working to pass the PERT. In some cases, ELL students may have an additional opportunity to sit for the reading/writing sections where they

may typically struggle to meet criteria. All students must meet criteria for dual enrollment to continue in the Accelerated College Program the junior and senior year of high school, per F.S. 1007.271(3).

ELL students will be identified by their previous institution or as a new student to the district who is flagged by the home language survey on the initial Intent to Enroll application. New students to the district and those not identified will be tested upon enrollment. The charter school will have identified staff or other appointed volunteers to assist in communicating with ELL students in an effort to welcome new families and/or provide information to the public.

- B. *Describe specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students, including those below, at, or above grade level.*

Students with ESOL designation may be supported by the SCF Collegiate School-Venice in the following ways:

- Instructors allow for differentiation and remediation in the classroom, while supporting students with techniques from ESOL training in grades 9th-10th.
- The reading program assigned to first and second year students, Achieve3000, initially levels students, and then increases word count and vocabulary of assignments as the student becomes more proficient. Thus, the program is ideal for ELL students as it incrementally challenges student reading progression. There are ELL resources as part of the program components, aligned with the Florida standards. Achieve3000 supports language growth because it also integrates phonics and fluency practice. In math, the Imagine Math supplemental program also has resources for ELL students, mostly in the Spanish language.
- Intent to prefer personnel who are bilingual on site in the school and in the college. Will seek to involve parents to act as ambassadors for specific groups that are enrolled in the school to ensure openness and a welcoming environment.
- The charter school will allow for students to work on site during the summer or outside of school hours to accelerate or remediate and may also help design programming to increase proficiency.
- WIDA will be proctored by the testing coordinator during the required window.

- C. *Provide plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

The English teachers, as part of the School Learning Literacy Team (SLLT) will be responsible for teacher support in grades 9th-10th for ELL students in the classroom. ELL students may need an individual plan to address language growth in an effort to pass the PERT by 11th grade. Administration teams including English teachers, will discuss the needs of students and how to monitor them before and following an exit from the ELL designation.

- D. *Describe the staffing plan for the school's English Language Learner program, including the number of and proposed qualifications of staff.*

The staffing plan for the SCF Collegiate School-Venice pertaining to ELLs will include the registrar/testing coordinator and the English teachers as part of the School Language Literacy Team. Administration will participate and coordinate when needed. The SLLT are required to complete a 300 hour ESOL endorsement to their Florida certifications, while other certifications are required to complete 60 hours of ELL training. Administration will prefer to hire staff who have strength and fluency in other languages or will identify those who may communicate to current families as a school representative.

Section 8: School Culture and Discipline

- A. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.*

The SCF Collegiate School-Venice will have a culture of excellence in a welcoming environment where the school personnel care about, and support, student progress in the program. All students are welcome to attend the charter school, with special consideration and resources for those who are learning about what life in college will entail. The administration, staff and teachers are excited about the opportunity that awaits- completing a high school diploma and an AA upon graduation- but also realistic about the how such lofty goals affect students and their families. The school personnel will make every attempt to connect with students to help them through this challenging journey, to guide, advise and recommend a path that is the most suitable for the student. The SCF Collegiate School-Venice will clearly work to individualize the educational experience for every student, while offering tools so they can advocate for themselves as an independent student.

The atmosphere will be that of a serious student, who is interested in their education and motivated to work through a challenging curriculum. The culture is further supported by the fact that the school will be located on a college campus, thus the level of maturity and commitment must be elevated to effectively communicate and integrate on the college campus. Students in 9th-10th grade will have uniforms, for safety reasons and identification, but also because they are to understand the level of professionalism that is expected from teachers, staff and administration. They will also check their mobile phones in at the door in an effort to stay focused on the tasks of the day. Once on the college campus, the expectation is that students will monitor themselves and make decisions that will positively affect their education and experience. However, no learning path is complete without distractions, mistakes and poor judgement, thus the teachers and student services department are available to correct and redirect, all with a sympathetic and empathetic ear.

Student intellectual development will be challenged daily from first day of their experience in the program. The curriculum meets Florida standards, but the pace and the expectations will be rigorous. The reward for the hard work in 9th-10th grade will be the ability to complete high school in a college setting. Student schedules will be practically their own to design and their courses allow for flexibility in their week once an Accelerated College student. In an effort to ensure that SCF Collegiate School-Venice students have some of the fun parts of the high school experience, they will be encouraged to take leadership roles to design their own experiences, like prom or a senior trip, for example.

The academic coaching class will be the anchor that unites the school, as every student will have an academic coach, who have all worked in their grade level groups in a team teaching environment to ensure the same message is consistently disseminated throughout the school. The 9th-10th grade students will work with their coaches daily in an effort to understand the importance of and incorporate soft skills into their daily life. Once on campus full time, the coaching course is a weekly event to ensure that the cohort has a strong relationship with the school and their peers and receives important information about surviving the first year on campus and then what to do after they graduate to the next institution.

Overall, students will find that there is always someone at the school to help them through any situation. The personnel at the SCF Collegiate School-Venice has one goal, which is also the college goal, to ensure that the student is the priority. Every decision should be made in an effort to benefit the student learning experience and overall educational experience.

B. *State whether the applicant intends to use the local school district's code of conduct policy. If the applicant does not intend to use the local school district's code of conduct policy, describe in detail the school's approach to student discipline. If already developed, provide the proposed discipline policy or student code of conduct as Attachment G.*

Taken together, the narrative and code of conduct (if provided) should:

- *Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;*
- *List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion;*
- *Describe the roles of administrators, teachers, staff, and the governing board regarding the discipline policy;*
- *Provide an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;*
- *Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion as a result of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days; and*
- *Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.*

The SCF Collegiate School-Venice will use the Sarasota School District Code of Conduct at the charter school. In some cases, there may be additional restrictions for students. For example, students in grades 9th-10th will not be allowed to have their phone on school grounds. In an effort to have access to phones after school, there will be a system to check the phones into the front office upon arrival.

The SCF Collegiate School-Venice will also adhere to the SCF Code of Conduct when appropriate, and found in the annual catalog online: <http://catalog.scf.edu>

The SCF Collegiate School-Venice will also ask parents and students to sign the Principals of Participation document upon enrollment, highlighting key items regarding school policies. The documents are Attachment G.

Section 9: Supplemental Programming

A. Describe any extra- and co-curricular activities or programming the school will offer, if applicable; how often they will occur; and how they will be funded.

The SCF Collegiate School-Venice will not have supplemental programming beyond student clubs and activities. All activities will be scheduled as student interest leads the charge. The SCF Collegiate School-Venice staff will encourage students to design and organize leadership opportunities and will help them develop the programs so they are sustainable for the next cohort of students to take over.

Activities may include chartered clubs such as Future Business Leaders of America, Odyssey of the Mind, National Honor Society, HOSA Health Occupations Club, Key Club, etc. They may also have small high school clubs organized for school events, such as dances and excursions.

All students may participate in travel should a teacher spearhead a group through the preapproved *EF Tours*. There has also been a past relationship with the SCF Collegiate School-Bradenton and GAPP- the German cultural exchange program originally organized by the Federal State Department under Ronald Reagan. Teachers and students may discover other international opportunities abroad in the coming years.

Those enrolled in the Accelerated College Program may participate with SCF clubs which include traveling teams such as the Brain Bowl Team or the Model United Nations. The college will also offer the Phi Theta Kappa International Honors Society for leadership opportunities or different opportunities for intensive study with the Science department, for example. Students in the ACP program will be able to participate in all areas of college life, and represent officers in most clubs. They may also audition for the music department, the theater and plays and/or the annual musical production.

However, students will not have an opportunity to participate in music, art, theater or sports programming in the 9th-10th grades, generally. In some cases, they may be able to participate in an open audition for a specific production. Students in all grades may not join campus sports, as legislation dictates that students must have a high school diploma to participate in sports programs at the level of the state colleges. Staff will work with students if they would choose to play sports at their districted school.

Funding for student clubs and activities will be through fundraising activities. It may be unusual for parents to participate in a Parent/Teacher Organization (PTO) in high school (and college), but if so, the PTO will be a welcome addition to help fund raising efforts for student extracurricular activities.

II. ORGANIZATIONAL PLAN

Section 10: Governance

A. Describe the school's existing or planned legal status, including non-profit status and federal tax-exempt status.

The SCF Collegiate School-Venice is both a department and a partner of the State College of Florida. The application for the chartering of SCFCS - Venice is requested under the authority of Statute 1002.33 (5.b.4.) Charter schools:

A community college may work with the school district or school districts in its designated service area to develop charter schools that offer secondary education. These charter schools must include an option for students to receive an associate degree upon high school graduation.

B. Provide the following documents, if available, as attachments:

- *The articles of incorporation for the applicant organization (or copies of the filing form) – Attachment H (n/a)*
- *501(c)(3) tax exempt status determination letter (or copy of the filing form) – Attachment I*
- *Governing board by-laws – Attachment J*
- *Governing board code of ethics and conflict of interest policy – Attachment K*

All documents are in the attachments.

C. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board; committee structure (if applicable); and how the board will interact with the principal/ head of school and any advisory bodies.

SCF Collegiate School-Venice will be chartered under the auspices of the State College of Florida, Manatee-Sarasota. In line with SCF Collegiate School-Bradenton, the State College of Florida District Board of Trustees is the founding board and governing board for the proposed charter at the Venice campus.

The head of school of the charter will be responsible, with the collaboration of SCF administrative departments, for any documents that are part of the consent agenda for each meeting or any presentation to the board members regarding the school.

D. State the frequency of board meetings and describe how the board will comply with open meetings and records laws.

The SCF Board of Trustees meet monthly, with the exception of July and December. The board meetings must follow the Florida Sunshine Laws as a government institution. Evidence is in the agendas, posted in advance by statute, and the published minutes in the board packets, as well as an audio recording available to the public on the SCF website. There is a procedure for public comments at the beginning of every meeting, allowing participation of SCFCS-Venice parents or students if desired.

The Board of Trustees powers and duties are outlined in F.S. 1001.64.

E. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are or will be represented on the governing board.

Trustees are chosen through an application process and appointed by the governor. Trustees are local to Manatee or Sarasota, and there are nine seats that are filled.

F. Describe how board members have been and will be selected including term limits and selection of officers.

Term limits are four years, and Trustees may reapply for an additional term, following F.S. 1001.61 Florida College System institution boards of trustees; membership.

G. Explain how this structure and composition will ensure that the school will be an academic, operational, and financial success.

The State College of Florida Board of Trustees will hold the same responsibilities for SCF Collegiate School-Venice as for the College. The Board will be an active policy-making body for SCF Collegiate School-Venice with ultimate responsibility for financial resources, including those appropriated by the Florida State Legislature. The Board is charged with approving all policies, teacher and staff appointments, program offerings, the school calendar, and the SCF Collegiate School-Venice budget.

Oversight by the Trustees allows for a final approval of academic, operational and financial success. Before documents are submitted to the board packets, the approval and review process moves through the college departments – including finance, business office and academics for example—allowing for a separation of powers and approval systems, and opportunity for collaboration regarding policy and procedures.

H. Complete the table below (add lines as necessary) and for each individual identified here provide 1) a completed and signed Board Member Information Sheet (template provided), and 2) resume

See attachment L for the BOT information sheet and short biographical.

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
Edward A. Bailey	Current	Member	<input type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Dom DiMaio	Current	Member	<input type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Richard Dorfman	Current	Member	<input type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Rick Hager	Current	Chair	<input type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Tracy Knight	Current	Member	<input type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Peter Logan	Current	Member	<input type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Rod Thomson	Current	Member	<input type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Robert Wyatt	Current	Vice Chair	<input type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume

- I. *Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development to increase the capacity of the board.*

Interested members complete an application process and are appointed by the Florida governor. The orientation process includes a presentation by the SCF General Counsel as well as specific training for charter schools through the program designed by the Florida Consortium of Public Charter Schools. Members are invited to tour the SCF Collegiate School-Venice as it develops over the coming years.

- J. *Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest.*

Trustees are responsible for following Florida statute regarding the duties of a board member in the Florida College System. Florida Statute 112.313 addresses standards of conduct for public officers, employees of agencies, and local government attorneys, and prohibits board members from having contractual, employment, or personal or familial financial interest in the organization that they are serving. Trustees are responsible for approving rules at the college level regarding conflicts of interest and following school procedures. SCFCS-Venice complies with all college rules and policies that are applicable.

- K. *Describe, if applicable, any school advisory bodies or councils that are in place or will be formed, including the roles and duties of each and the reporting structure of such entity relative to the school's governing board and leadership.*

Per Florida statute, SCFCS-Venice will form a School Advisory Council, made up of parents and staff of the charter as outlined in F.S.1001.452. The head of school will be responsible for addressing any SAC concerns to SCF administration as applicable, including the Vice President of Academic Affairs, designated as the charter's supervisor. Any item needing board approval is submitted to the packet after discussed in the President's Academic Council. For example, the School Improvement Plan is one document that is created by the head of school and the SAC to develop annual school goals. The plan will be reviewed by SCF administration, submitted to the SCF Board of Trustees. It will also be forwarded to the Sarasota County charter monitoring department.

- L. *Briefly explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.*

The process will follow the current steps as managed by SCFCS-Bradenton, including an initial meeting with the head of school. An additional step includes a meeting with the SCF VP of Academic Affairs and/or the SCF head of a relevant department, including the SCF dean of students or SCF public safety, for example. Any recommendations for policy changes may be submitted to the college president for discussion and/or approval and submitted to the Trustees to vote on during a meeting. Should the parent or community member have interest to address the board, a procedure at board meetings for public comment is available.

If the school is filing the application in conjunction with a college, university, museum, educational institution, another non-profit organization or any other partner, provide the following information:

M. Name of the partner organization.

The State College of Florida Collegiate School-Venice is filing the application in conjunction with the District Board of Trustees of the State College of Florida, Manatee-Sarasota.

N. Name of the contact person at the partner organization and that person's full contact information.

The contact person is Kelly Monod, Head of School at the SCF Collegiate School-Bradenton, monodk@scf.edu and the phone number is 941-752-5491. Additionally, Mr. Gary Russell, Vice President of Academic Affairs is available as a representative. His email is russelg@scf.edu, and his phone number is 941-752-5000.

O. A description of the nature and purpose of the school's partnership with the organization.

The SCF Collegiate School-Venice is partnering with the State College of Florida so that the enrolled high school students have the opportunity to complete high school with an Associate of Arts degree. Students will be fully dual enrolled on the college Venice campus, following the course schedule and calendar of a full-time college student. The partnership includes the use of resources that the college offers to its students, including the library facilities, classrooms, science labs and tutoring resources, for example.

P. An explanation of how the partner organization will be involved in the governance of the school.

The State College of Florida Board of Trustees will act as the governing board for the SCF Collegiate School-Venice. The charter school will be located on the Venice campus and will be integrated as a department of the college. The administration of the charter will be managed by the head of school in conjunction with relevant departments including, human resources, the business office, finance, academic chairs and admissions, for example.

Section 11: Management and Staffing

- A. Submit as Attachment M organization charts that show the school governance, management, and staffing structure in
- The pre-operational year;
 - The first year of school operations;
 - At the end of the charter term; and
 - When the school reaches full capacity, if in a year beyond the first charter term.

Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, staff, and any related bodies (such as advisory bodies or parent or teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.

Documents may be found as attachment M.

- B. Identify the principal or head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as Attachment N, the proposed job description and resume for this individual.

--OR--

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide as Attachment O the position's qualification requirements. What are the key skills and competencies for the school leader? What qualities must the school leader have for this school to be successful?

At the time of the application submittal, a candidate has not been identified. The head of school will be hired after a search as completed per the requirements of SCF Human Resources department. The head of school is scheduled to be in the position at least six months prior to the school's opening in an effort to recruit and manage the first day. The SCF Collegiate School-Bradenton head of school, with support from the SCF VP of Academics may lead a search committee to interview candidates and hire a qualified person for the position.

The key skills needed for the position include a familiarity with K-12 environments, including high school, and the structure and environment of a college campus. The candidate must be able to manage, prioritize and communicate with all stakeholders, including students, teachers, parents and high school and college administration and staff. They must have knowledge, or training, on a wide variety of items including everything from ethics in education to campus safety procedures during to managing a budget. While many of the duties can be trained on the job, a key item for the candidate is to ensure that all decisions are made for the best outcomes for the students. A candidate is needed who has a teacher mentality, and who is able to direct and continuously model priorities for the rest of the school. State College of Florida focuses on Pride in Excellence, ensuring staff are reliable, accountable, accurate and responsive, to model a positive and successful environment.

- C. *Describe the management structure of the school. As Attachment P provide job descriptions for each administrative or leadership position that identifies key roles, responsibilities, and accountability.*

The job descriptions for administrative and leadership positions are attachment P. The school will be led in daily operations by the head of school. As the State College of Florida will operate a second charter school, the supervisor of both charters at the college will be the SCF vice-president of academic affairs and provost. The Venice head of school is responsible for the coordination with all SCF departments to ensure all administrative tasks are met and is the point of contact with Sarasota county and holds the responsibility of the monitoring requirements as well as ensuring new legislation is met. The head of school is also a point of contact for parents and students.

The head of school works in collaboration with the SCFCS-Venice office manager, registrar/testing coordinator, certified counselor and technology coordinator. The head of school initially will grow the institution from managing the development of the charter to leading recruitment of the students. The head of school will be the supervisor for the charter and will be responsible for hiring and retaining all staff and instructors, completing evaluations and monitoring and assisting with curriculum development for courses. The head of school of the Venice campus will initially work closely with the Bradenton campus Collegiate School administration for guidance on developing the program. The head of school will also be responsible for leading annual duties such as testing requirements and ultimately, graduation, in collaboration with the SCF Collegiate School-Venice student services personnel.

The certified counselor will oversee the 11th-12th grade instructor/advisor and assistant. They are responsible for student admissions and registration in the Accelerated College Program, and ultimately student success in the program. The junior year will focus on how to be successful in college and career planning, while the senior year will focus on transferring to a four-year institution and completing any prerequisites for student choice programs. The instructor/advisor is the student mentor and advisor during these critical and difficult years. The registrar is also the testing coordinator and is responsible for high stakes testing for the 9th and 10th graders. The registrar will be responsible for the district Student Information Databases and reporting to the state, while the guidance assistant will be responsible for the college's database system, Banner, and coordination of registration and books for dual enrollment students.

The office manager's primary role is purchasing, working with the SCF finance department. They are also responsible for assisting instructors with purchasing, professional development and travel arrangements. They work closely with the parent organizations and facilities for planning events and communication home to families. They take a lead role in orientations and graduation.

The technology coordinator is housed in Bradenton yet will be able to coordinate most hardware and software for the charter in Venice remotely, with some travel to Sarasota. They are also responsible for coordination with state testing requirements.

- D. *Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other sections of the application. Provide as Attachment Q the proposed job description and qualification requirements for the school's teachers.*

The job descriptions of the instructors are provided as attachment Q. An outline of the staffing plan is part of the budget, attachment X.

For the staffing plan, the pre-operational year the college will support hiring a head of school beginning in January 2019 to oversee recruitment, marketing and early stages of organizing spaces. This

candidate will be assisted by the registrar/test coordinator and technology coordinator, and an ESE specialist, if needed. In year 1, 2019-20, the head of school will be joined by the certified counselor and a student assistant to meet the needs of up to 100, 11th grade students. The second year, in fall of 2020, the charter school intends to bring in a staff assistant for student services and an academic coach/college advisor role to meet the needs of up to 200 students in the Accelerated College Program. An office manager and a part time nurse will also become part of the team for the SCF Collegiate School-Venice. The third year, the charter will bring in five teachers for up to 100, 9th graders. The school may also need to bring in a food service position. The fourth year, in 2022, the school may have up to 400 students, and will bring in another five teachers as another cohort of 100, 9th graders enrolls in the school.

E. Explain the school's plan for recruitment, selection, and development of a highly qualified and appropriately certified instructional staff that is aligned with applicable federal laws and state requirements as well as the school's design.

The SCF Collegiate School-Venice follows the search requirements for candidates as outlined from the SCF Human Resources Department. The hiring process is clearly defined and includes administrative guidance from the college. SCF Human Resources department not only assists with hiring, but also organizes new hire orientations to the campus and presents and manages any benefits. Certification requirements would be managed by the charter, with assistance from Sarasota county. Please see the Appendix for the Rules and Procedures of the SCF Appointment of Personnel, Background Checks, Code of Ethical Behavior and Prohibited Harassment.

Section 12: Human Resources and Employment

- A. *Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will. Discuss the school's tentative plan regarding use of employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Use and nature of employment contracts may be finalized after application approval.*

The SCF Collegiate School-Venice employees are also employees of the State College of Florida. They have the same access to benefits of a full-time college employee and may participate in college events, when possible. Charter personnel will be at-will college employees with an annual contract. The instructors of the collegiate schools are not part of negotiating group in the recent faculty vote to unionize.

- B. *Provide the performance evaluation or a general outline of the performance evaluation plan, consistent with the substantive requirements included in s. 1012.34, F.S. (the Student Success Act), for administrators and instructional personnel including who will conduct the evaluations, what instrument will be used, and how the results will be used to guide performance and professional development. A final, detailed outline will be required after application approval.*

The SCF Collegiate School-Venice will follow the same evaluations as the Bradenton campus. The school developed an independent evaluation using the Danielson model for instructors and the certified counselor. The leadership evaluation was developed by the Manatee School District and used for the Head of School, overseen by the SCF Vice President of Academic Affairs. The evaluation for the instructors and for leadership were approved by the state and Manatee County District Schools, fulfilling requirements from Florida Senate Bill 736 (Merit Pay). The same evaluations will be used for the Venice campus, with the instructors evaluated by the Head of School. The evaluations are written so that there are four classroom visits a year, with a follow up so instructors have an opportunity to meet with their supervisor for one to one mentorship. The Value Added Measure (VAM) scores are currently 30% of the evaluation. Student surveys are included, but do not affect the overall rating. Instructors also complete an annual portfolio to illustrate progression towards continued learning and participation in volunteer activities over the course of the year.

- C. *Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?*

The SCF Collegiate School-Venice will follow a salary schedule developed by SCF Human Resources to be competitive with the schedule for Sarasota County. As SCFCS-Venice instructors and staff are college employees, annual increases and benefits package will be in line with the college. The SCF Collegiate School-Venice, like the Bradenton campus, will allocate any earmarked state funds to teachers or leadership as legislation allows, such as with Best and Brightest Scholarships. SCFCS-Venice Student Advocacy Council are responsible for voting on the recognition funds, should the school receive any for the school grade.

The current salary range and benefits may be found under the human resources website tab on SCF.edu.

Benefits: <http://www.scf.edu/Administration/HumanResources/Benefits/default.asp>

Salary Schedule:

<http://www.scf.edu/Administration/HumanResources/JobDescriptionsSalarySchedules/CollegiateSchoolCompensation.asp>

- D. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.*

The SCF Collegiate School-Venice will follow the college's procedures for hiring and dismissing personnel. Hiring procedures are outlined in the college's rules and procedures and includes a formalized process that begins with the assembling of a committee with a diversity representative, a posted search and guidelines to ensure that every candidate receives the same opportunity for an interview. Career positions include a preference for an interview if a veteran. The committee is a defined search committee and makes recommendations to the Vice President for Academic Affairs, and after an interview with the candidates, makes a recommendation to the college President.

Dismissals of personnel may be immediate if there a rule was clearly broken, and include support from human resources and public safety, if requested. Otherwise managers work with personnel through the evaluation system and offer candid conversations to guide professional development to improve any concerns in the workplace.

The State College of Florida, Manatee-Sarasota, requires that every employee pass a Level II background check, and are reprinted every five years. Instructors who earn their temporary or professional certification are also fingerprinted by the district for the state accountability system.

- E. If personnel policies have been developed, include as Attachment R. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.*

Please see policies and procedures as Attachment R.

- F. Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover.*

The SCF Board of Trustees and school leadership would pull in the resources of the college to handle unsatisfactory performance of personnel or teacher turnover. The SCF Human Resources office may collaborate with school leadership to develop a plan to increase performance and a timeline for the employee to follow and work towards their goals. In the case of teacher turnover, consultation with the HR director would be available to identify any issues, should a reason be the salary and compensation structure that is too low to retain employees. All employees have an exit interview with Human Resources when leaving the institution, thus if the issue is school leadership, that concern would be identified in employee exit interviews. In such an instance, the VP of Academic Affairs would respond to poor charter school leadership with a development plan or termination.

Section 13: Professional Development

A. Describe the school's professional development expectations and opportunities for administrators and instructional personnel, including the following:

- 1. Identify the person or position responsible for overseeing professional development activities.*

The head of school will ultimately be responsible for overseeing professional development activities for the all employees, yet depending on the role, there will be a multi-directional framework of professional development. As an employee of the State College of Florida and the SCF Collegiate School-Venice, and a partner with the sponsor and Sarasota County School District, there will be many opportunities for development depending on the role of the employee.

- 2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform. Describe how the effectiveness of professional development will be evaluated.*

The core components of professional development will be different depending on the role of the employee—

From the State College of Florida, there will be many mandatory and voluntary opportunities for development. Trainings from the college for new employees and ongoing include Red Flag online security and Prohibited Harassment training. As a new employee, there are also policies and procedures on guidelines form Public Safety, the Americans with Disabilities Act, Ethical Behaviors policies, Drug Free campus programs, etc.

Career employees will have an opportunity to increase the knowledge in their field at trainings on the college campus with Training Opportunity Program (TOP) courses and specific training in the district such as for the registrar, for example.

Administration continues professional development through opportunities form the college, such as leadership classes, or may have an individual goal linked to annual evaluations that may include specific webinars, online courses and/or conferences. The sponsor may invite the charter leaders to specific district opportunities that the school could participate in during the year.

Teachers have many opportunities for whole-school and personal professional development programs. In in agreement with the sponsor, administration will work with the district to approve whole school independent development programs for certification points. Teachers will also have budget funds set aside for conferences.

SCF offers all employees opportunities to take a class on any campus without charge, or the opportunity to adjunct a class if appropriate. For instructors, both opportunities may add points to the certification requirements.

The SCF Collegiate School-Venice will have 10 high school teachers with one of them designated to lead in-house professional development as a way to ensure consistent collaboration. This lead instructor will also have authority to hold sessions for teachers to work through internal development during the school year, such as working together to address specific student needs.

The college professors work towards a promotion track that will encourage individual and independent professional development for their subject area. The college also holds two All College Days annually for faculty to organize development relevant to particular trends or issues on the campuses.

- 3. Describe any professional development that will take place prior to school opening. What will be covered during this induction period? How will instructional personnel be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods?*

The school will open on the start day with the college or the district, depending on the grade. In its first year, the SCF Collegiate School-Venice will open with 11th grade students. The head of school is scheduled to be hired in January, with the registrar/rest coordinator, to organize the opening of the charter. The instructors will all be college faculty, except the guidance and advising, which will be hired to begin July 1.

When the school opens in 2021, the high school teachers will have been hired a few weeks before the first day of school. As an employee of the college, their 10-month contract normally has more days of work than a district employee. They are scheduled to have at least 8-10 days to learn the schools programming, make interpretations and adjustments to their curriculum and prepare for their students.

For the opening of each school year, the SCF Collegiate School-Venice will have assistance from the staff and instructors of the SCF Collegiate School-Bradenton as well. The high school instructors in Bradenton may be able to give specific lessons in the delivery of the curriculum and the overall classroom instruction. They will also be prepared to share their courses and lesson plans in the Learning Management System, Canvas, so that the first-year teachers to the school are guided by an existing framework that already illustrates the level of rigor expected from the course.

- 4. Describe the expected number of days or hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.*

Because the 10-month employees of the Collegiate School normally have more days in their contract than the district, they will have 8-10 days of preparation and scheduled professional development before school begins in the fall.

During the school year, teachers and staff may apply to attend conferences and independent development as they find interesting and relevant events, and a substitute will be hired if needed.

Also, during the year, the lead teacher managing instructional professional development will design a schedule to present and follow up on content, with expectations of meeting at least once a month. In some cases, Title II funds may be used for teachers' professional development. The teachers' work days and planning time will extend from school hours daily, so there will be ongoing time to meet after school. For example, if the school day is 8:30am-3pm for students, the teachers will be assigned from 8am-4pm. The hour after school will be part of their planning, an opportunity to work with students or a time of whole school collaboration. It will also be a time for the head of school to schedule meetings, including curriculum groups, coaching groups and grade level groups.

Section 14: Student Recruitment and Enrollment

- A. Describe the plan for recruiting students that will result in the school meeting its projected enrollment. Include strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options including, but not limited to, families in poverty; academically low-achieving students; students with disabilities; and English Language Learners.*

The SCF Collegiate School-Venice will open with the 11th grade Accelerated College Program, thus promoting the dual enrollment program to students and families. Its advertising will continue for 11th grade for the second year, with the third and fourth year will focus on 9th grade enrollment.

Annually, SCF Collegiate School-Venice will work with the SCF Marketing and Creative Services Department and the SCF Venice campus dean to design a marketing plan. It will include advertising and media releases in local papers and magazines, direct mail, and overall development of a campaigning plan that will reach all areas of Venice, Englewood, North Port and Port Charlotte. There will be a redesign of the SCF Collegiate School-Bradenton website to include the charter in Venice. The head of school will hold information sessions early in the year before the school opens, which will be ongoing to try to meet capacity. Working with the college, the head of school will be available to attend community events and spread word of the new collegiate school. The SCF Collegiate School-Bradenton offers FAQs, brochures, applications and an information session and tour exclusively in Spanish because of the assistance from the parents who donate their time to reach into the community. The SCF Collegiate School-Venice will be prepared to obtain resources in other languages if needed so all families will be able to gather information.

- B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.*

The SCF Collegiate School-Venice will work diligently to attain a student body that mirrors the community. The marketing will be wide spread in an effort to canvas the entirety of South Sarasota. As presented earlier in the charter application, the school will continue to focus on families with its marketing who may be first generation college going. An overall goal of the SCF Collegiate School-Venice is to provide resources for students who have the ability but may lack the knowledge of the steps leading to a college education. The charter may be an amazing opportunity to students who will be offered 60 credits tuition-free, as well as a road map that guides students in through this institution of high learning, and the one that may follow.

- C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment S.*

The enrollment policies include the following:

- SCF Collegiate School-Venice will be announcing information sessions in the late fall for January 2019 dates. Printed and electronic marketing will also begin in November 2018 and focus on January 2019 school choice dates.
- Interested students will complete an Intent to Enroll form, offered at the information session and at the school.

- The random drawing for fall enrollment for admissions for 9th grade will be the first week of March, beginning in 2021.
- 10th grade will only have a drawing if there are seats available and will be first be reserved for students successfully completing 9th grade. Should there be seats, the random drawing may be moved to later in the year, or a second drawing is held, to assess how many seats will be available in the fall. 10th grade will have criteria to enroll, including a 3.0 GPA and completion of Algebra I and English I.
- The random drawing for fall enrollment for the 11th grade will be before the college opens the fall semester for admissions, normally around the second week of March annually. Applicants must meet legislative dual enrollment criteria for the Intent to Enroll Form to be entered into the drawing, including a 3.0 unweighted GPA and meet PERT/ACT/SAT scores, per the SCF/Sarasota County District Schools Articulation Agreement. SCF Collegiate School-Venice assists applicants through the testing process, if needed. Once the school has 10th graders, the random drawing may be moved to later in the year, or a second drawing is held, to assess how many seats will be available in the fall.
- Intent to Enroll forms will be available from January through the year as seats may open and another drawing may be held.
- The drawings will be announced to the sponsor, will be open to the public and will be led by the SCF Public Safety office. The application information will be put into a spreadsheet to determine if there may be duplications. Each entry is numbered, and the public safety officer pulls numbers from a bowl. All Intent to Enroll forms receive a number.
- Applicants selected through the drawing will receive an invitation letter/email. They must return the letter/email to confirm acceptance by a particular date. If the SCF Collegiate School-Venice cannot contact a family, it will make every effort before assuming the family declines the invitation to enroll.
- Applications not selected will be safely stored and should a seat become vacant during the year in 9th-10th grade, a drawing will be held.
- There will not be a drawing for 12th grade. Rising seniors will not be accepted as transfer students because it will not be possible for them to attain the goal of an AA degree at the time of high school graduation.
- Because the State College of Florida has three campuses and serves two Florida counties, enrollment will be open to students in Manatee, Charlotte and Sarasota counties.
- Enrollment is subject to compliance with the provisions of Section 1003.22, Florida Statutes, concerning school entry health examinations and immunizations.
- A student may withdraw from the school at any time and enroll in another public school, as determined by district policy. A drawing will be held to fill the seat if needed.
- Per Florida Statute, 1002. 33, Charter School, students may avoid the drawing and will have preference for a seat at the school should there be one available and if
 - the student is a sibling of a current student [who will be enrolled concurrently with the other sibling. SCF Collegiate School-Venice will not have a legacy enrollment policy.]
 - the student is the child of a member of the governing board of the charter school.
 - the student is a full-time employee of the charter school [and thus SCF, Manatee-Sarasota].
- Should there be more than one student with preference waiting for a seat, there will be a random drawing of those with preference for the available seat. Seats for board members' children will have preference over seats for employees, which will have preference over seats for siblings. Seats will not be guaranteed.

Section 15: Parent and Community Involvement

- A. *Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This could include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This must include the governing board's appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s. 1002.33(7)(d)1., F.S.*

Parents, and students, will be welcome to the school in many ways, creating a culture that invites family participation. High school teachers and the instructor/college advisor all take a role with students as the academic coach. The coaches will be asked to meet with parents at least twice a year, either as a group to inform them of the program - walking them through the steps for continued enrollment in an institution of higher learning - or in smaller family meetings. The certified counselor will meet with families initially as the students enroll into 11th grade so that parents can better understand the program, the goals of the student and have an opportunity to ask questions. The head of school would take a prominent role in family meetings for those who may be flagged in routine RtI (Response to Intervention) meetings.

Parents will also be invited to participate in the School Advisory Council, which will be set up to meet Florida statute 1001.452. The chair of the committee will run meetings with an agenda to discuss parent interests. Parents may also be interested in setting up a Parent-Teacher Organization (PTO) for students to help fundraise for club events and/or school events. Administration will be supportive of a PTO, however, the school understands that it may be difficult to sustain when students are of high school age. Parents will be called upon regularly for help with events nevertheless, including chaperoning for fieldtrips, transporting students to club events and help decorating the prom.

Regular communication with parents will be electronic, through a weekly/bi-monthly newsletter. Parents will be able to reference the newsletter that will house information regarding school events and outside deadlines for scholarships and college applications, for example. Parents will be asked to help with creating a community of volunteers who will be a source of information to help reach out and disseminate to families in other languages, if needed.

The Board of Trustees of the State College of Florida, Sarasota-Manatee will be the same board of the SCF Collegiate School. The Board will appoint a parent representative to meet Florida statute, 1002.33(7)(d)1. The information of the parent representative will be on the website of the SCF Collegiate School-Venice and will be available as a resource to parents and as a mediator to help solve disputes, if requested.

- B. *Discuss any established community resources that will be available to students and parents, if applicable. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.*

The SCF Collegiate School-Venice will be located on the SCF Venice campus, and will partner with the college, thus providing much support to the students. All students will be able to use the resources on campus, such as the library and any research training from personnel, the science labs, and the Academic Resource Center for extended tutoring. Those enrolled in the Accelerated College Program (ACP) in 11th-12th grades will be able to participate in all events and clubs that are offered to the traditional

college students such as a creative writing club or a pop culture club. There will be an opportunity to enroll in classes that may travel, including Model United Nations, or competitive clubs, such as the Phi Beta Lambda Business Club. ACP students will also have access to the SCF career center, which may partner with the charter to bring in career panels or connect students with summer internships or job shadowing opportunities. One opportunity that may be on the horizon is a possible partnership with the college and the new Braves training stadium next to the campus. SCF Collegiate School-Venice and SCF will work together to see what additional connections will be available for students.

Faculty of the charter school will also have an opportunity to connect with the many rich resources of the college and its community. Access to college professors will be a rewarding connection as professors may open doors for observation and may work with teachers to support a bridge to the college curriculum.

- C. Provide, as Attachment T, any existing evidence of demand for the school or support from intended community partners, if available (e.g. letters of intent/commitment, memoranda of understanding, or contracts).

III. BUSINESS PLAN

Section 16: Facilities

If the site is acquired:

A. Describe the proposed facility, including location, size, and layout of space.

The SCF Collegiate School-Venice will utilize existing space at the State College of Florida's Venice campus in south Sarasota. The campus consists of 18 buildings with approximately 165,000 square feet of interior space sited on 100 acres with 1000 parking spaces. The campus has typical space programming found at a community college. These areas consist of general classrooms, science labs, student services, library, food service, bookstore, public safety, faculty offices, tutoring center and administration offices.

B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations, and policies and is ready for the school's opening.

The existing campus buildings are currently compliant with Florida Statutes and Florida Building Codes including the Florida State Requirements for Educational Facilities (SREF). This includes the requirements for Life Safety and the Americans with Disabilities Act (ADA). All proposed future buildings are designed and constructed per Florida Building Code and State Requirements for Educational Facilities (SREF). Buildings are inspected regularly and deficiencies, if any, are addressed. The facilities on this campus are in excellent condition and are well maintained by a professional facilities staff.

C. Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.

The current student stations and classroom sizes and their configurations satisfy the requirements of the Florida State Requirements for Educational Facilities (SREF). Phase 1 of the Collegiate School will use existing building space in Venice for administration offices and group meetings. Classrooms and class labs are already on campus, and the SCF Collegiate School-Venice administration will work with the Venice Dean for scheduling and programming. Phase 2 of the Collegiate School is projected to create or refurbish a space on campus that will house the charter as a whole unit, including high school classrooms. The space will be planned with the capacity of 400 students (and nearly 20 staff), 200 of whom will not be dual enrolled in 9th-10th grades and will need special considerations for programming, outside spaces, a parent and bus drop off and pick up, physical education requirements, breakfast and lunch areas, etc.

D. Document the anticipated costs for the facility, including renovation, rent, utilities, and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U. If renting an existing facility, provide draft lease agreement as Attachment V.

The SCF Collegiate School-Venice will be a department of the State College of Florida. As a department, it falls under regular facilities budgeting for maintenance, utilities and custodial work. The

department budget for the SCF Collegiate School-Venice normally includes personnel and operating expenses, mirroring the budget of the SCF Collegiate School-Bradenton.

In an effort to make up the costs of maintaining and running the charter, the SCF Collegiate School-Venice will initially rent space from the State College of Florida. Currently, the Collegiate School on the Bradenton Campus pays \$75,000/year for 36,549 square feet including maintenance, custodial, telecommunication connectivity and utilities (see Attachment V). It is anticipated that similar lease documents and pricing will be used at the Venice location.

The College will apply for any grants that may be available to new charter schools for construction/renovation funds in order to adapt existing space to meet the needs of the SCF Collegiate School-Venice as it reaches full enrollment. The College is prepared to ensure that there is an adequate space and will work with the charter administration to adapt areas, if needed.

- E. Describe the back-up facilities plan. What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?

Existing space on the SCF Venice campus allows for flexibility and is available for this purpose, with the capacity and programmatic layout to easily accommodate the academic needs of the SCF Collegiate School-Venice.

If the site is not yet acquired:

- F. Explain the school's facility needs, including desired location, size, and layout of space.
- G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U.
- H. Explain the strategy and schedule that will be employed to secure an adequate facility.
- I. Describe the back-up facilities plan.

Section 17: Transportation Service

Describe the school's plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)(c) F.S.

The SCF Collegiate School-Venice will propose to work with the Sarasota County School Transportation Department to provide eventual access to limited busing for the students. For the first two years, the charter will be working with students who are juniors and seniors, who are of driving age. The charter school will propose to offer SCAT bus vouchers for those who may ride public transportation, which is a cost of \$30. per 30 days, per student. There is service directly to the SCF Venice campus. Transportation should not be a barrier for entry because the students design their own schedules, thus they may work around possible transportation issues.

As students are enrolled into the 9th-10th grades, the SCF Collegiate School administration predicts a higher need for limited busing that may be met by the Sarasota School District, through a contract with the charter school. The budget does reflect the cost of future funds that may be needed.

Section 18: Food Service

Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program. Explain how the school's food service plan will ensure healthy, well-rounded meals for students.

The SCF Collegiate School intends on working with the State College of Florida Venice campus food service contractors to provide meals for the students for the beginning of the charter school's operation, serving Accelerated College Program (ACP) students in the 11th-12th grades in 2019-2020. The charter school would ask the vendor to offer a single meal at a reduced price for the students, for breakfast and lunch, to serve within a specific amount of time during the day. Offering one meal at a reduced rate may ensure healthy, well-rounded meals. Students would also be able to order off the menu, but the prices may increase. Student who qualify for free/reduced meals would be subsidized by the charter school in the first two years.

As the 9th-10th grades enroll on campus beginning in 2021, the SCF Collegiate School-Venice will propose that the district begin to help with food service, with lunch and/or breakfast, in an effort for the charter school to participate in the National School Lunch Program. The school would ask the county to serve all grades to ensure a more affordable meal than the college vendor and offer free/reduced meals. The ACP students have a varied schedule and may not eat with the high school students, however, they would have the choice to opt out of meals provided by the county. The charter school will work with facilities to have a plan in place to offer food service serving stations and specific seating for the high school students in a café environment.

Section 19: School Safety and Security

Outline the plan for school safety and security for students, staff, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ. A full plan that also includes procedures for unanticipated emergency situations will be required prior to school opening.

The plan for school safety and security for students and staff, as well as the facility and property, will include joint collaboration with the SCF Department of Public Safety. The SCF Venice Campus is responsible for the safety and security of all staff and the campus and provides SCF public safety officers and contracted security employees for 24-hour security.

At this time, the campus has security cameras, blue light emergency boxes, Blackboard Connect emergency messaging system, and an overhaul of the Valcom Emergency Notification System, which is a campus intercom / speaker system.

Public Safety planning is also in the final phases of working with a company that developed a phone application for students to use to immediately request emergency help on campus. They are also in the final phase of working with facilities so that all outside doors on campus require key card access.

Public Safety works with the Information Technology Office and Facilities to create policies and procedures for safeguarding digital information, as well as maintain a COOP (*Continuity of Operations*) plan & Emergency Response Plan for all the SCF campuses.

The SCF Collegiate School-Venice head of school will be a member of the SCF Critical Incident Management Team in an effort to ensure there is representation of the charter school in campus meetings regarding security and safety of students and all personnel on campus.

SCF Public Safety will assist with emergencies and acute behavior issues at the SCF Collegiate School-Venice, as they would in any classroom on campus. They will monitor the students of the SCF Collegiate School-Venice and provide services if needed, such as providing IDs, helping with preferred parking, or offering escorts to classes. The head of school would be responsible for minor offences and tracking minor behavior infractions, referrals and suspensions.

The SCF Collegiate School-Venice will be responsible for their own anti-bullying policies, and will have an online anonymous reporting application for students to utilize if needed. Anti-bullying curriculum will be absorbed in the academic coaching coursework.

Students will have uniforms in grades 9th-10th in an effort to identify students on campus who are not enrolled in a college course.

The school safety and security plan for the SCF Collegiate School-Venice will mirror the safety plans at the college, as well as SCF Collegiate School-Bradenton. The SCFCS emergency plan will be provided upon request.

Section 20: Budget

- A. *Provide as Attachment X, an operating budget covering each year of the requested charter term that contains revenue projections (using the Florida charter school revenue estimate worksheet as Attachment W for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request.*

Attachment X provides an operating budget for the first five years and includes sample budgets if projections do not meet full student enrollment in the first few years of operations. Attachment W is the charter school revenue worksheet, which provided the year 1 funding allocation, which was used for all years presented.

- B. *Provide a start-up budget as Attachment Y 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.*

Attachment Y is the first column of the budget worksheet, detailed on attachment X.

- C. *If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g. MOU, letters) as Attachment Z.*

At this time the budget is contingent upon sources of funding for the pre-operational year and perhaps year one and three should enrollment not meet capacity. The State College of Florida will fund the start-up and contingency costs of the SCF Collegiate School-Venice. The SCF Trustees were briefed regarding the need for the preoperational funds and were in agreement for operational costs. Evidence may be found in the board minutes from February 27, 2018. The college's legal and finance departments will collaborate to propose a repayment schedule over the course of future years when the charter will be financially independent. The SCF Collegiate School-Bradenton had a similar arrangement whereas the charter repaid the college for its operating costs in annual installments.

- D. *Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.*

Revenue:

Revenue is projected based on FTE from 2017-18, of \$6445 per student. For year 1, this is estimated to provide \$612,275 in revenue for 100 9th grade students, \$1,224,550 for year 2, \$1,851,875 for year 3 and \$2,496,375 for years four and beyond (400 students total, less 5% district fee). This amount of revenue is sufficient to cover all student costs in each year. Approximately \$150,000 in start up operating costs for the 6 months prior to the beginning of year 1 will be loaned to the SCF Collegiate School-Venice by the College, with anticipated payback within 4 years based on estimated fund balances.

Specific expenses outlined in the budget include:

Personnel and benefits (additional ~28%)

2019 -Jan-June - head of school and registrar, 1/2 IT coordinator, 1/2 contracted ESE

2019 -August, head of school, registrar and guidance. Duties will include those of office mgr.

2020 -add office manager and guidance assistant and instructor/advisor

2021 -add 5 instructors (9th grade), substitutes, 1/2 nurse, food service and overloads

2022 – add 5 instructors (10th grade)

Following the budget from top to bottom, it is organized by account. The following narrative includes rationale for each line item of significant costs, including the following:

- Travel expenses include teacher professional development and student travel needs.
- Bus passes are estimated for students in the Accelerated College Program, and a possible contracted school bus by year three.
- Printing from a vendor includes budget for marketing.
- Rentals include estimated graduation expenses.
- General liability insurance is estimated for enrollment.
- Other contractual services include personnel for ESE and OT.
- Institutional memberships include the Charter School Consortium.
- Contract instructional to DE to SCF include tuition payments for dual enrollment.
- Contract non-instructional services include website marketing upgrades.
- Advertising include marketing costs for enrollment.
- Auditing fees include an annual expense beginning 2020.
- Accreditation as the charter may apply in the first year under a department of SCF.
- Educational materials and supplies include student books for dual enrollment.
- Educational software begins in 2021 with 9th grade reading program/online resources.
- Athletic materials and supplies begins in 2021 with 9th grade HOPE course.
- Student food estimated for vendor and contract to SCSD.
- Office computer equipment initially for staff, increasing with increased enrollment.
- Rent includes estimated building lease payment to the college, beginning year 3.

E. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.

Expenses are expected to be managed within the revenue projections beginning in year 1. If enrollment is less than anticipated, the State College of Florida will cover up to \$500,000 in start-up and contingency costs. The SCF Board of Trustees is in agreement to lend operating costs and supports the creation of a repayment schedule. Should enrollment not meet anticipated projections, secondary budgets have been drafted to delay some expenditures including personnel.

F. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

See item E above, the State College of Florida will provide contingency funding for the first 3 years of operation, up to a total of \$500,000 for operating costs. Three years is based on budgets drafted at only 1/2 of the enrollment of the dual enrolled student population the first year, and 3/4 of the enrollment the second year. As the criteria is challenging for many high school students to meet in 11th grade, the second budget drafted reflects only some of the students who apply will be qualified to enroll who apply for the Accelerated College Program. Based on historical data, SCF Collegiate School-Bradenton enrolled 50 students in its first graduating class, which is where the predicted enrollment number was derived.

G. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

See projections below. The SCF Collegiate School-Venice will have a zero net cash flow after the preoperational year, and will run close to zero cash the first year. However, the College has committed to subsidize any funds the charter school will be lacking until enrollment increases. As part of attachment XY, the cash flow is documented until full enrollment of 400 students in 2022-23, which estimates a positive cash balance.

Pre-operational SCFCS VC Twelve Month Cash Flow	Pre-Operational 2018-19												totals
	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	
Cash on Hand (Beginning of Month)	0	0	0	0	0	0	0	83,584	66,868	50,152	33,436	16,720	
CASH RECEIPTS													
Local Government Support (SCF)							100,300						
Food Service Sales													
Federal Grants and Programs													
State Support (through Sarasota CDS)													
TOTAL CASH RECEIPTS	0	0	0	0	0	0	100,300	0	0	0	0	0	
Total Cash Available Before Cash Out	0	0	0	0	0	0	100,300	83,584	66,868	50,152	33,436	16,720	
CASH PAID OUT													
Personnel Expenses							12,800	12,800	12,800	12,800	12,800	12,800	
Operating Expenses (Current)							3,916	3,916	3,916	3,916	3,916	3,917	
TOTAL CASH PAID OUT	0	0	0	0	0	0	16,716	16,716	16,716	16,716	16,716	16,717	
Cash Position - end of Month	0	0	0	0	0	0	83,584	66,868	50,152	33,436	16,720	3	
Year 1 SCFCS VC Twelve Month Cash Flow	FY 2019-20												
	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	totals
Cash on Hand (Beginning of Month)	3	-11	-26	-40	-54	-68	-83	-97	-111	-125	-140	-154	
CASH RECEIPTS													
Local Government Support (SCF)													
Food Service Sales													
Federal Grants and Programs													
State Support (through Sarasota CDS)	51,023	51,023	51,023	51,023	51,023	51,023	51,023	51,023	51,023	51,023	51,023	51,023	
TOTAL CASH RECEIPTS	51,023	51,023	51,023	51,023	51,023	51,023	51,023	51,023	51,023	51,023	51,023	51,023	612,275
Total Cash Available Before Cash Out	51,026	51,012	50,997	50,983	50,969	50,955	50,940	50,926	50,912	50,898	50,883	50,869	
CASH PAID OUT													
Personnel Expenses	20,233	20,233	20,233	20,233	20,233	20,233	20,233	20,233	20,233	20,233	20,233	20,233	
Operating Expenses (Current)	30,804	30,804	30,804	30,804	30,804	30,804	30,804	30,804	30,804	30,804	30,804	30,804	
TOTAL CASH PAID OUT	51,037	51,037	51,037	51,037	51,037	51,037	51,037	51,037	51,037	51,037	51,037	51,037	242,796
Cash Position - end of Month	-11	-26	-40	-54	-68	-83	-97	-111	-125	-140	-154	-168	369,650

Section 21: Financial Management and Oversight

- A. Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.*

Daily financial activity will be performed by SCF Collegiate School-Venice administration. As a department of the college, SCF Collegiate School is responsible for ensuring it follows the financial management reporting guidelines of the Sarasota County School District (SCSD) and SCF's policies and procedures and reports to the SCF Board of Trustees, while meeting requirements of Florida statute 1002.33(9)- Charter schools and its requirements. Oversight is facilitated by the SCF Finance Department. The criteria in place ensure that financial resources are not misappropriated, and checks are in place to ensure financial records are not misstated. The procedures that are applied to all college departments will also be consistent at the charter campus in Venice, including internal control activities, risk assessment, and transaction flow and approval queues for every major area of operations which may include liquid assets, plant asses, collections, and disbursements (personnel, benefits, capital outlay, for example.)

The reporting requirements of SCF Collegiate School-Bradenton to the Manatee County School District are presumed to be similar to the SCSD requirements, including a monthly GASB document and annual audit. The annual audit of both the State College of Florida, and the Collegiate School, Bradenton campus, opine on internal controls over financial reporting. The college is required to address financial management and oversight as described in Florida statutes, 1002.33(6)(a)(5), 1002.33(7)(a)(9) and 1002.33(7)(a)(11). The College adheres to internal control procedures contained in the Board of Trustees Rules and the Accounting Manual of the Florida College System. SCF Collegiate School-Venice will be subject to the same oversight and management.

- B. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.*

The board has the opportunity to review monthly financial documents from the college, published in every packet, with separate documents specifically for the charter school. The SCF Trustees are specifically authorized "to adopt rules, policies and procedures related to its mission and responsibilities including budget and finance, as highlighted in Florida statute regarding Florida College System institution board of trustees – powers and duties, 1001.64(4)(b). Internal control components include the bid process, risk management, monitoring, and multi-level authorization of expenditures.

- C. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.*

An annual audit is required for the state, the county and the SCF Board of Trustees. Leadership at SCF Collegiate School-Venice will work with SCF's finance department, including the assistant director of finance and SCFCS-Venice's senior accountant, who will be the finance liaisons with the independent CPA firm conducting the annual audit. Currently, the SCF Collegiate School-Bradenton is seeking proposals for auditing services on an annual basis. Typically, a formal request for proposal process. lead by the SCF Business Department, is advertised and submissions are reviewed, and potential CPA firms will be interviewed and a finalist is ultimately selected.

D. Describe the method by which accounting records will be maintained.

The method by which accounting records are maintained are on an accrual basis of accounting. Documents are saved on local databases in the SCF Collegiate School-Venice administration offices, as well as the college whole school management system database – Banner. Records are maintained in accordance with the Generally Accepted Accounting Principles. The charter will be considered a school within a school and will have a separate restricted fund under a Governmental Accounting Standards Board reporting model. It will be a separate financial entity with individual charts of accounts, utilizing the “Red Book” as other schools in Florida.

E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.

Financial transparency of financial documents will be sent to the authorizer monthly, as well as posted in the SCF Board of Trustees consent agendas in the monthly packets. All documents are posted online, and will have links from the website for the public. The links online are also available to view salary schedules from human resources and the state annual report that details current employee salaries. The links available on the website of the college will be on the Collegiate School website as well.

F. Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.

Auditors are contracted and are selected by committee through the SCF business offices through a formal bidding process. The SCF Collegiate School-Venice may contract food services and possible transportation services, either through the college or SCSD. The website may also be developed through an outside company, but maintained by a college employee.

G. Describe how the school will store financial records.

Storing all records will follow legislative rules GS1-SL record schedule for state and local agencies, GS5- record schedule for public university and colleges and GS7-General Records Schedule for Public Schools-PreK-12, Adult & Vocational/Technical. That covers all departments and outside the departments of the college. The SCF Collegiate School-Venice will maintain student cumulative files and health files in fireproof locked cabinets and will use the district Student Information portal.

H. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors’ and officers’ liability coverage.

The SCF Collegiate School-Venice, as a department of the college, is an institution of the State of Florida and its "self-insurance" limitations are provided for by law. The college is provided with comprehensive general liability insurance with the limits of Two Hundred Thousand Dollars and Zero Cents (\$200,000.00) per person, Three Hundred Thousand Dollars and Zero Cents (\$300,000.00) per occurrence, pursuant to the terms and limitations of Florida Statutes, Section 768.28 and Florida Statutes, Chapter 284, Part II.

Health benefits are provide based on the type of employment of the personnel, which is classified and determined by the SCF Human Resources Office. The current insurance provider if Blue Cross and Blue Shield of Florida.

Section 22: Start-Up 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 (e.g. status as a state corporation, federal non-profit)*

The charter school is a department of the District Board of Trustees of the State College of Florida, Manatee-Sarasota, the SCF Collegiate School-Venice and will be under the umbrella of the college's legal status as a non-profit institution.

- ii. *Identifying and securing facility*

The SCF Collegiate School-Venice has secured the SCF Venice campus as its location. The details of what exactly the school will look like on campus, and which areas it will occupy will be executed in the coming months. The administration offices must be identified and refurbished by January 2019. The school leadership will continually analyze the spaces on campus to identify the best fit for the students. For the first two years, students will require a tutoring/gathering space. The classes are identified, as well as resources for students, but awaiting scheduling depending on enrollment and course schedules. By year three, the high school environment will be identified and refurbished to meet needs of the students entering 9th grade. By year four, the 10th grade spaces will also be incorporated with the help of SCF facilities and collaboration with planning with the dean of the Venice campus.

- iii. *Recruiting and hiring staff (leaders, teachers, and other staff)*

The leadership at the SCF Collegiate School-Bradenton will begin to organize hiring committee in the fall of 2018 to bring in a head of school and a registrar/test coordinator by January of 2019. The staff at SCF will work to begin recruitment activities in November of 2018, led by the SCF Collegiate School-Bradenton administrative teams.

- iv. *Staff training*

Administrative staff training will be incremental as they are brought into the school and will spend much time with the Bradenton charter and Sarasota County School District for guidance, beginning in January 2019. The teacher training will begin in August 2021, normally near two weeks before the beginning of the school year.

- v. *Finalizing curriculum and other instructional materials*

Curriculum may be mostly completed with assistance from SCF Collegiate School-Bradenton course work available online with the Canvas LMS. Teachers will have 8-10 days before school begins to prepare together in August 2021. Some instructional materials will have been purchased before their arrival, including online resources.

- vi. *Governing board training*

The District Board of Trustees of the State College of Florida, Manatee-Sarasota are all up to date regarding their needed trainings. All trustees have completed training with the state approved Florida Consortium of Public Charter Schools online program.

- vii. *Policy adoption by Board (if necessary)*

Policies requested in the charter application have been adopted by the board previously.

viii. Recruiting students

Recruiting will begin in November 2018 with an announcement of information sessions and online advertising. Mailers will follow in early January and formal information sessions will be held until enrollment is met, or until the first day of school in August. Recruiting will be aided by SCF's Marketing and Creative Service's department.

ix. Enrollment lottery, if necessary

The initial random drawing will be held in March 2019, if needed. Applications the first year will be accepted as students meet criteria for the Accelerated College Program. If applications are more than seats available, a lottery will be organized by the head of school and public safety, which will be announced to the public.

x. Establishing financial procedures

Financial procedures are well established at the State College of Florida. The SCF Collegiate School-Venice will also follow the procedures for purchasing, procuring, approvals and budget process and as a department of the college. Training will be given to new employees from current SCF administration.

xi. Securing contracted services

Contracted services that are foreseen may include ESE personnel to assist with any incoming IEPs. Services will be obtained as soon as needed, including year 1.

xii. Fundraising, if applicable

The SCF Collegiate School does not have a fundraising plan, however, leadership does plan to apply for state charter school start up grants in 2018.

xiii. Finalizing transportation and food service plans

Services for limited busing or food services will be secured the second year in 2020, for 2021's incoming 9th grade. City bus passes will be available to students as well as help with carpooling options. Food services will be subsidized to students who are eligible for free/reduced lunch. The charter plans to work with the district in the coming years to contract with transportation and food services, and has noted expenses in the budget.

xiv. Procuring furniture, fixtures and equipment

SCF Facilities has personnel onsite to assist with the procurement of needed office furniture and any equipment. Realization of space for the incoming 9th and 10th grades will be discussed and designed beginning 2019 for a completion date of summer of 2021.

xv. Procuring instructional materials

Students enrolled in the SCF Collegiate School-Venice in 11th and 12th grade will take classes solely on campus with college professors, as a dual enrolled student. The charter school will be responsible for purchasing books and supplies for the students. Instructional materials needed for the high school program will be ordered summer of 2021 for 9th grade and 2022 for 10th grade.

xvi. The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor. A formal timeline may be negotiated in the charter agreement.)

The timetables may change with enrollment, but at this time are synced with budget projections.

IV. Chart of Attachments

1.	Statement of Assurances	65
2.	Attachments	
	A. Evidence of teacher and parental support for conversion, if applicable. (n/a)	
	B. Sample daily school schedule and annual school calendar	66
	C. Sample curriculum scope and sequence	71
	D. Reading curriculum	83
	E. Pupil Progression plan, if applicable (SCFCS-Venice will adopt SCSD plan)	85
	F. Assessment Schedule	87
	G. Proposed discipline policy or student code of conduct, if applicable	88
	H. Articles of incorporation (n/a)	
	I. 501(c)(3) tax-exempt status determination letter (or copy of the filing form)	111
	J. Governing board by-laws	112
	K. Governing board code of ethics and conflict of interest policy	118
	L. For each board member, a Board Member Information Sheet, resume, and Statement of Assurances (templates provided)	119
	M. Organization charts that show the school governance, management, and staffing structure in 1) the pre-operational year; 2) the first year of operation; 3) at the end of the charter term; and 4) when the school reaches full capacity, if in a year beyond the first charter term	155
	N. Job description for the school leader and, if this person is already identified, his or her resume	159
	O. If the school leader is not yet identified, the qualifications the school will look for in a school leader	
	P. Job description(s) and qualification requirements for each administrative or leadership position other than the school leader	164
	Q. Job description(s) and qualification requirements for the school's teachers	193
	R. Personnel policies, if developed	198
	S. Student enrollment application	210
	T. Evidence of demand for the school (e.g. petitions or intent to apply forms) or support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, or contracts), if applicable	212
	U. Evidence of facility funding sources, if applicable (n/a)	
	V. Draft rental agreement or lease for facility, if applicable	219
	W. Florida Charter School Revenue Estimating Worksheet	225
	X. Proposed Operating Budget	228
	Y. Proposed Startup Budget	
	Z. Evidence of external funding (e.g. foundations, donors, grants), if applicable.(n/a)	
3.	Addendum (as applicable)	233
	A1. High Performing Replications	234
	AA. Commissioner's letter(s) of verification of high-performing status	236
	DD. Applicant history worksheet (<i>Form IEPC-M1A</i> , found at: http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference)	237
	FF. Applicant may attach up to an additional ten pages of supplemental material.	241


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 **State College of Florida Collegiate School-Venice** is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows **Dr. Carol Probstfeld, President, State College of Florida, Manatee-Sarasota** to sign as the legal correspondent for the school.



Signature
Dr. Carol Probstfeld

Printed Name



Date

State College of Florida Collegiate School
2017-18 Calendar Grades 9-10

2017

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

New to SCFCS
Student Orientation Dates and
Back to School night

14 First Day of School

SEPTEMBER				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
29	30			

4 Labor Day

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

12 First Quarter Ends
13 Record Day (no school)

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

10 Veteran's Day
22-24 Fall Break
23 Thanksgiving

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

13-19 Semester Exams
20 First Semester Ends
21-29, 1/2-5 Winter Break

2018

JANUARY				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

1 New Year's Day
4 Record Day (no school)
5 Inservice (no school)
8 Classes Resume
15 Dr. MLK Jr. Day

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

19 Presidents' Day

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

15 Third Quarter Ends
16 Record Day (no school)
26-30 Spring Break

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

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

22-25 Semester Exams
28 Memorial Day
30 Last Day of School

	Teachers	Students
Jul	1	0
Aug	24	14
Sept	17	17
Oct	22	21
Nov	18	18
Dec	14	14
Jan	19	17
Feb	19	19
Mar	17	17
Apr	21	21
May	22	22
Jun	1	0
	194	180

Academic Calendars

State College of Florida Collegiate School
2017-18 Calendar Grades 11-12

Fall 2017

Aug. 21: Fall classes begin.
 Sept. 4: Labor Day holiday. College closed.
 Nov. 10: Veterans Day holiday observed. College closed.
 Nov. 23-24: Thanksgiving holidays. College closed.
 Dec. 8: Fall classes end.
 Dec. 11-14 Final examinations for Fall.
 Dec. 15: Final grades due at 2:00 p.m.
 Dec. 15: Fall Graduation.
 Dec. 18-Jan. 5: Winter holiday break

[Fall 2017 Academic Calendar](#)
[Fall 2017 Add/Drop/Withdrawal Schedule](#)

Spring 2018

Jan. 4: Faculty return.
 Jan. 8: Spring classes begin.
 Jan. 15: Martin Luther King holiday. (no classes)
 Mar. 5-9: Spring Break. (no classes)
 April 27: Spring classes end.
 April 28 - May 3: Final examinations for Spring.
 May 4: Final grades due at 2:00 p.m.
 May 4: Spring Graduation.

[Spring 2018 Academic Calendar](#)
[Spring 2018 Add/Drop/Withdrawal Schedule](#)

Summer 2018

May 14: Faculty return.
 May 14: Summer 2018 classes begin.
 May 28: Memorial Day holiday. (no classes)
 July 4: Independence Day holiday. (no classes)
 Aug. 2: Summer classes end.
 Aug. 6-7: Final examinations for Summer.
 Aug. 9: Final grades due at 2:00 p.m.

[Summer 2018 Academic Calendar](#)
[Calendar of religious holidays: http://www.interfaithcalendar.org](http://www.interfaithcalendar.org)

2017

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

New to SCFCS
 Student Orientation Dates
 and Back to School night

1 New Year's Day
 8 Classes Resume
 15 Dr. MLK Jr. Day

14 First Day of School

SEPTEMBER				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
29	30			

4 Labor Day

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

5-9 Spring Break

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

10 Veteran's Day
 23-24 Fall Break
 23 Thanksgiving

27 Semester Ends

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

8 Semester Ends
 11-15 Semester Exams
 12/18 - 1/5 Winter Break

30-3 Semester Exams

Summer classes

28 Memorial Day

2018

JANUARY				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

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

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

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

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

SCFCS-Venice Curriculum Map

	SCF Collegiate School		SCF: Accelerated College Program	
curriculum area	9	10	11	12
Academic coaching and guidance across the curriculum	Research 1	Research 2	High School: Leadership Skills Development	High School: Leadership Techniques
Language Arts/English	English 1	English 2	English 101/102	College literature and humanities
Mathematics	Algebra (EOC) or Geometry (EOC) or Algebra 2 (EOC)	Geometry (EOC) or Algebra 2 (EOC) or SCF math course	1105 college Algebra and other college level math	3rd college level math or electives
Science	Physical Science or Biology (EOC)	Biology (EOC) or Chemistry (EOC)	College science with lab	College science with lab
Social Studies	World History	Econ with financial literacy/ Gvrnmt	AMH 1010 and 1020 (EOC exempt)	College level humanities and/or elective
Foreign Language	FLVS option	FLVS option or SCF language	SCF Language option	SCF Language option
PE/Health and performing arts requirement	HOPE		Speech	college choice course
Exploratory Program		Elective or SCF course	college choice courses	college choice courses

Notes:

Virtual courses may be utilized as needed or desired

Students in grades 11 and 12 will be on the college campus following requirements for the AA degree upon graduation.

AA requirement is attached or at the following web address:

http://catalog.scf.edu/preview_program.php?catoid=9&pooid=729&returnto=677

SCFCS-Venice Sample Student Schedule 9th - 12th Grade

class	grade 9		grade 10		Accelerated College Program - full time dual enrolled		
	grade 11	grade 12					
1	Research 1	Research 2	8:30-9:25am		High School: Leadership Skills Development	High School: Leadership Techniques	8:30-9:30am
2	English 1	English 2	9:30-10:25am		English 101/102	College literature and humanities	MWF or MW or TR
3	Algebra (EOC) or Geometry (EOC) or Algebra 2 (EOC)	Geometry (EOC) or Algebra 2 (EOC) or SCF math course	10:30-11:25am		1105 college Algebra and other college level math	3rd college level math or electives	MWF or MW or TR
lunch - 11:30-12:30							
4	Physical Science or Biology (EOC)	Biology (EOC) or Chemistry (EOC)	12:35-1:30pm		College science with lab	College science with lab	MWF or MW or TR
5	World History	Econ with financial literacy/ Gvrnmt	1:35-2:30pm		AMH 1010 and 1020 (EOC exempt)	College level humanities and/or elective	MWF or MW or TR
6	HOPE	Elective or SCF course	2:35-3:30pm		Speech	college choice course	MWF or MW or TR

330 minutes/day x
180 days = 59400
or approx.
1650/week

Full time FTE = 12
credit hours or more

Notes:

Virtual courses may be utilized as needed or desired

Students in grades 11 and 12 will be on the college campus following requirements for the AA degree upon graduation.

AA requirement is attached or at the following web address:

http://catalog.scf.edu/preview_program.php?catoid=9&pooid=729&returnto=677

**SCF Collegiate School
Work Days 2017-2018
Staff Hired Prior to 11/01/2015
Administrative, Professional, Faculty and Career Employees**

2017	10 month	12 month Employees	Holidays
July	1	20	4-Jul-17
August	24	23	
September	17	20	4-Sep-17
October	22	22	
November	18	19	Holidays: November 10, 23, 24, 2017 10 month – November 20, 21, 22, 2017
December	14	19	Holidays: December 25, 26, 2017 Winter Break (non-duty days): December 21, 22, 27, 28, 29, 2017
6 month totals	96	123	
2018			
January	19	21	Holidays: January 1, 15, 2017 Winter Break (non-duty days): January 2, 3, 2017
February	19	20	10 month – 2/19/17
March	17	17	March 26, 27, 28, 29, 30, 2018
April	21	21	
May	22	22	28-May-18
June	1	21	
6 month totals	98	122	
12 month totals	194	245 (247)	

**SCFCS
Work Days 2017-2018
Staff Hired After 11/01/2015
Administrative, Professional and Career Employees**

2017	10 month	12 month Employees	Holidays
July	1	20	4-Jul-17
August	23	23	
September	20	20	4-Sep-17
October	22	22	
November	16	19	Holidays: November 10, 23, 24, 2017 10 month – November 20, 21, 22, 2017
December	19	19	Holidays: December 25, 26, 2017
6 month totals	101	123	
2018			
January	21	21	Holidays: January 1, 15, 2018
February	19	20	10 month – February 19, 2017
March	22	22	
April	21	21	
May	22	22	28-May-18
June	0	21	
6 month totals	105	127	
12 month totals	206	250 (252)	

*Winter/Spring Breaks for non-instructional staff

SCF Collegiate School

LANGUAGE ARTS KNOWLEDGE BY GRADE

GRADE	READING	WRITING	SPEAKING	GRAMMAR/VOCAB
9	<ul style="list-style-type: none"> • 1050-1260L • Seek out literature & books, expand comfort level • Stamina to read complex fiction & nonfiction • Close reading to breakdown difficult texts • Read beyond comprehension & plot • <i>Life of Pi</i> • Literacy short stories • World Literature Circles • <i>Hamlet, sonnets</i> • 1-2 books/month 	<ul style="list-style-type: none"> • Extended research paper (5-7 pgs.), SCF databases, library catalog & resources • literary analysis essay (letters) with support • Sophisticated transitions • Thoughtful introductions/conclusions • RACE Focused, evidence based, expository & persuasive essays • FCA prep • Distinguish between & use credible websites • Peer editing 	<ul style="list-style-type: none"> • Participate in round table discussions <ul style="list-style-type: none"> ○ Stay on topic ○ Listen & build off one another ○ Introduce new ideas ○ Use evidence to support opinions ○ Disagree respectfully & politically ○ Stick to your position in debate • Reader's theater • Formal public speaking 	<ul style="list-style-type: none"> • Proofreading Marks • Modifier Phrases • Active and Passive Voice • Personal editing
10	<ul style="list-style-type: none"> • 1080-1335L • <i>Othello</i> • <i>Beowulf</i> • <i>Scarlet Letter</i> • <i>Brave New World</i> • <i>Frankenstein</i> • <i>Great Gatsby</i> • <i>A Raisin in the Sun</i> • <i>Song of Solomon</i> • British Literature Classics • Morality plays • Transcendentalism nonfiction & poetry • Close reading 	<ul style="list-style-type: none"> • Active and Passive Voice • FCA prep 	Continue to build & improve all above	Continue to build & improve all above

SCFCS HIGH SCHOOL ENGLISH COLLEGE SKILLS BY GRADE

GRADE	TOOLS	EXPECTATIONS & RESPONSIBILITIES	PARTICIPATION	COMMUNICATION	BEHAVIOR	TECHNOLOGY
9	<ul style="list-style-type: none"> • iPad charged • agenda • flash drive • writing instrument • independent book to read 	<ul style="list-style-type: none"> • punctual • prepared at start of class, • effective note taking & organizational skills • looks ahead in BB • checks BB for missed assignments when absent; responsible for making up missed work • review notes for each core class for at least 30 minutes every day even if not assigned homework • work only on material for the class you are in; work for other classes can be done during independent study time • higher order thinking ability to answer questions and apply critical thinking skills • read ahead 	<ul style="list-style-type: none"> • comes prepared for class discussions/questions • focused & engaged, contributes in class • ask when something is not clear 	RACE, GPS, SCF MLA <ul style="list-style-type: none"> • use full sentences when writing & speaking • public speaking , small groups & in front of class • Lexilie 1000-1250 • Self-advocate • Use professional channels to speak to teachers • Evidence based writing 	<ul style="list-style-type: none"> • respectful to others • uses good manners • kind words, respectful, uses please and thank you with teachers and other adults • promote a positive learning environment • supports peers • good attitude • takes initiative to seek out materials & resources • be a leader at school 	<ul style="list-style-type: none"> • does not use lack of technology for excuse • Mastered all programs and uses appropriate program (BB, email, Keynote, Imovie, Pages, etc.) • saves work to flash drive, emails or Dropbox • back up work regularly • able to mentor/help others
10	<ul style="list-style-type: none"> • iPad charged • agenda • flash drive • writing instrument • independent book to read • notebooks, binders, note cards, supplies for each class 	<ul style="list-style-type: none"> • persistent, confident & resilient, has grit • aware of weaknesses • accountable for their education • milestone planning • manages time well • prioritizes projects • independent problem-solver • knows where to look for answers / what / who to ask • has personal goals • education tracking toward college major requirements (2nd quarter) • proactive • aware of assignments due dates 	<ul style="list-style-type: none"> • confidently engages in lecture groups • asks encouraging questions / speak out • seeks support from peers /teacher • lead project team; takes ownership 	<ul style="list-style-type: none"> • Lexile1080L-1335L • uses RACE, GPS, SCF • college-level writing skills • writing to specific academic area • written and verbal skills, forma, essay including vocabulary & grammar; technical fluency • can support opinions with facts/ analytical reasoning • correct use of MLA, APA citations 	<ul style="list-style-type: none"> • independent learner • role model for others • critical thinker • self-assesses • acknow-ldges realistic deadlines • uses planner as tools for milestones • submits assignments correctly the first time • es their best, self-assess to improve • uses care with supplies & equipment 	<ul style="list-style-type: none"> • does not use lack of technology as an excuse finds a tech work around • Mastered all programs and uses appropriate program (BB, email, Keynote, iMovie, Pages, etc.) • saves work to flash drive, emails or Dropbox • able to mentor/help others • may find & look for other ways to use technology • uses Evernote, Google drive, cloud storage for lecture and class notes • technology etiquette(no head phones, phones, iPod, etc. without permissions • Use SCF resources, library & ARC responsibly

SCF COLLEGIATE SCHOOL

MATHEMATICS KNOWLEDGE BY GRADE

GRADE	KNOWLEDGE
	ALGEBRA
9	<ul style="list-style-type: none"> • Fractions • Negative Numbers • Word Problems • Distance, Rate and Time Problems, Mixture Problems (Weighted Average) • Percent Proportion and Equation, Percent of Change, Discount and Sales Tax • Linear Equations, Systems of Equations • Linear Inequalities (simple, compound, in two variables), Systems of Inequalities • Linear Functions (slope, graphing, parallel lines, perpendicular lines, arithmetic sequences) • Special Linear Functions (absolute value, piecewise) • Monomials, Exponents • Polynomials (addition, subtraction, multiplication, factoring) • Quadratic Equations (completing the square, quadratic formula) • Quadratic Functions (graphing, axis of symmetry, vertex) • Radical Expressions (simplifying) • Radical Functions • Exponential Functions (geometric sequences) • Trig Ratios, Special Right Triangles
	GEOMETRY
10	<ul style="list-style-type: none"> • Linear equations • Distance and quadratic formula • Slope / distance • Trigonometry functions • Vectors • • Proof and reasoning • Line and angle proofs • Parallel and perpendicular lines • Properties of Triangles • Similar and congruent triangles • Proportions and similarity • Quadrilaterals • 3 dimensional solids, volume and surface area • Word problems • Symmetry and Transformation • Circles • Areas of polygons and circles • Emphasis in all areas to connections in algebra and other branches of mathematics

SCF COLLEGIATE SCHOOL

SCIENCE KNOWLEDGE BY GRADE

GRADE	KNOWLEDGE
	BIOLOGY
9	<p>Scientific Method and Skills Review</p> <p style="padding-left: 20px;">Major Topic 1: The Practice of Science</p> <p style="padding-left: 20px;">Major Topic 2: The Characteristics of Scientific Knowledge</p> <p style="padding-left: 20px;">Major Topic 3: The Role of Theories, Laws, Hypotheses, and Models</p> <p>Chemistry in Biology</p> <p style="padding-left: 20px;">Major Topic 4: Matter</p> <p style="padding-left: 40px;">A. Working definition</p> <p style="padding-left: 40px;">B. Electrons</p> <p style="padding-left: 40px;">C. Chemical reaction changes.</p> <p style="padding-left: 40px;">D. Carbon-based compounds are building-blocks.</p> <p style="padding-left: 40px;">E. Chemical reaction rates change with conditions.</p> <p>Macromolecules</p> <p style="padding-left: 20px;">Major Topic 5: Matter and Energy Transformations</p> <p style="padding-left: 40px;">A. All living things are composed of four basic categories of macromolecules.</p> <p style="padding-left: 40px;">B. The unique chemical properties of carbon and water make life on Earth possible.</p> <p>Cell Biology</p> <p>Cellular Reproduction</p> <p>Cellular Energy</p> <p style="padding-left: 20px;">Major Topic 6: Organization and Development of Living Organisms</p> <p style="padding-left: 40px;">A. Cells have characteristic structures and functions.</p> <p style="padding-left: 40px;">B. Processes in a cell can be classified.</p> <p>Genetics</p> <p style="padding-left: 20px;">Major Topic 7: Heredity and Reproduction</p> <p style="padding-left: 40px;">A. DNA</p> <p>Biotechnology</p> <p style="padding-left: 20px;">Major Topic 8: Biotechnology</p> <p style="padding-left: 40px;">A. Classic and recent advances in biological technology</p> <p>Step 43: History of Biological Diversity</p> <p style="padding-left: 20px;">Major Topic 9: Diversity and Evolution of Living Organisms</p> <p style="padding-left: 40px;">A. The scientific theory of evolution.</p> <p style="padding-left: 40px;">B. Organisms are classified based on their evolutionary history.</p> <p style="padding-left: 40px;">C. Natural selection.</p> <p>Classification</p> <p style="padding-left: 20px;">Major Topic 10: Classification</p> <p style="padding-left: 40px;">A. Taxonomy and classification of living organisms.</p> <p>Ecology</p> <p style="padding-left: 20px;">Major Topic 11: Interdependence</p> <p style="padding-left: 40px;">A. The distribution and abundance of organisms is determined by the interactions between organisms, and between organisms and the non-living environment.</p> <p>The Human Body</p> <p style="padding-left: 20px;">Major Topic 12: Organ Systems</p> <p style="padding-left: 40px;">A. Most multicellular organisms are composed of organ systems whose structures reflect their particular function.</p> <p>Laboratory Module</p> <p style="padding-left: 20px;">Major Topic 13: Hands on Laboratory Activities</p> <p style="padding-left: 40px;">A. Support of all topics in the course</p> <p style="padding-left: 40px;">B. Proper lab techniques and usage of equipment</p>

CHEMISTRY

10

1. The Practice of Science
 - a. Lab Safety
 - b. Graphing
 - c. Significant Figures
 - d. Uncertainty in Data
 - e. Scientific Notation
 - f. SI Units
 - g. Dimensional Analysis
 - h. Types of research - Applied vs. Pure research
2. Matter
 - a. States of matter
 - b. Physical and Chemical Properties
 - c. Mixtures of Matter
 - d. Law of Conservation of Mass
 - e. Law of Definite Proportions
3. Introduction to Energy
 - a. Temperature conversions with Fahrenheit, Celsius, and Kelvin.
 - b. Dimensional analysis with energy units.
 - c. Heat Capacity Calculations
 - d. Forms of energy
4. The Atom
 - a. The development of the Atomic Theory
 - b. Subatomic Particles of the Atom
 - c. Isotope
5. Periodic Table
 - a. Periodic Law
 - b. Classifying Elements
 - c. Metallica Character Trend
6. Characteristics of Waves
 - a. Electromagnetic Spectrum
 - b. Electromagnetic Wave Relationship equation
 - c. Electromagnetic Spectrum vs. atomic emission spectra
7. The Electron
 - a. Electrons location
 - b. S and P orbitals
 - c. Electron Configurations
 - d. Orbital Diagram
 - e. Electron Dot Structures
8. Periodic Table Continued
 - a. Four Blocks of the periodic table
 - b. Atomic radii trend
 - c. Ionization energy trend
 - d. Electronegativity trend
9. Chemical Bonding
 - a. Ionic Bond
 - b. Covalent Bond
 - c. Naming Ionic and Covalent Bonds
10. Chemical Reactions
 - a. Types of Chemical reactions
 - b. Evidence of chemical change
 - c. Net Ionic Equations

11. Mole Conversions
12. Empirical Formula
13. Stoichiometry
 - a. Calculating Percent Yield
 - b. Determining Limiting Reagent
14. Bases and Acids
 - a. Bronstead-Lowry Acid and Base
 - b. Arrhenius Acid and Base
 - c. Calculate pH and pOH
 - d. Classify solutions
 - e. Neutralizations reactions
 - f. Acid-base titrations
 - g. Buffers systems
 - h. Molarity
15. Le Chatelier's Principle
 - a. Equilibrium expressions
16. Oxidation and Reduction
 - a. oxidizing agents and reducing agents
 - b. Assign oxidation states
 - c. Balance redox reactions
17. Gas Laws
18. Nuclear Chemistry
19. Biochemistry

SCF COLLEGIATE SCHOOL

SOCIAL STUDIES KNOWLEDGE BY GRADE

GRADE	KNOWLEDGE
	WORLD HISTORY
9	<ol style="list-style-type: none"> 1. Primary and Secondary sources 2. Emerging Europe – civilization characteristics 3. Rome 4. Islamic Achievements 5. Europe- Middle Ages <ol style="list-style-type: none"> A. Byzantine Empire B. Religions and civilizations C. Feudalism 6. Holy Roman Empire 7. Hundred Years War 8. Gunpowder Empires 9. Renaissance and the Reformation 10. Age of Exploration and Absolutism 11. Enlightenment, Revolutions and the French Revolution 12. Exploration and Colonialism 13. Industrialization and Nationalism 14. Industry, Mass Society and Modernity 15. World War I and II 16. The Cold War and Global Independence Movements
	GOVERNMENT AND ECONOMICS
10	<ol style="list-style-type: none"> 1. Semester 1 US Government <ul style="list-style-type: none"> Understanding of the principles, functions and organization of the US Government Contemporary issues in US politics; federal, state and local Landmark court cases/ laws 2. Semester 2 Economics with Financial Literacy <ul style="list-style-type: none"> Core economic concepts opportunity cost/ scarcity supply & demand equilibrium factors of production Institutions, structures, functions of a national economy Understand fundamental concepts and the interrelationship of the US economy in the international marketplace Business structures Revenue, costs, net, inc.

**State College of Florida
MAT 1033
Intermediate Algebra**

MAT 1033 Intermediate Algebra (4) (A.A.). Four hours lecture per week. Prerequisite: MAT 0024, MAT 0028, MAT 0057, equivalent test scores, or exempt status. This course includes an introduction to functions, the study of real numbers, linear and quadratic equations, linear inequalities, systems of linear equations, exponents, polynomials, factoring, rational expressions and related equations, radicals, quadratic formula, complex numbers, graphing and applications.

STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, the student should be able to:

1. Solve equations and application problems involving a single variable.
2. Use the coordinate system to graph linear equations in two variables.
3. Interpret graphs.
4. Use the point-slope formula to find the equation of a line and express the equation in slope-intercept and standard forms.
5. Solve linear inequalities by graphing.
6. Solve systems of linear inequalities by graphing.
7. Solve systems of linear equations by graphical, substitution, and addition methods (solve two equations and two unknowns).
8. Solve application problems using systems of linear equations.
9. Recognize functions.
10. Evaluate functions.
11. Factor polynomial expressions (GCF, grouping, trinomials, difference of two squares, and the sum and difference of two cubes).
12. Solve quadratic equations and application problems by factoring and using the quadratic formula.
13. State the domain of a function.
14. Add, subtract, multiply, and divide rational expressions.
15. Solve equations and application problems containing rational expressions.
16. Simplify complex fractions.
17. Add, subtract, multiply, divide and simplify radicals.
18. Solve equations and application problems containing radicals.
19. Perform operations involving rational exponents.
20. Add, subtract, multiply, and divide complex numbers and write in the form $a + bi$.

Date of Original Submission: 5/4/88
 Date of Last Revision: 12/22/97, 1/22/14, 1/29/15
 Date of Last Review: 12/22/97, 1/22/14, 1/29/15

**State College of Florida
COLLEGE ALGEBRA
MAC 1105**

MAC 1105 College Algebra (3) (A.A.) Three hours lecture per week. Prerequisite: MAT 1033 or appropriate score on the mathematics placement test. **This course meets Area II requirements for both A.A. General Education Requirements and A.S. General Education Requirements.** This is a rigorous introduction to the mathematical concepts necessary for successful study of MAC 1114, MAC 1140 or MAC 2233. This course is primarily a conceptual study of functions and graphs, their applications, and of systems of equations and inequalities. Linear, rational, quadratic, absolute value, radical, exponential and logarithmic functions will be investigated. The use of a graphing calculator is integrated throughout this course.

Student Learning Outcomes

At the successful completion of this course, the student should be able to:

1. Solve quadratic equations by various methods including completing the square
2. Solve polynomial equations and other equations that are quadratic in form by factoring
3. Solve equations involving variables with rational exponents
4. Solve absolute value equations and inequalities
5. Determine important features of a function by analyzing the graph of the function
6. Analyze piecewise functions
7. Determine the difference quotient and the average rate of change of a function
8. Determine the graphs of functions using transformations
9. Determine combinations of functions using addition, subtraction, multiplication, and division
10. Determine the composition and the domain of the composition of two functions
11. Analyze the relationship between a one-to-one function and its inverse
12. Analyze the relationship between the equation and the graph of a circle
13. Analyze the relationship between the equation and the graph of a quadratic function
14. Solve optimization and other application problems modeled by quadratic functions
15. Analyze the relationship between the equation and the graph of a rational function
16. Solve polynomial and rational inequalities
17. Analyze the relationship between the equation and the graph of an exponential function
18. Analyze the relationship between the equation and the graph of a logarithmic function
19. Apply the properties of logarithms and exponents including those involving the natural base, e
20. Solve exponential equations and application problems modeled with exponential equations
21. Solve logarithmic equations and application problems modeled with logarithmic equations

Date of Original Submission: 12/22/97
Date of Last Revision: 3/4/99, 10/14/13
Date of Last Review: 3/4/99, 10/14/13

**State College of Florida
BSC 1005C
Diversity of life**

BSC 1005C Diversity of Life (3) (A.A.). Four hours lecture/lab per week. The course meets Area V requirements for the A.A./A.S. general education requirements. This course is designed to introduce students to the diversity of life on Earth and integrate current issues to teach biological concepts. Topics covered include biologically important molecules, cells, cellular reproduction, genetics, evolution, organismal biology, and basic ecology. The course investigates the traits and ecological roles of bacteria, protists, fungi, plants, and animals. Many topics are taught through investigation of contemporary issues (e.g. emerging viruses & endangered species). This course is appropriate for non-science majors. Additional special fees are required.

STUDENT LEARNING OUTCOMES

The student, upon the successful completion of BSC 1005C, should be able to:

1. Define life by listing 5 characteristics that distinguish living from non-living matter.
2. Describe the scientific method and outline how science works.
3. Identify the fundamental molecules that comprise living organisms (carbohydrates, lipids, proteins, & nucleic acids).
4. Describe the diversity of cell types, including the characteristics of eukaryotic and prokaryotic cells.
5. Distinguish between mitosis and meiosis, especially as they relate to asexual and sexual reproduction.
6. Describe the basis for genetic diversity within and between organisms, including the structure of DNA, its organization into genes, and heredity.
7. Explain the processes by which evolutionary change occurs.
8. Describe how biologists organize and classify living organisms.
9. Identify the characteristics of viruses and describe how they differ from cellular life.
10. Identify the characteristics of bacteria and explain their potential associations with illness.
11. Distinguish between groups of eukaryotic organisms including unicellular and multicellular life.
12. Identify the characteristics, ecological roles, and diversity of fungi.
13. Identify the characteristics, ecological roles, and diversity of plants.
14. Identify the characteristics, ecological roles, and diversity and animals.
15. Demonstrate an understanding of biodiversity and the interdependence of organisms on Earth.
16. Identify threats to Earth's biodiversity and describe efforts to avoid ecological catastrophe.

Date of Original Submission: Unknown, prior to 1974 (BioSci 101)
 Date of Last Revision: 10/14/99, 9/23/02, 10/21/04, 10/18/07
 Date of Last Review: 10/14/99, 9/23/02, 10/21/04, 10/18/07, 2/15/13

**State College of Florida
HISTORY OF THE UNITED STATES I
AMH 1010**

AMH 1010 History of the United States I (3) (A.A.) This course meets Area III of the A.A./A.S. general education requirements. This one-term survey course of United States history covers the European discoveries of the Western Hemisphere to the end of Reconstruction. Emphasis is on historical study to determine the social, economic and political issues through Reconstruction.

STUDENT LEARNING OUTCOMES:

The student, at the successful completion of this course, should be able to:

1. Describe the evolution of the United States from its beginning through Reconstruction.
2. Evaluate, analyze and synthesize complex historical events (past, present, future) into meaningful concepts.
3. Explain the benefits of studying history as a means of reflecting, organizing, evaluating and understanding the forces that influence people.
4. Compare the subsistence agricultural societies of medieval Europe and the Eastern Woodland Indians of North America, including agricultural technology, social structure, gender roles, and religion.
5. Describe the impact of European conquest and settlement on Native Americans from the fall of the Aztecs to 1775.
6. Describe the rise of representative political institutions in the English mainland colonies from 1607 to 1775.
7. Use a historical perspective to explain when and why African slavery was introduced and established in the English mainland colonies.
8. Compare and contrast the economic and social development of New England, the mid-Atlantic region, and the southern colonies.
9. Evaluate the impact of the Enlightenment and the Great Awakening in America, especially on religious beliefs and practices and political ideology.
10. Identify the most fundamental changes between 1775-1820 by examining the creation of republican institutions, especially state and national governments.
11. Describe the role the United States played in the series of conflicts and struggles among the European powers, 1775-1820.
12. Recognize that economic growth and westward expansion laid the foundations for an integrated national economy.
13. Investigate the American implementing of republican principles and their impact on primary and secondary institutions.
14. Describe the emergence of a distinctive American National identity.
15. Analyze the key decisions and developments that affected the status and role of Native Americans and African-Americans from 1775 to 1820.
16. Identify circumstances that explain the rapid spread of the Industrial Revolution.
17. Evaluate how the introduction of the factory system influenced the structure of American society.
18. Evaluate the significance of reform in the antebellum and Reconstruction eras.
19. Examine the impact of democratization on the American party system.
20. Explain the sectional struggles between north and south that led to Civil War.
21. Evaluate the accomplishments and legacy of Reconstruction.
22. Critically evaluate the work of thinkers and writers in the field.
23. Interpret historical events from a variety of perspectives.
24. Recall the significant social, cultural, political, and economic events and trends that have influenced the development of the American nation up to 1877.
25. Evaluate the importance of historical study.

Date of Original Submission: Pre-1973 (HIS 103)

Date of Last Revision: 4/1/08

Date of Last Review: October 2013

**State College of Florida
SPC 1608
Fundamentals of Speech Communication**

SPC 1608 Fundamentals of Speech Communication (3) (A.A.) Prerequisite: Completion of ENC 1101 with a grade of "C" or better. This course meets Area I of the A.A. general education requirements. This course presents oral communication through speaking and listening. Basic research techniques, the fundamentals of organization of speech materials, the reasoning processes, working within diverse groups, preparing for and delivering group presentations, as well as principles of effective delivery of original speech to class audiences are emphasized.

STUDENT LEARNING OUTCOMES

The student, at the successful completion of the course, should be able to:

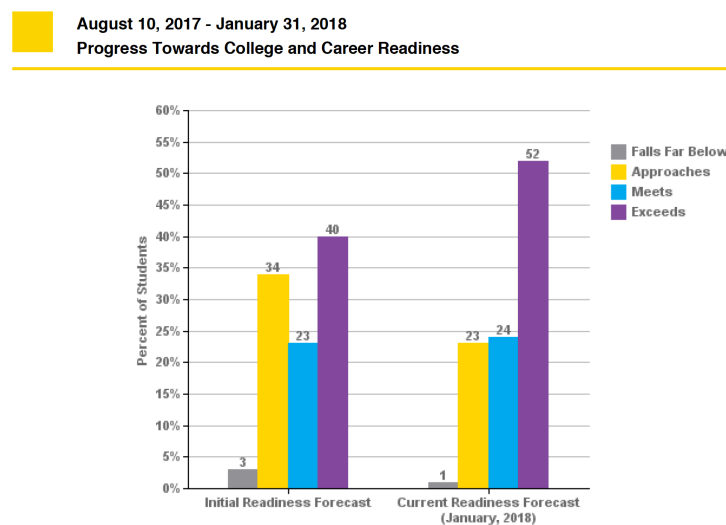
1. Demonstrate the ability to listen with comprehension and critical evaluation through written exams and written peer critiques of class members.
2. Identify the different types of diverse communication styles within our culture and their impact on successful communication through class discussion and written exams.
3. Apply critical thinking skills in collecting, analyzing, and interpreting research data in their graded oral presentations.
4. Demonstrate the ability to work effectively and interact respectfully within a group context during the preparation for and delivery of team projects.
5. Write a critical analysis of a public presentation by evaluating the structure of the speech, the use of support materials, and the adaptation of the message to the occasion and audience
6. Identify the causes and symptoms of communication apprehension in classroom discussion and written exams.
7. Through self-analysis, classroom discussion, and in class presentations apply strategies for managing stage fright in their oral presentations.
8. Construct and present a persuasive speech using clear reasoning, verifiable evidence, and applicable motive appeals through organizational patterns like the Monroe Motivated Sequence.
9. Write and speak using clear, grammatically correct English appropriate for a specific subject, purpose, and audience through the delivery of graded oral presentations.
10. Demonstrate effective vocal quality with emphasis upon rate, pitch, volume, enunciation, and general expressiveness during the delivery of individual and group team projects.
11. Construct a standard complete sentence outline including a thesis statement and a bibliography with an accuracy of at least 70 percent.
12. Use the technology available in the classroom to design and present visual aids that enhance their oral presentations.

Date of Original Submission: Unknown (Speech 105)
Date of Last Revision: 2/18/00
Date of Last Review: 2/18/00, 10/9/13

SCF Collegiate School-Venice

The reading curriculum is Achieve3000. The program supports vocabulary development, scaffolding, critical thinking and writing components with nonfiction articles, leveled to the reader's Lexile score, from the Associated Press. There are supports for the program in Spanish and Creole. Used with fidelity, the program has increased Lexile scores for the students at SCF Collegiate School-Bradenton and is predicted to help students at the new charter in Venice. The program also has a data website for teachers and leaders to track readers development in many different ways. There is a data column to know if students are on track for college readiness.

As an example of effectiveness, the graph below is data from August 2017 through January 2018 for the SCF Collegiate School-Bradenton. The data from Achieve3000 shows that 95% of the students at the Bradenton charter exceeded expected growth in reading with the program.



The text below is directly from the website: achieve300.com

Our Proven Approach to One-on-One Literacy Instruction

Achieve3000's differentiated instruction solutions prepare students for success in college and career by improving reading comprehension, vocabulary, and writing. With over a decade of results improving students' Lexile® levels and providing them with the skills they need to become independent readers of complex texts, Achieve3000 will help prepare students for the increased demands of the Common Core State Standards and high-stakes tests.

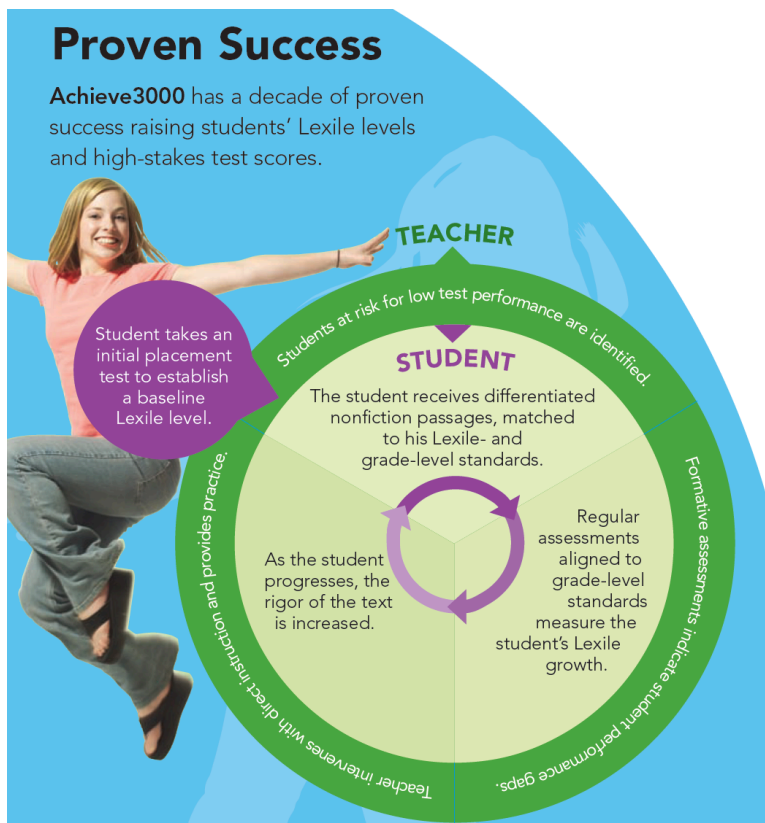
Our literacy solutions – **KidBiz3000®**, **TeenBiz3000®**, **Empower3000™**, and **Spark3000®**– provide differentiated instruction for students in grades 2–12 as well as adult learners.

The premise behind Achieve3000's approach is simple: One of the most effective ways to improve Lexile levels and to prepare students for the rigors of college and career is to meet students one-on-one at their individual reading levels. Our solutions assess each student throughout the school year and deliver rigorous nonfiction materials that are scientifically matched to each student's Lexile level while targeting grade-level standards.

Assess. LevelSet, our online Lexile assessment tool, measures each student's nonfiction reading comprehension for accurate placement in the program. This facilitates immediate progress.

Instruct. Each day students receive level-appropriate nonfiction reading and writing assignments via e-mail. All students in a classroom read the same content, but the passages and follow-up activities adjust for their unique learning profiles. Writing activities are connected to daily reading, and all content and assignments are correlated to state standards.

Report. A powerful reporting package provides teachers and administrators with real-time diagnostic data on student performance in and out of school. The reports, available 24/7, enable individualized intervention and remediation.





Student Progression Plan

Dr. Todd Bowden

Superintendent of Schools

2017-2018

Sarasota County School Board Approval Required Public Notice [[F.S.1008.25\(8\)\(b\)](#)]

The School Board of Sarasota County, Florida will annually publish on the district website and in the local newspaper the following information on the prior school year:

The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.

By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the statewide, standardized English Language Arts assessment.

By grade, the number and percentage of all students retained in kindergarten through grade 10.

Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph [\(6\)\(b\)](#).

Any revisions to the district school board's policies and procedures on student retention and promotion from the prior year.

SCF Collegiate School-Venice Proposed Assessment Schedule

Assessment	Rational	Alignment
<p>Achieve3000</p> <p>Benchmark testing in the ELA course in August, January and May.</p>	<p>Reading program that measures Lexile scores of students. Provides a baseline assessment, and continues to increase automatically in rigor with a goal of college readiness reading. There is a writing and critical thinking component. English Language Arts (ELA) teachers use this exclusively and with fidelity so they are able to track growing Lexile scores monthly, and have three benchmarks annually. The program has proven to be essential to help students pass the PERT component of the dual enrollment criteria. This program includes resources for ESOL students.</p>	<p>Aligned with the Florida Standards.</p>
<p>Imagine Math</p> <p>Benchmark testing in math courses in August, January and May.</p>	<p>Imagine math is an online program that offers online teacher support for students. The program is adaptive and offers continues progress data for teachers. It offers benchmark testing for baseline data and monitors growth. It follows the Multi-Tiered Student Support model designed for intensive remediation in math. This program includes resources for ESOL students.</p>	<p>Aligned with the Florida Standards.</p>
<p>Postsecondary Educational Readiness Test (PERT)</p> <p>Once a semester and twice per calendar year, beginning with 9th grade fall semester</p>	<p>The PERT is taken to gauge college readiness. The tests provide a baseline score to determine if specific remediation should be scheduled for either reading, writing or math. Resources have been identified to assist students in each area. Students may take sections independently after the initial baseline so they may concentrate on one subject area at a time.</p>	<p>SCF dual enrollment entrance criteria for the Accelerated College Program, beginning in the junior year</p>
<p>SCFCS-V instructor exams or End of Course Exams</p> <p>Whole school midterms (December) and finals (May)</p>	<p>The rational to ensure all courses offer a midterm and final exam include –</p> <ul style="list-style-type: none"> • An opportunity for review of rigorous content for mastery • An opportunity for students that may include another type of assessment than multiple choice. Teachers may assign a presentation, a lesson plan, an essay, an oral argument or a number of other choices for students to prepare for college courses • An opportunity for students to practice sitting for a long exam, and utilizing all the time given. 	<p>Aligned with the Florida Standards</p>

SCF Collegiate School-Venice
Attachment G
Draft- Principles of Participation - Grades 9th-10th

As a component of admission, the enrolling parent and student of State College of Florida Collegiate School-Venice (SCFCS-V) must annually sign this agreement, committing their understanding and adherence to the following Principles of Participation:

1. The State College of Florida (SCF) is an open campus and that my child may encounter students of a variety of ages and backgrounds while on the SCF campus. I understand that such interaction will be restricted and supervised by SCFCS-V staff.
2. SCFCS-V coaches are the point of contact to discuss academic progress and classroom activities. I should initially contact my child's coach if I have any questions or concerns.
3. Sophomores who are academically college ready will be assessed and granted permission to take college courses only after approval by their coach and the guidance counselor. The head of school will give the final approval for sophomores to take college classes on campus.
4. SCFCS-V students must abide by all policies and procedures including, but not limited to the Sarasota County School District Code of Student Conduct (<http://www.sarasotacountyschools.net/departments/dop/handbook.aspx?id=63363>); and the policies and procedures outlined in the SCF Handbook/Planner, including the SCF Student Code of Conduct; online <http://catalog.scf.edu/>.
5. There is a procedure in place for SCFCS-V students to participate in athletics and other extracurricular activities at their home zoned district schools. Interested students/parents should see SCFCS-V administration for information. Florida statutes require students to have a minimum GPA of 2.0 to play sports. However, a 3.0 GPA is required by SCFCS-V. Parents must sign a contract of understanding agreeing that the student maintain a minimum 3.0 GPA before students will be approved to participate in sports or other extracurricular activities. It is imperative for high school students to maintain a 3.0 GPA as it is criteria to enter the Accelerated College Program their junior year.
6. Students will have a running calculation of grades on Canvas. Parents have full access to the grades and reflecting assignments by logging onto the site with their child's student login and password.
7. School hours are **TBD** and that students may arrive **TBD** through the car line. Students are not allowed to be on campus without an SCFCS-V escort unless prior approval is received by administration.

8. Students must attend school regularly, come prepared and on time, and understand that it is ultimately their responsibility to complete all required work. Parents/guardians must call the office to report an absence or when their child will be late.

9. If a student is absent from school they **must** present an *excused absence* letter signed by the parent/guardian upon return and it is their responsibility to obtain and complete all work and projects.

10. Should a student leave school early, a parent/guardian, or someone who is authorized by the enrolling parent (stated on a student records form), must present identification and sign them out in the front office.

11. Parents/guardians must consent, by signing below, for directory information which includes full legal name, dates of attendance, participation in officially recognized SCFCS-V activities, and awards received to be released. If a parent/guardian does not want directory information released, they understand that the enrolling parent/guardian must notify the SCFCS-V head of school in writing and state the type of directory information that should **not** be released, no later than September 15 of each year or within 30 days of receiving this notice.

12. The signature below gives consent to SCF and SCFCS-V for the right and permission to record my child's participation and appearance on videotape, audiotape, film, photography or any other medium and to use their name, likeness, voice and biographical information in connection with these recordings. SCF and SCFCS-V may exhibit or distribute all or any part of these recordings for any educational or promotional purpose which they deem appropriate. All such recordings shall be the property of SCF.

13. Students in the 9th-10th grade program may be excused from wearing the complete SCFCS-V uniform on days they are on campus for college classes or for special events or activities, and that clothing worn must meet the SCSD dress code guidelines.

14. SCFCS-V has a crisis intervention procedure which will be used in the event of an emotionally disturbing incident and has the authority to share student information with counselors used by both SCF and Sarasota County School District.

Student signature and date

Parent/guardian signature and date

SCF Collegiate School-Venice

Attachment G

Draft-Principles of Participation – Accelerate College Program

As a condition of admission, each parent and student of State College of Florida Collegiate School-Venice (SCFCS-V) must sign this agreement committing their adherence to the following principles of participation.

1. State College of Florida (SCF) is an open campus and SCFCS students may encounter SCF students of a variety of ages and backgrounds while on campus. Interaction will be unrestricted and not supervised by SCFCS-V staff.

2. Students are now enrolled in a College setting, and it is their responsibility to communicate directly with their professors if they have any concerns or questions regarding the course syllabus, assignments, or grades. Parents have the opportunity to discuss any educational information regarding their child through the SCFCS-V school counselor and/or SCFCS-V college advisor.

3. SCFCS-V students must abide by all policies and procedures including, but not limited to the Sarasota County School District Code of Student Conduct (<http://www.sarasotacountyschools.net/departments/dop/handbook.aspx?id=63363>); and the policies and procedures outlined in the SCF Handbook/Planner, including the SCF Student Code of Conduct; online <http://catalog.scf.edu/>.

4. A procedure in place for SCFCS-V students to participate in athletics and other extracurricular activities at their home zoned district schools. Interested students/parents should see SCFCS-V administration for information. Florida statutes require students to have a minimum GPA of 2.0 to play sports. However, a 3.0 GPA is required by SCFCS-V. Parents must sign a contract of understanding agreeing that the student maintain a minimum 3.0 GPA before students will be approved to participate in sports or other extracurricular activities. It is imperative for high school students to maintain a 3.0 GPA as it is criteria to enter the Accelerated College Program their junior year.

5. Students must agree to communicate with SCFCS-V Student Services staff on a regular basis and respond to requests and inquiries from SCFCS-V administration as soon as they receive any correspondence. Students must check their SCF student email on a daily basis.

6. Absences from college classes are permitted if students are ill or there is an emergency. Students must obtain professor approval in advance when there is a school-sponsored. Students must attend classes to remain in the program; this includes seminar. It is the student's responsibility to communicate with professors after an absence. Professors' policies are clarified in their syllabus.

7. By signing below, students and parents/guardians understand that they are consenting to the release of their directory information which includes full legal name, degree of study, dates of attendance, participation in officially recognized SCFCS-V activities, including those where degrees and awards are received.

If a parent does not wish to consent to the release of directory information, the enrolling parent/guardian must notify the SCFCS-V head of school in writing and state the type of directory information that should not be released no later than September 15 of each year or within 30 days of receiving this notice.

8. By signing below, students and parents/guardians understand that they are giving SCF and SCFCS-V the right and permission to record the student's participation and appearance on videotape, audiotape, film, photography or any other medium and to use his/her name, likeness, voice and biographical information in connection with these recordings. SCF and SCFCS-V may exhibit or distribute all or any part of these recordings for any educational or promotional purpose which they deem appropriate. All such recordings shall be the property of SCF.

9. When entering the SCF Collegiate School-Venice environment, student IDs must be worn and displayed. Modest dress, outlined in the Sarasota County School District Dress Code, is required to enter the Collegiate School. Inappropriate attire includes: dresses, shorts, or skirts shorter than finger-tip length, halter and tank tops and all adult content logos. Questionable attire will be addressed by SCFCS administrators and School Resource Officer. Students may be declined entry into building 19 if the dress code is not abided.

10. SCF's calendar is different from the SCSD and SCFCS-V calendar. SCF Accelerated College students abide by the SCF school calendar.

11. Students must notify and work with the SCFCS-V School Counselor or College Advisor on course schedules each semester to ensure registration of approved SCF courses and completion of graduation requirements.

12. Students may not add, drop, or withdraw from any courses without approval of the SCFCS-V School Counselor and/or College Advisor.

13. Per Florida statute, dual enrolled students are not charged tuition, fees or for required textbooks. However, if a student fails to return any materials at the end of each semester, they are financially responsible for the materials or any late charges or damages to any items. Students are required to pay for any additional course supplies, such as art supplies, required for a course.

14. Students will be billed SCF dual enrollment tuition fees by SCFCS-V for any college courses taken for grade recovery and for second attempt courses. A withdraw from a course will count as an attempt in the course. Third attempt courses are billed at an out-of-state tuition rate.

15. The Accelerated College program is a dual enrollment program where students are classified as both an SCF and an SCFCS-V student. Therefore, the course grades earned at SCF will count for high school credit and college credit. All SCF courses and grades will appear on the SCF transcript and the high school transcript. Additionally, high school grades will be factored into the student's cumulative GPA, which will be used to determine college admissions. Recalculated high school core courses are calculated to determine eligibility for Bright Futures.

16. Students must maintain a high school unweighted GPA of at least a 3.0 and a minimum college GPA of 2.0 in order to remain enrolled in the Accelerated College Program. Students are expected to continue to make satisfactory academic progress each semester and graduate with both a high school diploma and Associate in Arts degree at the conclusion of the program.

~~17. Students are responsible to know and understand the Florida Gulf Coast University and University of South Florida – Sarasota/Manatee scholarship requirements.~~

18. Should a student be dismissed because of behavior or continuing academic decline from the SCFCS-V Accelerated College Program without completing all of the necessary high school credits in accordance with Florida Department of Education guidelines, they will not receive a high school diploma from SCFCS. The Certified counselor will help to advise the next step for the student to meet high school graduation requirements.

Student signature and date

Parent/guardian signature and date

State College of Florida

Student Code of Conduct

<http://catalog.scf.edu/content.php?catoid=9&navoid=657>

I. General Expectations of Student Behavior

SCF is dedicated to the advancement of knowledge and learning and has a concern for the development of responsible personal and social conduct. The College's mission includes maintaining high standards to foster a climate of excellence; providing opportunity and access for all; and creating a supportive, safe, personalized environment for maximum student achievement. Sharing responsibility for this mission, students and College personnel are joined in a voluntary College community.

Each student, by applying to and registering for classes at SCF, assumes an obligation to conduct himself or herself in a manner compatible with the College's function as an educational institution and obey the laws enacted by federal, state and local governments. Furthermore, a student assumes the responsibility for becoming familiar with and abiding by the general rules of conduct published in the College Catalog, the Student Handbook and Planner, and other College publications. Violation of any student rules of conduct may lead to disciplinary warning, probation, restitution, suspension, dismissal, or other appropriate and authorized penalty.

SCF expects its students to be mature and responsible citizens at all times and in all places. Whether on or off campus at any time, if the student's conduct or dress is in violation of local, state or federal law; is a public nuisance or deemed improper and/or detrimental to the College; that student may be subject to disciplinary action as stated in SCF Procedure 4.10.01: Disciplinary Proceedings for Violation of Standards of Student Behavior.

Students are expected to respect the rights and welfare of other members of the College community and its guests. This College recognizes that a thoughtful and reasoned search for the truth can be conducted only in an atmosphere that is free of intimidation and coercion. As such, violence, the threat of violence, disruption to the learning process and intimidation are unacceptable to the College community.

In summary, students are expected to assume full responsibility for their behavior and will be held accountable for their individual and/or collective actions.

II. Academic Ethics

SCF expects all members of the College community to conduct themselves in a manner befitting the tradition of honor and integrity. They are expected to assist the College by reporting suspected violations of academic integrity to appropriate faculty and/or administrative staff.

These guidelines define a context of values for individual and institutional decisions concerning academic integrity. It is every student’s responsibility to become familiar with the standards of academic ethics at the College. Claims of ignorance, unintentional error, or academic or personal pressures are not sufficient reasons for violations.

The following is a partial list of the types of behavior that breach the College academic ethics guidelines and are unacceptable: plagiarism, cheating on examinations, forgery, sabotage, unauthorized collaboration or falsification of information. Attempts to commit such acts fall under the term “academic dishonesty” and are subject to penalty.

No set of guidelines can define all possible types or degrees of academic dishonesty; thus, the aforementioned behaviors should be understood as examples of infractions rather than an exhaustive list. Individual faculty members and the vice president of academic affairs and his or her academic administrators will judge each case according to its particular circumstance.

Conflict Resolution Procedure: Students who feel they have been penalized erroneously for an academic ethics infraction or think the sanction imposed is inappropriate may, within 10 business days of notification of academic sanction, appeal the matter through Procedure 4.14.01; Student Request for Conflict Resolution as Related to Academic Matters.

For a complete copy of Procedure 4.14.01 and guidance on how to proceed with the resolution, students should seek the advice of a Student Services advisor who acts in the capacity of student advocate for complaint/conflict resolution matters.

III. Computer Ethics

A. Computing Facilities

It is the policy of SCF to maintain the best possible computing facilities for as many users as possible. These facilities include large and small systems, communications networks and personal computers, as well as software, files and data. It is the College’s position that, while computers may enhance our abilities to communicate and modify the means by which we do so, the basic ethics and rights of privacy and ownership of property must be maintained. Since the computing facilities are available to and used by all segments of the College community, each computer user must act responsibly to maintain and protect the rights of others.

It is the responsibility of the computer user to determine specific conditions to use and to obtain required authorization in advance of any use.

Examples of misuse of computing facilities include, but are not limited to:

1. Violating an individual’s right to privacy.
2. Using profanity, obscenity or language offensive to another user.
3. Reposting personal communications without the author’s prior consent.
4. Disconnecting computer equipment.
5. Removing or changing files, stored on the hard drive of a personal computer, which were intended to be used but not modified by the users.

6. Sending inappropriate email messages to other people.
7. Breaking into someone else's computer account.
8. Giving one's personal password to a friend.
9. Using someone else's computer account.
10. Trying a password with someone else's user ID to see if it works.
11. Writing a program that attempts to find other people's passwords.
12. Installing a program designed to bypass system security.
13. Connecting monitoring equipment to the College's computer network.
14. Making a copy of a copyrighted computer program.
15. Running a program intentionally designed to slow down the computer.
16. Using College computers to play games.
17. Violating state or federal laws relating to computer use.
18. Using a College computer for business, financial gain, commercial or illegal activity.
19. Using a computer in someone else's office without permission.

The Information Technology Services (ITS) department regularly monitors all computer systems usage. When there is an indication of abuse that interferes with the proper functioning of the system or impinges on another user's rights, ITS staff conducts an in-depth investigation. This can necessitate accessing a user's files to gather evidence or to protect the system for their users. Findings of each investigation are forwarded to the campus department of Public Safety and Security for follow-up action.

All instances of unethical or irresponsible use of computing facilities are grounds for disciplinary action. The conduct may be viewed as a violation of the Code of Conduct.

Anyone who knows or suspects that he or she has been the victim of unethical computer conduct, or who observes a violation of the computer ethics code, should report such incidents to the campus department of Public Safety and Security.

Instances of abuse can result in civil and/or criminal proceedings.

B. Online-based Instruction

Online Learning provides an opportunity for students to earn college credit without the need to travel to the College to attend courses. The courses follow the same academic standards as regular courses and meet the same course goals and objectives. While online, students are expected to observe acceptable classroom behavior that fosters an atmosphere of learning, free and open exchange of thought between the professor and classmates within the learning environment. Academic expectations are that behavioral standards are the same for the online classroom as they are in the face-to-face classroom. In addition to the acceptable standards of behavior described in the SCF comprehensive Student Code of Conduct, online students also will adhere to the expected standards set forth below. Expectations include, but are not limited to:

1. Access the learning management system and College courses only for lawful purposes.
2. Respect the privacy of other members of the class.

3. Respect the diversity of opinions among the instructor and members of the class, and communicate to them in a courteous manner.
4. No use of threatening, harassing, sexually explicit language or discriminatory language, or conduct that violates state or federal law or SCF policy on sexual harassment or discrimination will be tolerated.
5. No unauthorized posting or transmitting sexually explicit images or other content that is deemed by any administrator, supervisor or instructor of an online course to be offensive will be tolerated.
6. No disruptive behavior online or off-line will be tolerated.
7. General guidelines that online students should follow include:
 - Use proper language in all communications.
 - Harassment of any type will not be tolerated.
 - No jokes, insults, or threats.

Conflict Resolution Procedure

Through College Procedure 4.10.01; Disciplinary Proceedings for Violation of Standards of Student Behavior, students who are alleged to have violated a College computer ethics code(s) will be given the opportunity to be informed of the allegation(s), and subsequently the opportunity to refute the allegation(s), and make any statements or provide any evidence or mitigating circumstances related to the allegation(s).

For a complete copy of Procedure 4.10.01 and guidance on how to proceed with the resolution, students should seek the advice of a Student Services advisor who acts in the capacity of student advocate for complaint/conflict resolution matters.

IV. Standards of Behavior for Students, Visitors and Organizations

To ensure a desirable relationship with the community as well as the protection of all students, visitors and organizations, certain campus regulations and acceptable standards of personal conduct have been established. Students applying, registering and enrolling in any of the College's courses or programs are bound by all campus regulations, which are essential to the effective, lawful, moral and orderly educational process. All campus regulations and codes of conduct are applicable to all students of the College; all persons engaged in employment either on the campus or on other property used for educational purposes by the College; and all visitors, licensees, organizations and invitees.

A. Examples of Prohibited Conduct

Attachment G – SCF Code of Conduct

Examples of student behavior that are prohibited include, but are not limited to:

1. Any activity on the part of any individual or group that causes disruption or interference with the operation of the College.

Disruption or interference with the regular operation of the College includes, but is not limited to: classroom disruption; the occupation of any building or campus area for the purpose of disruption or interference; preventing or attempting to prevent the entrance or exit of students, faculty, administrators or Public Safety officers in situations relating to the regular operation of the College; or interference with scheduled interviews for employment, college transfer or military careers.

2. Participation in a campus demonstration that unreasonably disrupts the normal operations of the College and infringes upon the rights of other members of the College community; leading or inciting others to disrupt scheduled and/or normal activities within any campus, building or area; intentional obstruction that unreasonably interferes with freedom of movement, either pedestrian or vehicular, on campus.

3. Harassment of a student or students, faculty, staff, administrative officers or the College as an institution by student or students, or by a nonstudent or nonstudents. Harassment includes any threat, in any way expressed or implied, to the person or property, or an obstruction or attempted obstruction of any individual's authorized movement on the campus. The threat mode may include, but it is not limited to, in-person interactions and electronic communications through social media outlets.

4. The display of any inflammatory or incendiary signs, posters or banners; or the distribution of literature proposing any actions heretofore or hereafter prohibited.

5. No explosives (including firecrackers, flares and fireworks), live ammunition of any kind, or weapons designated as illegal by local, state or federal law may be brought, possessed or used on any SCF campus. As College regulations and their implementation are subject to applicable law, the College will comply with Florida law governing firearms that are securely encased or otherwise not readily accessible for immediate use in vehicles by individuals 18 and older, as decided by the First District Court of Appeal on December 10, 2013. An exception to this policy is for law enforcement officers legally authorized to carry such weapons officially enrolled in classes or acting in the performance of their duties.

6. Possession, transportation and/or the use of any illegal drug on the campus, in any off-campus housing sanctioned by the College, at any College-related or -sponsored activity or at other locations as may be provided by law. No person who may appear to be under the influence of an illicit drug(s) is allowed on the campus or permitted to participate in any College-related or -sponsored activity.

7. Alcoholic beverages brought, possessed or consumed on campus, in any off-campus housing sanctioned by the College, at any College-related or -sponsored activity or at other locations as may be provided by law. No person who may appear to be intoxicated is allowed on the campus or permitted to participate in any College-related or -sponsored activity. Drunkenness or intoxication (as defined in 34 Code of Federal Regulation Section 86.100 Subpart B-Institutions of Higher

Attachment G – SCF Code of Conduct

Education) is prohibited on campus, in any off-campus housing sanctioned by the College, or at any College-related or -sponsored activity.

8. The forced consumption of liquor or drugs for the purpose of initiation to or affiliation with any organization.
9. Tobacco use on any campus grounds, parking lots, in any off-campus housing sanctioned by the College, or any SCF-sponsored off-campus events. The use of all types of tobacco and tobacco-like products is prohibited, including smoked and smokeless tobacco, other smoke-able products and electronic cigarettes.
10. Gambling of any kind.
11. Unauthorized use of the College's duplicating or reproduction equipment or public address systems. Authorization for such use may be granted only by the College president or designee.
12. Any and all official information related to the College and its operation shall be transmitted to news media only through the College's office of Communications and Marketing and/or Special Assistant to the President for Constituent & Government Relations. Arrangements for reporters and/or radio or television station representatives to report or televise events on the campus shall be made only by the office of Communications and Marketing. Any other arrangements are unauthorized and the College reserves the right to bar (or remove) from the campus unauthorized news media representatives.
13. Defacing, damaging or maliciously destroying any College, faculty, staff or student property.
14. All students are required to obtain and carry a College identification card (ID) at all times and to present it upon request to any Public Safety and Security officer or faculty/staff member. Other identification must be shown if such a request is made and the person questioned does not have a College ID card in his/her possession. ID cards are to be surrendered upon termination for any reason. Loss of an ID card is to be reported immediately to the Public Safety and Security office.
15. Disorderly or unlawful behavior on the campus. Additionally, a student's conviction of a misdemeanor or felony committed on or off campus shall be subject to disciplinary action as set forth in Procedure 4.10.01; Disciplinary Proceedings for Violation of Standards of Student Behavior.
16. Reckless or intentional actions that endanger the mental or physical health of students, faculty or staff.
17. Furnishing false information to the College with the intent to deceive.
18. Any violation of federal or state criminal statutes, respective county and city ordinances and all College and SCF Board of Trustees rules and regulations will result in disciplinary proceedings.
19. Any type of sexual misconduct on any SCF campus or at any officially sponsored off-campus event.

20. Issuing bad checks to the College, The SCF Store, or any College ancillary services.
21. In accordance with Florida statutes, it is unlawful for any person operating or occupying a motor vehicle on a street or highway to operate or amplify the sound produced by a radio, tape player, or other mechanical sound-making device or instrument from within the motor vehicle so that the sound is:
 - a. Plainly audible at a distance of 100 feet or more from the motor vehicle; or
 - b. Louder than necessary for convenient hearing by persons inside the vehicle in areas adjoining churches, schools or hospitals.
22. All visitors with motor vehicles are required to obtain a temporary parking permit from the department they are visiting. Visitors having legitimate business on the campus must present a photo identification when applying for visitors' parking. The visitor's vehicle must be parked in the designated visitors' spaces. Visitors not having legitimate business on the campus will be refused parking permits and will be requested to leave the campus.
23. Visitors, upon request by a campus security officer or College administrator, are required to provide a picture identification, ideally a driver license. Failure to do so could result in the visitor being considered a trespasser and subject to arrest.
24. Failure to respond to an administrative summons will result in a disciplinary sanction.

The administration has the obligation to cooperate with all police authorities. When the protection of life and property and the regular, orderly operation of the College require it, the assistance of these agencies will be requested as a matter of policy. The SCF Board of Trustees reserves the right to forbid the establishment of an SCF chapter of any club, society or other organization whose members have damaged property, interrupted the normal holding of classes, interfered with the rights of others, disrupted operation of the College, or violated any component of the Code of Conduct.

Examples of student behavior that are prohibited include, but are not limited to, those published in the Student Handbook and Planner and other College publications, including SCF Procedure 4.10.01: Disciplinary Proceedings for Violation of Standards of Student Behavior.

Conflict Resolution Procedure

Through College Procedure 4.10.01; Disciplinary Proceeding for Violation of Standards of Student Behavior, students who are alleged to have violated a College behavioral Code of Conduct will be given the opportunity to be informed of the allegation(s), and subsequently the opportunity to refute the allegation(s), make any statements, or provide any evidence and/or mitigating circumstances related to the allegation(s).

For a complete copy of Procedure 4.10.01, and guidance on how to proceed with the resolution, students should seek the advice of a student services advisor who acts in the capacity of student advocate for complaint/conflict resolution matters.

B. Prohibition of Harassment and Discrimination (SCF Rule 6HX14-2.44 and Procedure 2.44.01)

SCF is committed to providing an educational and working environment free from harassment and discrimination based on such factors as race, color, sex, age, religion, genetic information, national origin, ethnicity, disability, marital status, sexual orientation and any other factor prohibited under applicable federal, state and local civil rights, laws, rules and regulations (collectively referred to as “Protected Status”). SCF will not tolerate harassment or discrimination of its employees, students, applicants for admission and/or employment, volunteers, visitors, contractors, or any persons while present on any College campus or sponsored event. SCF will also attempt to protect its employees and students from harassment and discrimination by non-employees and non-students.

This Rule prohibits all forms of discrimination and harassment based on Protected Status. It expressly, therefore, also prohibits sexual assault and sexual exploitation, which by definition involve conduct of a sexual nature and are prohibited forms of sexual or gender-based harassment. This Rule further prohibits stalking and interpersonal violence, which need not be based on an individual’s Protected Status. Finally, this Rule prohibits complicity for knowingly assisting in an act that violates this Rule and retaliation against an individual because of his or her good faith participation in reporting, investigation, and/or adjudication of violations of this Rule. These behaviors are collectively referred to in this Rule as Prohibited Conduct. This rule also applies to Prohibited Conduct that occurs off-campus, including online or electronic conduct, if the conduct occurs within the context of an employment or educational program or activity of the College, or has continuing adverse effects on campus or off-campus employment or educational program or activity.

Title IX of the Education Amendments of 1972 states that: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Sexual or gender-based harassment, sexual assault, sexual exploitation, and retaliation, as defined in this policy, are prohibited forms of discrimination under Title IX, which covers all of the College’s programs and activities. Like racial, religious, and national origin harassment, sexual or gender-based harassment and sexual violence are also prohibited under Title VII of the Civil Rights Act of 1964, Section 760 et al, Florida Statutes, and other applicable laws.

The College’s prohibition against interpersonal violence (including domestic and dating violence) and stalking is also governed by federal law because these forms of behavior are prohibited by the Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act, 20 U.S.C. § 1092(f) (the Clery Act) and Section 304 of the Violence Against Women Reauthorization Act of 2013. Such acts violate the essential dignity of our community member(s) and are contrary to our institutional values.

Attachment G – SCF Code of Conduct

The College, as an educational community, will promptly and equitably respond to reports of sexual assault, interpersonal violence, and stalking in order to eliminate the harassment, prevent its recurrence, and address its effects on any individual or the community. The College recognizes that sexual assault, interpersonal violence, and stalking encompass a broad spectrum of conduct and will respond according to both the severity of the offense and the threat it poses to the campus community.

For the purposes of this Rule “harassment” includes but is not limited to, verbal, physical, sexual violence, assault and visual conduct that creates an intimidating, offensive or hostile working or education environment or that interferes with work performance or educational opportunities. Some examples include racial slurs, ethnic jokes, posting of offensive statements, posters or cartoons or other similar conduct. Sexual harassment includes solicitation of sexual favors, unwelcome sexual advances, or other verbal, visual or physical conduct of a sexual nature.

For the purposes of this Rule, discrimination, means exclusion from participation in, or denial of the benefits of any public education program or activity, or in any employment condition or practice conducted by a public educational institution that receives or benefits from federal or state financial assistance on the basis of race, color, sex, age, religion, genetic information, national origin, ethnicity, disability, marital status, sexual orientation or any other factor prohibited under applicable federal, state and local civil rights laws, rules and regulations.

The College has an obligation to make reasonable efforts to investigate and address known or suspected instances of Prohibited Conduct. To foster a climate that encourages prevention and reporting of Prohibited Conduct, the College will actively promote prevention efforts, educate the College community, respond to all reports promptly, provide interim protective measures to address safety and emotional well-being, and act in a manner that recognizes the inherent dignity of the individuals involved.

In the case of employees or students, if harassment or discrimination is established, SCF will discipline the offender. Disciplinary action for a violation of this policy can range from verbal or written warnings up to and including dismissal from the College depending upon the circumstances. With regard to acts of harassment or discrimination by non-employees or non-students, the College will take appropriate corrective action according to the particular circumstances involved.

This Policy is maintained by the Title IX Coordinator. The Title IX Coordinator and the Title IX Team will review this Policy on at least an annual basis. The review will capture evolving legal requirements, evaluate the support and resources available to the parties, and assess the effectiveness of the resolution process (including the fairness of the process, the time needed to complete the process, and the sanctions and remedies imposed). The review will include the opportunity for individuals affected by the Policy to provide feedback and will incorporate an aggregate view of reports, resolution, and climate.

The College President or designee(s) shall adopt procedures to implement this Policy.

There may be relevant information in other College Rules. Where that information conflicts with information in this Rule, this Rule will control. See the following policies as well:

Attachment G – SCF Code of Conduct

Reasonable Substitutions/Modifications for Individuals with Disabilities (6HX14-4.015)

Code of Ethical Behavior (6HX14-2.55)

Disciplinary Action - Employee (6HX14-2.53)

Complaint/Conflict Resolution (6HX14-1.14)

Contracts: Continuing Contract Status and Annual Appointments (6HX14-2.15)

Standards of Student Behavior (6HX14-4.10)

Drug Free Campus (6HX14-1.32)

Vulnerable Persons Act- Reporting Responsibilities (6HX14-1.48)

Click here scf.edu/content/PDF/Procedures/Prohibited_Harassment_HR_2_44_01.pdf to review the complete SCF Procedure 2.44.01 - Prohibited Harassment and Nondiscrimination.

C. Prohibition of Hazing

The College will not tolerate hazing, as defined below, at or on any College property or at any College-sponsored or College-affiliated event, regardless of its location.

Hazing means any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for purposes including, but not limited to, initiation or admission into or affiliation with any organization operating under the sanction of the College, hereafter referred to as a College organization. Hazing includes, but is not limited to, pressuring or coercing the student into violating state or federal law; any brutality of a physical nature, such as whipping, beating, branding, exposure to the elements, forced consumption of any food, liquor, drug or other substance; or other forced physical activity that could adversely affect the physical health or safety of the student. It also includes any activity that would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct that could result in extreme embarrassment, or any other forced activity that could adversely affect the mental health or dignity of the student. Hazing does not include customary athletic events or other similar contests or competitions, or any activity or conduct that furthers a legal and legitimate objective.

This prohibition of hazing will apply to students and to College organizations and clubs, including acting through other persons associated with a College organization or club who are not students.

Penalties for hazing will be administered in accordance with College policies and procedures related to student disciplinary actions; subject, however, to any limitations or additional penalties contained in Subsection 1006.63, Florida Statutes.

In the case of an organization or club that authorizes hazing in blatant disregard of such rules, penalties also may include rescission of permission for that organization to operate on campus property or to otherwise operate under the sanction of the College.

All penalties imposed under the authority of the College will be in addition to any penalty imposed for violation of any of the criminal laws of this state or for violation of any other rule of the institution.

It is not a defense to a charge of hazing that the consent of the victim had been obtained, the conduct or activity was not part of an official organizational event or was not otherwise sanctioned or approved by the organization, or the conduct or activity was not done as a condition of membership.

D. Children on Campus

SCF does not have child care accommodations. Students who are parents, or who assume a parental role, have the responsibility to arrange suitable care for their children while they attend class, labs or study areas. Students are not permitted to bring children to class, nor should children be left unattended in halls, building offices or on campus. The College reserves the right to protect the safety and welfare of unattended children.

E. Mobile/Smart Device Etiquette

The use of mobile devices (cell phones, beepers, tablets and other smart devices) in the classroom is determined by the faculty member's mobile device use guidelines for that particular class. Each faculty member determines the acceptable use of mobile devices in the classroom, from requiring the device be turned off to allowing the use of mobile devices in classroom projects. Adhere to the expectations communicated by the faculty member for that course.

F. Pets on Campus

Animals required to assist in compensating for a handicap, such as blindness or deafness, are welcomed on campus and are considered working animals, not pets.

Standard of Behavior -Animals on College Property

A. General Rules

Except as provided for in Section F, below, no person shall bring an animal onto campus unless the animal is leashed, caged, or under direct physical control of its owner or other responsible person. Any exceptions to these rules should be reported to the Public Safety Department. For purposes of these rules, the following definitions apply:

1. A leash is defined as a cord, chain, or other similar restraint, not to exceed 8 feet in length, controlled by the owner of the animal or other responsible person.
2. Cage is defined as an enclosed pen, box or other similar container that prevents the animal from escaping and is controlled by the owner or other responsible person.

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3. Direct physical control means the immediate and continuous control of an animal at all times by means such as an animal carrier or cage, leash, cord, or chain of sufficient strength to restrain the animal when off the property of the owner or custodian or on public property.

B. Licensing and Vaccinations

If applicable, all animals brought onto campus must be vaccinated and/or licensed as required by state and/or local laws.

C. Animals in Buildings and Facilities

Except as provided for in Section G, below, animals are not allowed to be brought into any campus building or controlled facility.

D. Removal of Animal Waste

The owner or person responsible for an animal's presence on campus shall be responsible for the removal and sanitary disposal of any animal waste. The owner or responsible person shall have on his or her person appropriate means for removal of such animal waste when bringing the animal on campus.

E. Animal Control

Any animal on campus in violation of these rules is subject to city and/or county ordinances(s) having jurisdiction.

F. Exceptions

1. The College President or designee can make exceptions to these rules from time to time for special circumstances and/or events.
2. These rules do not apply to animals used as guides for the visually impaired or those used to meet the special needs of individuals with disabilities.
3. These rules do not apply to animals used by law enforcement or emergency personnel in the exercise of their official duties.
4. These rules do not apply to animals used as part of approved instructional activities, as long as they are retained and controlled within the laboratory setting for which they were intended.

G. Wheeled Motorized Traffic

Bicycles shall not be ridden on the sidewalks between or around campus buildings. All bicycles shall be walked from the parking lot areas to the approved sites designated for bicycle storage. No skateboards, roller skates or other such roller-equipped means of transportation (i.e. scooters) will be allowed on the sidewalks between and around campus buildings. There are exceptions to this policy consistent with federal law and Florida statutes that allow individuals with mobility impairments to use wheelchairs and power scooters.

H. Tobacco-Free Campus Policy

Tobacco use is not allowed on any campus grounds, parking lots, SCF-sponsored off-campus events and within SCF-owned vehicles. The use of all types of tobacco and tobacco-like products is prohibited, including smoked and smokeless tobacco, other smoke-able products and electronic cigarettes. This policy applies to all students, employees and visitors of SCF.

I. Religious Observances

Pursuant to Florida Statutes 1002.21; 1006.53; 1001.61: SCF shall attempt to reasonably accommodate the religious observance, practice and belief of individual students in regard to admissions, class attendance and the scheduling of examinations and work assignments. Students must provide the instructor(s) with advance notification of the purpose and anticipated length of any absence. At that time, the instructor and the student will agree upon a reasonable time and method to make up any work or tests missed. Any student who believes they have been unreasonably denied an educational benefit due to his or her religious belief or practices may seek redress by contacting the office of the Vice President of Academic Affairs or the College Equity Officer.

J. Intellectual Property

SCF provides engaging and accessible learning environments within the context of its mission, vision and institutional values. Therefore, the College supports and encourages its employees and students to develop educational materials, scholarly and creative works, and other products that advance the mission of SCF. However, these forms of intellectual property may be subject to copyright, patent, trademark and other laws; and may generate royalty income. Additionally, such development may involve the use of College personnel and resources.

The definition of intellectual property; examples of materials subject to intellectual property rights; ownership of intellectual property; and the rights of the College, its students, faculty; and staff regarding intellectual property in those cases where a written agreement does not otherwise govern the rights of the parties, is provided in SCF Procedure 5.182, Intellectual Property.

V. Student Complaint/Conflict Resolution Policies and Procedures

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SCF provides an appropriate means to resolve conflicts or complaints concerning College rules, procedures and/or course policies at the lowest possible level.

Complaints may be brought to the attention of faculty and management with the assurance that they will be considered in a fair and equitable manner. Specific policies and procedures are available that provide an informal and formal, nonadversarial in-house means of addressing conflicts and/or complaints.

A student may request due process in such instances where the student perceives an inequity concerning his or her academic standing, or where his or her academic rights and/or freedoms have been violated, or where the academic/administrative regulations of the College are believed to have been inappropriately interpreted or applied.

The following due process procedures should be utilized in resolving complaints or conflicts.

Complaint/Conflict	Location of Resolution Policy/Procedure	Where to Start - Specific Offices
Academic Concerns	College Procedure 4.14.01	Department Chair/Program Manager or Advising Services
Accommodations - Disabilities	College Procedure 1.42.02	Disability Resource Center or 504 Coordinator/Human Resources
Administrative Policies/Procedures	College Procedure 4.14.02	Advising Services or Dean of Students
Admission Standards	College Procedure 4.01.01	Admissions
Children on Campus	Student Handbook and Planner	Student Life or Dean of Students
Computer Access/Operational Issues	Student Handbook and Planner	Faculty or ITS Help Desk
Course Scheduling Issues	College Catalog	Educational Records
Course Substitutions	College Procedure 4.15.01	Advising Services or Disability Resource Center
Drop/Withdrawal Policies	Student Handbook and Planner/College Catalog	Advising Services or Educational Records
Due Process Questions/Concerns	Student Handbook and Planner	Advising Services
Financial Aid Standards of Satisfactory Academic Progress	Student Handbook and Planner/College Website/College Catalog	Financial Aid
Financial Aid - Student Loan Ombudsman	Student Handbook and Planner	U.S. Department of Education Office of Ombudsman ombudsman@ed.gov
Graduation Requirements	College Procedure 4.01.03	Educational Records or Dean of Students
Harassment and/or Discrimination	College Procedure 2.44.01	Public Safety & Security, Dean of Students or College Equity Officer/Human Resources

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Hazing	DBOT Rule 4.16	Public Safety & Security, Dean of Students or College Equity Officer/Human Resources
Military Activations/Withdrawals	Student Handbook and Planner/College Catalog	Educational Records
Motor Vehicle Theft/Damage	Student Handbook and Planner	Public Safety & Security
Pets on Campus	Student Handbook/Planner	Student Life or Dean of Students
Privacy of Educational Records (FERPA)	Student Handbook and Planner/College Catalog	Educational Records
Refunds	College Procedure 5.12.01	Advising Services or Dean of Students
Religious Observances	Florida Statutes 1002.21; 1006.53; 1001.64	Advising Services, Student Life, Dean of Students or College Equity Officer/Human Resources
Residency Requirements for Tuition Purposes	Florida Statutes, Chapter 1009.21	Admissions or Educational Records
Student Assistant Employment	Department Policy	Career Resource Center
Title IX (Gender Equity) Concerns	College Catalog	College Equity Officer/Human Resources
Traffic Rules and Parking Regulations	Student Handbook and Planner	Student Life
Transfer Credit Evaluations	College Catalog	Educational Records
Violations - Athletic Substance and Drug Abuse Policy	Department Policy	Athletic Department or Dean of Students
Violations - Student Code of Conduct	College Procedure 4.10.01	Public Safety & Security or Dean of Students
Weapons Law Violation	Florida Statutes, Chapter 790, Weapons and Firearms	Public Safety & Security

SCF does not discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, disability, age, genetic information, or marital or veteran status in any of its educational programs, services or activities including admission and employment. Perceived discrimination based on any of these protected classes may be used as a basis for a complaint.

For guidance on how to proceed with the resolution of a conflict, students should seek the advice of a Student Services advisor who acts in the capacity of student advocate for complaint/conflict resolution matters.

Traffic Rules and Parking Regulations

Parking decals are obtained from the department of Public Safety and Security offices at SCF Bradenton or SCF Venice. At that time, students are given a copy of the “Traffic and Parking Regulations Governing the Use of Vehicles at SCF.” Violators are subject to appear before the SCF

College Student Court and if found guilty, they will be fined in accordance with the specific violation.

The following rules and regulations are in effect 24 hours a day and pertain to all students (full-time, part-time, day or evening) and faculty and staff driving vehicles on campus. These rules have been established for the benefit of each student and employee and are approved by the Student Government Association, the College administration and SCF Board of Trustees. These rules and regulations are established and enforced in order to avoid confusion and danger in parking lots. All parking and traffic, including College Student Court, are under the supervision of coordinator of student life.

1. All motorized vehicles of students parked at SCF must bear a decal, which must be prominently displayed and visible at all times. Visitors must use spaces designated for visitors.
2. Parking decals for students can be obtained at the department of Public Safety and Security.
3. All vehicles of faculty and staff of SCF must bear appropriate hang tags, which are obtained from the department of Public Safety and Security.
4. Temporarily disabled students may apply for a special identification for their vehicles from the department of Public Safety and Security. Identifications are issued for a specific time period. In order to park in spaces designated for handicapped, a disabled person, by state law, must display the disabled parking permit issued by the county tag office. The permit must be attached to the Florida license plate or placed appropriately on the rear-view mirror.
5. The College assumes no responsibility for injury to persons or damages to a vehicle or its contents at any time it is operated or parked on campus.
6. All cars must be off the parking lot by 11 p.m. Owners of vehicles that must be left on property overnight for College trips, or because they are disabled, should contact the department of Public Safety and Security to indicate how long the vehicle will be left on College property.
7. Students who have decals, but temporarily drive a vehicle without decals, still must park in student parking areas. A visible note must be displayed with date and decal number. This policy is good for one week only.
8. Abandoned vehicles will be towed at the owner's expense.

Violation Penalties

The student will be held responsible and penalized for the following infractions: improperly parked in handicapped space or blocking handicapped ramp; parking in undesignated areas, blocking traffic, parking in no-parking areas or parked over line; no current SCF decal, improper decal or no decal showing; parked in reserved or visitors space or parked in a motorcycle pad; moving violations (must attend College Student Court) that include driving recklessly, driving against flow of traffic, failure to have vehicle under control, speeding in excess of 10 mph, driving on a surface other than paved or failure to stop at a stop sign; drag racing (to be reported to Sheriff's Office), parking violation, court action. Fine amounts are included in "[Cost and Fee Information](#)."

Violation Payment Procedure Process

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1. All persons ticketed for parking violations may make payments in person or mail payment by check or money order to the SCF cashier within 10 business days of receiving the ticket. SCF is not responsible for cash payment if mailed.
2. A student may appeal a citation by filing a parking violation appeal form within 10 business days from the date of violation (indicating a desire to appear before the College Student Court).
 - a. A student who fails to do either 1 or 2 above will be sent a first notice to pay the fine.
 - b. Any student who has not cleared a violation within 10 business days will be notified that the violation has been sent to the Dean of Students for such action as is deemed necessary.
3. The Dean of Students or a designated representative will take one of the following actions:
 - a. Send a notice to appear before the Dean of Students to explain the inaction.
 - b. Tag records notifying the College that the student owes a fine and cannot register for another term or receive a transcript until the fine is paid.

Appeals Process with College Student Court

1. Any person who alleges being unjustly ticketed and wishes to appeal a violation shall file a parking violation appeal form at the department of Public Safety and Security.
2. The appeal will be adjudicated based on the current regulations. The College Student Court reserves the right to determine the guilt or innocence of the defendant and to set the amount of the fine within the limits set forth in the regulations. The College Student Court selects a meeting date and time, and its decision is final.

College Student Court

The College Student Court reserves the right to determine the guilt or innocence of the defendant and to set the amount of the fine if found guilty within the limits as set in the regulations. The College Student Court selects a meeting date and time.

Procedures for payment of violations:

1. A student may pay fines in person in the fee payment office or make a payment (check or money order) by mail within 10 business days from the date of violation.
2. A student may register for College Student Court within 10 business days from the date of the violation indicating a desire to appear before the College Student Court.
 - a. A student who fails to do either (1) or (2) above will be sent a notice to pay the fine.
 - b. A student who fails to comply within 10 business days will be notified that the violation has been sent to the Dean of Students for such action as is deemed necessary.
3. The Dean of Students normally takes one of the following actions:

- a. Sends a notice to appear before the Dean of Students to explain the inaction.
- b. Tags records notifying the College that the student owes a fine and cannot register for another term or receive a transcript until the fine is paid.

VI. Student Discipline

The Dean of Students is designated as the staff member of the College having primary responsibility for the administration of student discipline. Deliberate care shall be taken to ensure that students receive fair and equitable treatment under due process.

Degrees of Disciplinary Sanctions:

The following are the degrees of disciplinary sanctions that may be imposed for violation of any Student Code of Conduct.

1. Apology - A written statement of regret written by the individual or group and approved by the Dean of Students.
2. Warning - A written or verbal notice to the student that continuation or repetition of a specified conduct will be cause for further disciplinary action.
3. Censure - A written reprimand to the student for violation of a specified regulation.
4. Disciplinary probation - A written reprimand and warning to the student for a repetition of violations as grounds for more serious disciplinary action; also may include exclusion from participation in student privileges or extracurricular College activities, or temporary/permanent loss of privileges or use of designated College facilities for a specified time as set forth in the notice of disciplinary probation.
5. Removal from College-sponsored housing - A temporary or permanent exclusion from any College-sponsored housing accommodations without reimbursement of any type of housing allowance, or a mandatory room charge.
6. Restitution - Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.
7. Suspension - Exclusion from classes and other student privileges or activities as set forth in the notice of suspension pending final determination of an alleged violation.
8. Expulsion - Termination of student status for a definite period of time. At the end of this period of expulsion, the student is eligible to apply to the College for consideration for readmission.
9. Dismissal - Permanent termination of student status. A notification shall appear on the College record.



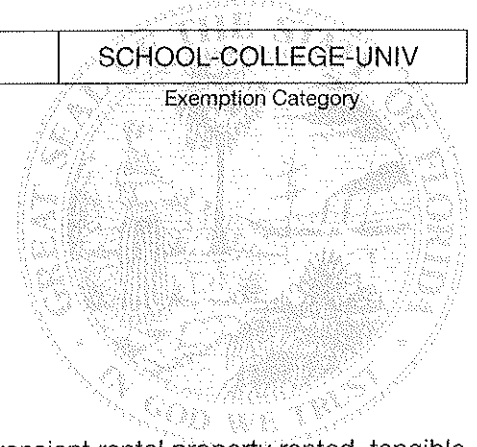
Consumer's Certificate of Exemption

Issued Pursuant to Chapter 212, Florida Statutes

85-8012740206C-3	11/30/2014	11/30/2019	SCHOOL-COLLEGE-UNIV
Certificate Number	Effective Date	Expiration Date	Exemption Category

This certifies that

STATE COLLEGE OF FLORIDA,
MANATEE-SARASOTA
5840 26TH ST W
BRADENTON FL 34207-3522



is exempt from the payment of Florida sales and use tax on real property rented, transient rental property rented, tangible personal property purchased or rented, or services purchased.



Important Information for Exempt Organizations

1. You must provide all vendors and suppliers with an exemption certificate before making tax-exempt purchases. See Rule 12A-1.038, Florida Administrative Code (F.A.C.).
2. Your *Consumer's Certificate of Exemption* is to be used solely by your organization for your organization's customary nonprofit activities.
3. Purchases made by an individual on behalf of the organization are taxable, even if the individual will be reimbursed by the organization.
4. This exemption applies only to purchases your organization makes. The sale or lease to others of tangible personal property, sleeping accommodations, or other real property is taxable. Your organization must register, and collect and remit sales and use tax on such taxable transactions. Note: Churches are exempt from this requirement except when they are the lessor of real property (Rule 12A-1.070, F.A.C.).
5. It is a criminal offense to fraudulently present this certificate to evade the payment of sales tax. Under no circumstances should this certificate be used for the personal benefit of any individual. Violators will be liable for payment of the sales tax plus a penalty of 200% of the tax, and may be subject to conviction of a third-degree felony. Any violation will require the revocation of this certificate.
6. If you have questions regarding your exemption certificate, please contact the Exemption Unit of Account Management at 800-352-3671. From the available options, select "Registration of Taxes," then "Registration Information," and finally "Exemption Certificates and Nonprofit Entities." The mailing address is PO Box 6480, Tallahassee, FL 32314-6480.

II. ORGANIZATIONAL PLAN

Section 10: Governance

- Governing board by-laws

1001.64 Florida College System institution boards of trustees; powers and duties.—

(1) The boards of trustees shall be responsible for cost-effective policy decisions appropriate to the Florida College System institution's mission, the implementation and maintenance of high-quality education programs within law and rules of the State Board of Education, the measurement of performance, the reporting of information, and the provision of input regarding state policy, budgeting, and education standards.

(2) Each board of trustees is vested with the responsibility to govern its respective Florida College System institution and with such necessary authority as is needed for the proper operation and improvement thereof in accordance with rules of the State Board of Education.

(3) A board of trustees shall have the power to take action without a recommendation from the president and shall have the power to require the president to deliver to the board of trustees all data and information required by the board of trustees in the performance of its duties. A board of trustees shall ask the Commissioner of Education to authorize an investigation of the president's actions by the department's inspector general if the board considers such investigation necessary. The inspector general shall provide a report detailing each issue under investigation and shall recommend corrective action. If the inspector general identifies potential legal violations, he or she shall refer the potential legal violations to the Commission on Ethics, the Department of Law Enforcement, the Attorney General, or another appropriate authority.

(4)(a) The board of trustees, after considering recommendations submitted by the Florida College System institution president, may adopt rules pursuant to ss. [120.536\(1\)](#) and [120.54](#) to implement the provisions of law conferring duties upon it. These rules may supplement those prescribed by the State Board of Education if they will contribute to the more orderly and efficient operation of Florida College System institutions.

(b) Each board of trustees is specifically authorized to adopt rules, procedures, and policies, consistent with law and rules of the State Board of Education, related to its mission and responsibilities as set forth in s. [1004.65](#), its governance, personnel, budget and finance, administration, programs, curriculum and instruction, buildings and grounds, travel and purchasing, technology, students, contracts and grants, or college property.

(5) Each board of trustees shall have responsibility for the use, maintenance, protection, and control of Florida College System institution owned or Florida College System institution controlled buildings and grounds, property and equipment, name, trademarks and other proprietary marks, and the financial and other resources of the Florida College System institution. Such authority may include placing restrictions on activities and on access to facilities, firearms, food, tobacco, alcoholic beverages, distribution of printed materials, commercial solicitation, animals, and sound.

- (6) Each board of trustees has responsibility for the establishment and discontinuance of program and course offerings in accordance with law and rule; provision for instructional and noninstructional community services, location of classes, and services provided; and dissemination of information concerning such programs and services. New programs must be approved pursuant to s. [1004.03](#).
- (7) Each board of trustees has responsibility for: ensuring that students have access to general education courses as identified in rule; requiring no more than 60 semester hours of degree program coursework, including 36 semester hours of general education coursework, for an associate in arts degree; notifying students that earned hours in excess of 60 semester hours may not be accepted by state universities; notifying students of unique program prerequisites; and ensuring that degree program coursework beyond general education coursework is consistent with degree program prerequisite requirements adopted pursuant to s. [1007.25](#)(5).
- (8) Each board of trustees has authority for policies related to students, enrollment of students, student records, student activities, financial assistance, and other student services.
- (a) Each board of trustees shall govern admission of students pursuant to s. [1007.263](#) and rules of the State Board of Education. A board of trustees may establish additional admissions criteria, which shall be included in the district interinstitutional articulation agreement developed according to s. [1007.235](#), to ensure student readiness for postsecondary instruction. Each board of trustees may consider the past actions of any person applying for admission or enrollment and may deny admission or enrollment to an applicant because of misconduct if determined to be in the best interest of the Florida College System institution.
- (b) Each board of trustees shall adopt rules establishing student performance standards for the award of degrees and certificates pursuant to s. [1004.68](#).
- (c) Boards of trustees are authorized to establish intrainstitutional and interinstitutional programs to maximize articulation pursuant to s. [1007.22](#).
- (d) Boards of trustees shall identify their core curricula, which shall include courses required by the State Board of Education, pursuant to the provisions of s. [1007.25](#)(6).
- (e) Each board of trustees must adopt a written antihazing policy, provide a program for the enforcement of such rules, and adopt appropriate penalties for violations of such rules pursuant to the provisions of s. [1006.63](#).
- (f) Each board of trustees may establish a uniform code of conduct and appropriate penalties for violation of its rules by students and student organizations, including rules governing student academic honesty. Such penalties, unless otherwise provided by law, may include fines, the withholding of diplomas or transcripts pending compliance with rules or payment of fines, and the imposition of probation, suspension, or dismissal.
- (g) Each board of trustees pursuant to s. [1006.53](#) shall adopt a policy in accordance with rules of the State Board of Education that reasonably accommodates the religious observance, practice, and belief of individual students in regard to admissions, class attendance, and the scheduling of examinations and work assignments.
- (9) A board of trustees may contract with the board of trustees of a state university for the Florida College System institution to provide college-preparatory instruction on the state university campus.
- (10) Each board of trustees shall establish fees pursuant to ss. [1009.22](#), [1009.23](#), [1009.25](#), [1009.26](#), and [1009.27](#).

- (11) Each board of trustees shall submit an institutional budget request, including a request for fixed capital outlay, and an operating budget to the State Board of Education for review in accordance with guidelines established by the State Board of Education.
- (12) Each board of trustees shall account for expenditures of all state, local, federal and other funds in the manner described by the Department of Education.
- (13) Each board of trustees is responsible for the uses for the proceeds of academic improvement trust funds pursuant to s. [1011.85](#).
- (14) Each board of trustees shall develop a strategic plan specifying institutional goals and objectives for the Florida College System institution for recommendation to the State Board of Education.
- (15) Each board of trustees shall develop an accountability plan pursuant to s. [1008.45](#).
- (16) Each board of trustees must expend performance funds provided for workforce education pursuant to the provisions of s. [1011.80](#).
- (17) Each board of trustees is accountable for performance in certificate career education and diploma programs pursuant to s. [1008.43](#).
- (18) Each board of trustees shall establish the personnel program for all employees of the Florida College System institution, including the president, pursuant to the provisions of chapter 1012 and rules and guidelines of the State Board of Education, including: compensation and other conditions of employment; recruitment and selection; nonreappointment; standards for performance and conduct; evaluation; benefits and hours of work; leave policies; recognition; inventions and work products; travel; learning opportunities; exchange programs; academic freedom and responsibility; promotion; assignment; demotion; transfer; ethical obligations and conflict of interest; restrictive covenants; disciplinary actions; complaints; appeals and grievance procedures; and separation and termination from employment.
- (19) Each board of trustees shall appoint, suspend, or remove the president of the Florida College System institution. The board of trustees may appoint a search committee. The board of trustees shall conduct annual evaluations of the president in accordance with rules of the State Board of Education and submit such evaluations to the State Board of Education for review. The evaluation must address the achievement of the performance goals established by the accountability process implemented pursuant to s. [1008.45](#) and the performance of the president in achieving the annual and long-term goals and objectives established in the Florida College System institution's employment accountability program implemented pursuant to s. [1012.86](#).
- (20) Each board of trustees is authorized to enter into contracts to provide a State Community College System Optional Retirement Program pursuant to s. [1012.875](#) and to enter into consortia with other boards of trustees for this purpose.
- (21) Each board of trustees is authorized to purchase annuities for its Florida College System institution personnel who have 25 or more years of creditable service and who have reached age 55 and have applied for retirement under the Florida Retirement System pursuant to the provisions of s. [1012.87](#).
- (22) A board of trustees may defray all costs of defending civil actions against officers, employees, or agents of the board of trustees pursuant to s. [1012.85](#).
- (23) Each board of trustees has authority for risk management, safety, security, and law enforcement operations. Each board of trustees is authorized to employ personnel, including police officers pursuant to s. [1012.88](#), to carry out the duties imposed by this subsection.
- (24) Each board of trustees shall provide rules governing parking and the direction and flow of traffic within campus boundaries. Except for sworn law enforcement personnel, persons

employed to enforce campus parking rules have no authority to arrest or issue citations for moving traffic violations. The board of trustees may adopt a uniform code of appropriate penalties for violations. Such penalties, unless otherwise provided by law, may include the levying of fines, the withholding of diplomas or transcripts pending compliance with rules or payment of fines, and the imposition of probation, suspension, or dismissal. Moneys collected from parking rule infractions shall be deposited in appropriate funds at each Florida College System institution for student financial aid purposes.

(25) Each board of trustees constitutes the contracting agent of the Florida College System institution. It may when acting as a body make contracts, sue, and be sued in the name of the board of trustees. In any suit, a change in personnel of the board of trustees shall not abate the suit, which shall proceed as if such change had not taken place.

(26) Each board of trustees is authorized to contract for the purchase, sale, lease, license, or acquisition in any manner, including purchase by installment or lease-purchase contract which may provide for the payment of interest on the unpaid portion of the purchase price and for the granting of a security interest in the items purchased, subject to the provisions of subsection (38) and ss. [1009.22](#) and [1009.23](#), of goods, materials, equipment, and services required by the Florida College System institution. The board of trustees may choose to consolidate equipment contracts under master equipment financing agreements made pursuant to s. [287.064](#).

(27) Each board of trustees shall be responsible for managing and protecting real and personal property acquired or held in trust for use by and for the benefit of such Florida College System institution. To that end, any board of trustees is authorized to be self-insured, to enter into risk management programs, or to purchase insurance for whatever coverage it may choose, or to have any combination thereof, in anticipation of any loss, damage, or destruction. A board of trustees may contract for self-insurance services pursuant to s. [1004.725](#).

(28) Each board of trustees is authorized to enter into agreements for, and accept, credit card, charge card, and debit card payments as compensation for goods, services, tuition, and fees. Each Florida College System institution is further authorized to establish accounts in credit card, charge card, and debit card banks for the deposit of sales invoices.

(29) Each board of trustees may provide incubator facilities to eligible small business concerns pursuant to s. [1004.79](#).

(30) Each board of trustees may establish a technology transfer center for the purpose of providing institutional support to local business and industry and governmental agencies in the application of new research in technology pursuant to the provisions of s. [1004.78](#).

(31) Each board of trustees may establish economic development centers for the purpose of serving as liaisons between Florida College System institutions and the business sector pursuant to the provisions of s. [1004.80](#).

(32) Each board of trustees may establish a child development training center pursuant to s. [1004.81](#).

(33) Each board of trustees is authorized to develop and produce work products relating to educational endeavors that are subject to trademark, copyright, or patent statutes pursuant to chapter 1004.

(34) Each board of trustees shall administer the facilities program pursuant to chapter 1013, including but not limited to: the construction of public educational and ancillary plants; the acquisition and disposal of property; compliance with building and life safety codes; submission of data and information relating to facilities and construction; use of buildings and grounds;

establishment of safety and sanitation programs for the protection of building occupants; and site planning and selection.

(35) Each board of trustees may exercise the right of eminent domain pursuant to the provisions of chapter 1013.

(36) Each board of trustees may enter into lease-purchase arrangements with private individuals or corporations for necessary grounds and buildings for Florida College System institution purposes, other than dormitories, or for buildings other than dormitories to be erected for Florida College System institution purposes. Such arrangements shall be paid from capital outlay and debt service funds as provided by s. [1011.84](#)(2), with terms not to exceed 30 years at a stipulated rate. The provisions of such contracts, including building plans, are subject to approval by the Department of Education, and no such contract may be entered into without such approval.

(37) Each board of trustees may purchase, acquire, receive, hold, own, manage, lease, sell, dispose of, and convey title to real property, in the best interests of the Florida College System institution.

(38) Each board of trustees is authorized to enter into short-term loans and installment, lease-purchase, and other financing contracts for a term of not more than 5 years, including renewals, extensions, and refundings. Payments on short-term loans and installment, lease-purchase, and other financing contracts pursuant to this subsection shall be subject to annual appropriation by the board of trustees. Each board of trustees is authorized to borrow funds and incur long-term debt, including promissory notes, installment sales agreements, lease-purchase agreements, certificates of participation, and other similar long-term financing arrangements, only as specifically provided in ss. [1009.22](#)(6) and (9) and [1009.23](#)(11) and (12). At the option of the board of trustees, bonds issued pursuant to ss. [1009.22](#)(6) and (9) and [1009.23](#)(11) and (12) may be secured by a combination of revenues authorized to be pledged to bonds pursuant to such subsections. Revenue bonds may not be secured by or paid from, directly or indirectly, tuition, financial aid fees, the Florida College System Program Fund, or any other operating revenues of a Florida College System institution. Lease-purchase agreements may be secured by a combination of revenues as specifically authorized pursuant to ss. [1009.22](#)(7) and [1009.23](#)(10).

(39) Each board of trustees shall prescribe conditions for direct-support organizations to be certified and to use Florida College System institution property and services. Conditions relating to certification must provide for audit review and oversight by the board of trustees.

(40) Each board of trustees may adopt policies pursuant to s. [1010.02](#) that provide procedures for transferring to the direct-support organization of that Florida College System institution for administration by such organization contributions made to the Florida College System institution.

(41) The board of trustees shall exert every effort to collect all delinquent accounts pursuant to s. [1010.03](#).

(42) Each board of trustees shall implement a plan, in accordance with guidelines of the State Board of Education, for working on a regular basis with the other Florida College System institution boards of trustees, representatives of the university boards of trustees, and representatives of the district school boards to achieve the goals of the seamless education system.

(43) Each board of trustees has responsibility for compliance with state and federal laws, rules, regulations, and requirements.

(44) Each board of trustees may adopt rules, procedures, and policies related to institutional governance, administration, and management in order to promote orderly and efficient operation, including, but not limited to, financial management, budget management, physical plant management, and property management.

(45) Each board of trustees may adopt rules and procedures related to data or technology, including, but not limited to, information systems, communications systems, computer hardware and software, and networks.

(46) Each board of trustees may consider the past actions of any person applying for employment and may deny employment to a person because of misconduct if determined to be in the best interest of the Florida College System institution.

(47) A board of trustees may not enter into an employment contract that requires the Florida College System institution to pay a Florida College System institution president an amount from state funds in excess of 1 year of the president's annual salary for termination, buyout, or any other type of contract settlement. This subsection does not prohibit the payment of leave and benefits accrued by the president in accordance with the Florida College System institution's leave and benefits policies before the contract terminates.

History.—s. 80, ch. 2002-387; s. 75, ch. 2004-357; s. 4, ch. 2005-146; s. 74, ch. 2007-217; s. 1, ch. 2008-163; s. 2, ch. 2009-60; s. 21, ch. 2011-5; ss. 4, 12, ch. 2011-177.

RULE

Subject	Ethics for Public Officers/Conflicts of Interest/Removal from Office	Number: 6HX14-1.06
Authority	F.S. 112.311, 112.313, 112.3143, 112.3144, 286.012, 1001.61; Florida Constitution, Article IV, Section 7; Article I, Section 9	Date: 9/10/2013
History	New	
Source	President's Office	

1. Members of the District Board shall be governed at all times by the applicable provisions of the Code of Ethics for Public Officers and Employees, Chapter 112, Part III, Florida Statutes, as may be amended from time to time, with regard to matters including:
 - a. Solicitation or acceptance of gifts
 - b. Doing business with one's agency
 - c. Unauthorized compensation
 - d. Misuse of public position
 - e. Conflicting employment or contractual relationship
 - f. Disclosure or use of information not available to members of the general public
 - g. Voting conflicts
 - h. Filing statement of financial interests

2. All decisions of the District Board of Trustees and College administrators shall be based on promoting the best interests of the College and the public good. The Board must fully disclose any potential conflicts of interests and will not participate in matters where undue influence is inflicted upon the Board members.

3. Members of the Board are public officers who may be disciplined, suspended or removed from office pursuant to Chapter 112, Florida Statutes and Article IV of the Florida Constitution. Trustees are provided the right to due process of law under the Florida Constitution, Article I, Section 9.

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve State College of Florida Collegiate School-Venice
2. Full name Marlen J(Rick) Hager
Home Address 7161 Drewry's Bluff, Bradenton FL 34203
Business Name and Address Goodwood & Stone Builders
Phone Number 941-915-0985
E-mail address Rhager1@verizon.net

- Resume and professional bio are attached here.
- Resume and professional bio are attached elsewhere in the application (specify) _____
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
 Yes No

SCF Collegiate School

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
 Yes No

5. Why do you wish to serve on the board of the proposed charter school?

I have served on the SCF District Board of Trustees for 5 years. I have long been interested in high quality education for our residents.

6. What is your understanding of the appropriate role of a public charter school board member?
Provide professional oversight & accountability.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
As a Board member of the State College of Florida I have received training regarding proper oversight of the college and collegiate School.

8. Describe the specific knowledge and experience that you would bring to the board.
I attended public schools in Manatee County, attended SCF and received a B.S. in Engineering from UF. I have more than 40 years business experience and enjoy working with our administrators and faculty.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The SCFCS- Venice mission is to provide high school students the opportunity to earn their Associates Degree at the same time as their high school diploma. The guiding beliefs are support and guidance to gain success.

2. What is your understanding of the school's proposed educational program?
To prepare the students for the rigor of being dual enrolled in college and high school during their Junior and Senior years. Focus is on academic coaching and advising the student for success.

3. What do you believe to be the characteristics of a successful school?

Fiscally responsible through goal setting and being guided by the success of the students.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

At SCF board meetings are held on a regular schedule open to the public and noticed in advance. Formal reports are received by members of the staff and faculty. A normal course of business is detailed review of financial reports and goals progress.

5. What do you see as your role regarding the school leaders?

The role of the trustees is not to manage day to day activities but to ensure that the right people are in place to do that and hold them accountable.

Governance

1. Describe the role that the board will play in the school's operation.
Trustees oversee operations through the administrators, review financials. On occasion we will provide some support or assistance if requested or required.

2. How will you know if the school is successful at the end of the first year of operation?
Prudent budgeting, good enrollment with high retention and student success as defined by passing rates, grades and student success in general.

3. How will you know at the end of four years of the school is successful?
Many indications are available including financial reports, enrollment, graduation rates, and FDOE grade for the school are several. Student success is paramount.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The trustees will be active in monitoring the schools progress. There will be differences between the collegiate school in Bradenton but we will work toward the same level of success.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The SCF BOT is appointed by the governor and confirmed by the Florida Senate. We have an obligation to operate under the rules and ethical guidelines of state statutes. There are procedures for handling challenges.

6. If your school intends to contract with a third-party ESP: N/A
- Summarize your involvement in the selection process;
 - Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
 - Indicate whether you have been involved in the review/negotiation of the management agreement.
-

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
 Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

- (a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).*
- (b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.*
- (c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
 - 1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
 - 2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*
- (b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*
- (c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Marlen J. (Rick) Hager

 _____
Signature

12/15/11
Date

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve State College of Florida Collegiate School-Venice
2. Full name Edward Anthony Bailey
- Home Address 6115 75th Ave East, Palmetto FL 34221
- Business Name and Address Dollar Mania, 4517 26th St. West, Bradenton FL
- Phone Number 941-504-2421
- E-mail address Eabailey2003@yahoo.com

- Resume and professional bio are attached here.
- Resume and professional bio are attached elsewhere in the application (specify) _____
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
 Yes No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
 Yes No

5. Why do you wish to serve on the board of the proposed charter school?
 It's mission and goals are concurrent with the State College of Florida's, on which I am a current board member.

6. What is your understanding of the appropriate role of a public charter school board member?

The role of the charter board member is in conjunction with the oversight of the State College of Florida, and its many campuses, departments and programs. The main role of a charter school trustee is financial oversight, with knowledge of the program.

-
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Without experience, as a board member of the State College of Florida, trustees receive training regarding the purpose and goals of the college and the collegiate schools, as well as assistance from its lead administration and more veteran members.

-
8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The SCFCS-Venice's mission is to provide the opportunity for high school students to earn their Associate of Arts Degree in tandem with their high school diploma. The guiding beliefs are that students must have support from the school to be successful with the demands of college courses, as well as guidance to prepare for the next institution.

-
2. What is your understanding of the school's proposed educational program?

The educational goal is to prepare students for the rigor of a fully dual enrolled environment during the junior and senior years. The program focuses on the role of the academic coach and advisor who monitors the success of students, and is prepared to intervene when help is needed to succeed.

-
3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school from a business perspective include a conservative budget, attainable goals and incremental changes to assist the current students enrolled. Philosophically, a successful school is student centered, with teachers who have autonomy in the class to teach to the needs of the students in the room.

-
4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

At SCF, the board meetings are formal, with monthly monitoring in place. The Head of School provides documentation regarding annual goals and progress. There is always the opportunity to ask questions during the meetings, discuss initiatives, and the ability to visit the school outside of board meetings.

-
5. What do you see as your role regarding the school leaders?

The role of the SCF Trustees is to allow leaders the space to manage operations, while the board is there for oversight of the charter school and college.

Governance

1. Describe the role that the board will play in the school's operation.

The trustees will work together to oversee operations, review monthly budget submittals and address questions and concerns at monthly meetings.

-
2. How will you know if the school is successful at the end of the first year of operation?

Success may be monitored with a number of indicators including prudent budgeting, a high retention rate and student success as defined by the number of courses passed and average grade point averages.

3. How will you know at the end of four years of the school is successful?

Success may be monitored again with a number of indicators, including the positive budget, low teacher and staff turnover and a high graduation rate of students with their AA degree. School success of the SCFCS-Venice campus will also be measured by the FDOE with a grade for the high school. The number of applications that are received every year will also be an indicator of the interest from the community.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The trustees should be actively involved in the monitoring of the charter school, understand the success of its sister school in Bradenton for cues on indicators that are positive for comparison and understand the barriers to success for the new school, as SCFCS-Venice will be different in nature because of location, demographics and size.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The SCF Board of Trustees is formal in its make-up and execution of duties, follows state policies with attention to ethical standards and operates under Sunshine laws, leaving little opportunity for a member to act against the school. However, should a trustee find another trustee to be working against the best interests for the school or the college, they may discuss the issue with the college counsel, the college president or the board chair.

6. If your school intends to contract with a third-party ESP: N/A

- a. Summarize your involvement in the selection process;
- b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
 Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

- (a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).
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- (c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

- (a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:
 - 1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.
 - 2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.
- (b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.
- (c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Edward Anthony Bailey



Signature

12-12-17

Date

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve State College of Florida Collegiate School-Venice
2. Full name Dominic A. DiMaio
Home Address 9416 Royal Calcutta Pl, Bradenton, FL 34202
Business Name and Address Synovus Bank, 12450 Roosevelt Blvd N, St. Pete, FL 33716
Phone Number 727-568-6524
E-mail address ddimaio@synovus.com

- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (specify) _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes No

SCF- Collegiate School, Bradenton Campus

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

Yes No

5. Why do you wish to serve on the board of the proposed charter school?
To assist community support for high school students wishing to accelerate their learning process.

6. What is your understanding of the appropriate role of a public charter school board member?

The role of the charter board member is in conjunction with the oversight of the State College of Florida, and its many campuses, departments and programs. The main role of a charter school trustee is financial oversight, with knowledge of the program.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Without experience, as a board member of the State College of Florida, trustees receive training regarding the purpose and goals of the college and the collegiate schools, as well as assistance from its lead administration and more veteran members.

8. Describe the specific knowledge and experience that you would bring to the board.
My management and financial background are my strongest personal characteristics.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The SCFCS-Venice's mission is to provide the opportunity for high school students to earn their Associate of Arts Degree in tandem with their high school diploma. The guiding beliefs are that students must have support from the school to be successful with the demands of college courses, as well as guidance to prepare for the next institution.

2. What is your understanding of the school's proposed educational program?

The educational goal is to prepare students for the rigor of a fully dual enrolled environment during the junior and senior years. The program focuses on the role of the academic coach and advisor who monitors the success of students, and is prepared to intervene when help is needed to succeed.

3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school from a business perspective include a conservative budget, attainable goals and incremental changes to assist the current students enrolled. Philosophically, a successful school is student centered, with teachers who have autonomy in the class to teach to the needs of the students in the room.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

At SCF, the board meetings are formal, with monthly monitoring in place. The Head of School provides documentation regarding annual goals and progress. There is always the opportunity to ask questions during the meetings, discuss initiatives, and the ability to visit the school outside of board meetings.

5. What do you see as your role regarding the school leaders?

The role of the SCF Trustees is to allow leaders the space to manage operations, while the board is there for oversight of the charter school and college.

Governance

1. Describe the role that the board will play in the school's operation.

The trustees will work together to oversee operations, review monthly budget submittals and address questions and concerns at monthly meetings.

2. How will you know if the school is successful at the end of the first year of operation?
-

Success may be monitored with a number of indicators including prudent budgeting, a high retention rate and student success as defined by the number of courses passed and average grade point averages.

3. How will you know at the end of four years of the school is successful?

Success may be monitored again with a number of indicators, including the positive budget, low teacher and staff turnover and a high graduation rate of students with their AA degree. School success of the SCFCS-Venice campus will also be measured by the FDOE with a grade for the high school. The number of applications that are received every year will also be an indicator of the interest from the community.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The trustees should be actively involved in the monitoring of the charter school, understand the success of its sister school in Bradenton for cues on indicators that are positive for comparison and understand the barriers to success for the new school, as SCFCS-Venice will be different in nature because of location, demographics and size.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The SCF Board of Trustees is formal in its make-up and execution of duties, follows state policies with attention to ethical standards and operates under Sunshine laws, leaving little opportunity for a member to act against the school. However, should a trustee find another trustee to be working against the best interests for the school or the college, they may discuss the issue with the college counsel, the college president or the board chair.

6. If your school intends to contract with a third-party ESP: N/A

- a. Summarize your involvement in the selection process;
 - b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
 - c. Indicate whether you have been involved in the review/negotiation of the management agreement.
-

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

- (a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).*
- (b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.*
- (c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

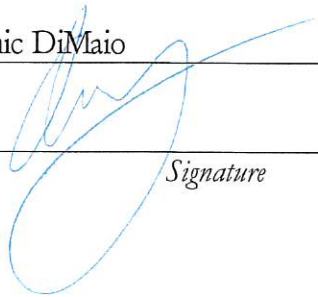
Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
 - 1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
 - 2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*
- (b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*
- (c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Dominic DiMaio



Signature

12/15/17

Date

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

- | | |
|---|--|
| 1. Name of charter school on whose Board of Directors you intend to serve | <u>State College of Florida Collegiate School-Venice</u> |
| 2. Full name | <u>Richard Dorfman</u> |
| Home Address | <u>800 N. Tamiami Trail, Sarasota, FL 34236</u> |
| Business Name and Address | <u>N/A</u> |
| Phone Number | <u>941-320-5937</u> |
| E-mail address | <u>Richard@dorfcom.com</u> |

- Resume and professional bio are attached here.
- Resume and professional bio are attached elsewhere in the application (specify). _____
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
 Yes No
-
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
 Yes No
-
5. Why do you wish to serve on the board of the proposed charter school?
 To support the efforts of SCF of which I am a trustee.
-
6. What is your understanding of the appropriate role of a public charter school board member?

To ensure proper standards & governance are observed in all aspects of the school's operations.

-
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Without experience, as a board member of the State College of Florida, trustees receive training regarding the purpose and goals of the college and the collegiate schools, as well as assistance from its lead administration and more veteran members.
-
8. Describe the specific knowledge and experience that you would bring to the board.
My background is in business management and as such I would work to ensure the school maintains fiscal responsibility.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The SCFCS-Venice's mission is to provide the opportunity for high school students to earn their Associate of Arts Degree in tandem with their high school diploma. The guiding beliefs are that students must have support from the school to be successful with the demands of college courses, as well as guidance to prepare for the next institution.
-
2. What is your understanding of the school's proposed educational program?
The educational goal is to prepare students for the rigor of a fully dual enrolled environment during the junior and senior years. The program focuses on the role of the academic coach and advisor who monitors the success of students, and is prepared to intervene when help is needed to succeed.
-
3. What do you believe to be the characteristics of a successful school?
The characteristics of a successful school from a business perspective include a conservative budget, attainable goals and incremental changes to assist the current students enrolled. Philosophically, a successful school is student centered, with teachers who have autonomy in the class to teach to the needs of the students in the room.
-
4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?
At SCF, the board meetings are formal, with monthly monitoring in place. The Head of School provides documentation regarding annual goals and progress. There is always the opportunity to ask questions during the meetings, discuss initiatives, and the ability to visit the school outside of board meetings.
-
5. What do you see as your role regarding the school leaders?
The role of the SCF Trustees is to allow leaders the space to manage operations, while the board is there for oversight of the charter school and college.

Governance

1. Describe the role that the board will play in the school's operation.
The trustees will work together to oversee operations, review monthly budget submittals and address questions and concerns at monthly meetings.
-
2. How will you know if the school is successful at the end of the first year of operation?

Success may be monitored with a number of indicators including prudent budgeting, a high retention rate and student success as defined by the number of courses passed and average grade point averages.

3. How will you know at the end of four years of the school is successful?

Success may be monitored again with a number of indicators, including the positive budget, low teacher and staff turnover and a high graduation rate of students with their AA degree. School success of the SCFCS-Venice campus will also be measured by the FDOE with a grade for the high school. The number of applications that are received every year will also be an indicator of the interest from the community.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The trustees should be actively involved in the monitoring of the charter school, understand the success of its sister school in Bradenton for cues on indicators that are positive for comparison and understand the barriers to success for the new school, as SCFCS-Venice will be different in nature because of location, demographics and size.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The SCF Board of Trustees is formal in its make-up and execution of duties, follows state policies with attention to ethical standards and operates under Sunshine laws, leaving little opportunity for a member to act against the school. However, should a trustee find another trustee to be working against the best interests for the school or the college, they may discuss the issue with the college counsel, the college president or the board chair.

6. If your school intends to contract with a third-party ESP: N/A

- a. Summarize your involvement in the selection process;
- b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

- (a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).*
- (b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.*
- (c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*


Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
 - 1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
 - 2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*
- (b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*
- (c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Richard Dorfman

 _____
Signature

12/15/17 _____
Date

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve State College of Florida Collegiate School-Venice
2. Full name Tracy Knight
Home Address 216 Park Blvd. South, Venice, FL 34285
Business Name and Address Knight Marketing 2032 Hawthorne St., Sarasota, FL
Phone Number 941-361-3070 ext. 222
E-mail address tknight@knightmarketing.com

- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
 Yes No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
 Yes No

5. Why do you wish to serve on the board of the proposed charter school?

It is my wish that we receive the charter for the Venice campus collegiate school and as an SCF trustee, I am committed to doing my part and ensuring that the school is well managed.

6. What is your understanding of the appropriate role of a public charter school board member?
The role of the charter board member is in conjunction with the oversight of the State College of Florida, and its many campuses, departments and programs. The main role of a charter school trustee is financial oversight, with knowledge of the program.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
While I have not served on the board of another school, as a trustee for State College of Florida I have gained experience and received training regarding the purpose and goals of the existing collegiate school in Bradenton.

8. Describe the specific knowledge and experience that you would bring to the board.
I would like to bring a local perspective and institutional knowledge, as I am a 40-year resident of Venice and several family members have graduated from or attended SCF in Venice.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The SCFCS-Venice's mission is to provide the opportunity for high school students to earn their Associate of Arts Degree in tandem with their high school diploma. The guiding beliefs are that students must have support from the school to be successful with the demands of college courses, as well as guidance to prepare for the next institution.

2. What is your understanding of the school's proposed educational program?
The educational goal is to prepare students for the rigor of a fully dual enrolled environment during the junior and senior years. The program focuses on the role of the academic coach and advisor who monitors the success of students, and is prepared to intervene when help is needed to succeed.

3. What do you believe to be the characteristics of a successful school?
The characteristics of a successful school from a business perspective include a conservative budget, attainable goals and incremental changes to assist the current students enrolled. Philosophically, a successful school is student centered, with teachers who have autonomy in the class to teach to the needs of the students in the room.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?
At SCF, the board meetings are formal, with monthly monitoring in place. The Head of School provides documentation regarding annual goals and progress. There is always the opportunity to ask questions during the meetings, discuss initiatives, and the ability to visit the school outside of board meetings.

5. What do you see as your role regarding the school leaders?
The role of the SCF Trustees is to allow leaders the space to manage operations, while the board is there for oversight of the charter school and college.

Governance

1. Describe the role that the board will play in the school's operation.

The trustees will work together to oversee operations, review monthly budget submittals and address questions and concerns at monthly meetings.

2. How will you know if the school is successful at the end of the first year of operation?

Success may be monitored with a number of indicators including prudent budgeting, a high retention rate and student success as defined by the number of courses passed and average grade point averages.

3. How will you know at the end of four years of the school is successful?

Success may be monitored again with a number of indicators, including the positive budget, low teacher and staff turnover and a high graduation rate of students with their AA degree. School success of the SCFCS-Venice campus will also be measured by the FDOE with a grade for the high school. The number of applications that are received every year will also be an indicator of the interest from the community.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The trustees should be actively involved in the monitoring of the charter school, understand the success of its sister school in Bradenton for cues on indicators that are positive for comparison and understand the barriers to success for the new school, as SCFCS-Venice will be different in nature because of location, demographics and size.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The SCF Board of Trustees is formal in its make-up and execution of duties, follows state policies with attention to ethical standards and operates under Sunshine laws, leaving little opportunity for a member to act against the school. However, should a trustee find another trustee to be working against the best interests for the school or the college, they may discuss the issue with the college counsel, the college president or the board chair.

6. If your school intends to contract with a third-party ESP: N/A

- a. Summarize your involvement in the selection process;
- b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

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(a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*

1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*

2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*

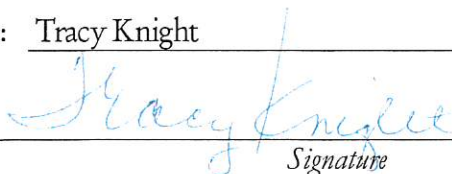
(b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*

(c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Tracy Knight


Signature

12/13/17
Date

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

- | | |
|---|--|
| 1. Name of charter school on whose Board of Directors you intend to serve | <u>State College of Florida Collegiate School-Venice</u> |
| 2. Full name | <u>Peter Logan</u> |
| Home Address | <u>11215 Old Tampa Road, Parrish FL 34219</u> |
| Business Name and Address | <u>Medallion Home, 1651 Whitfield Avenue, Sarasota, FL 34243</u> |
| Phone Number | <u>941-359-9000</u> |
| E-mail address | <u>petel@medallionhome.com</u> |

- Resume and professional bio are attached here.
- Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes No

Numerous community development district boards and HOA boards - too many to list

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

Yes No

5. Why do you wish to serve on the board of the proposed charter school?

Its mission and goals are in line with the State College of Florida's, on which Board of Trustees I currently sit.

6. What is your understanding of the appropriate role of a public charter school board member?
The role of the charter board member is in conjunction with the oversight of the State College of Florida, and its many campuses, departments and programs. The main role of a charter school trustee is financial oversight, with knowledge of the program.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Without experience, as a board member of the State College of Florida, trustees receive training regarding the purpose and goals of the college and the collegiate schools, as well as assistance from its lead administration and more veteran members.

8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The SCFCS-Venice's mission is to provide the opportunity for high school students to earn their Associate of Arts Degree in tandem with their high school diploma. The guiding beliefs are that students must have support from the school to be successful with the demands of college courses, as well as guidance to prepare for the next institution.

2. What is your understanding of the school's proposed educational program?
The educational goal is to prepare students for the rigor of a fully dual enrolled environment during the junior and senior years. The program focuses on the role of the academic coach and advisor who monitors the success of students, and is prepared to intervene when help is needed to succeed.

3. What do you believe to be the characteristics of a successful school?
The characteristics of a successful school from a business perspective include a conservative budget, attainable goals and incremental changes to assist the current students enrolled. Philosophically, a successful school is student centered, with teachers who have autonomy in the class to teach to the needs of the students in the room.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?
At SCF, the board meetings are formal, with monthly monitoring in place. The Head of School provides documentation regarding annual goals and progress. There is always the opportunity to ask questions during the meetings, discuss initiatives, and the ability to visit the school outside of board meetings.

5. What do you see as your role regarding the school leaders?
The role of the SCF Trustees is to allow leaders the space to manage operations, while the board is there for oversight of the charter school and college.

Governance

1. Describe the role that the board will play in the school's operation.
The trustees will work together to oversee operations, review monthly budget submittals and address questions and concerns at monthly meetings.

2. How will you know if the school is successful at the end of the first year of operation?
Success may be monitored with a number of indicators including prudent budgeting, a high retention rate and student success as defined by the number of courses passed and average grade point averages.

3. How will you know at the end of four years of the school is successful?
Success may be monitored again with a number of indicators, including the positive budget, low teacher and staff turnover and a high graduation rate of students with their AA degree. School success of the SCFCS-Venice campus will also be measured by the FDOE with a grade for the high school. The number of applications that are received every year will also be an indicator of the interest from the community.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The trustees should be actively involved in the monitoring of the charter school, understand the success of its sister school in Bradenton for cues on indicators that are positive for comparison and understand the barriers to success for the new school, as SCFCS-Venice will be different in nature because of location, demographics and size.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The SCF Board of Trustees is formal in its make-up and execution of duties, follows state policies with attention to ethical standards and operates under Sunshine laws, leaving little opportunity for a member to act against the school. However, should a trustee find another trustee to be working against the best interests for the school or the college, they may discuss the issue with the college counsel, the college president or the board chair.

6. If your school intends to contract with a third-party ESP: N/A
a. Summarize your involvement in the selection process;
b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
 Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

- (a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).*
- (b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.*
- (c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

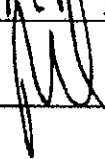
Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
 - 1. *"Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
 - 2. *"Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*
- (b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*
- (c) *The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.*

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Peter Logan



Signature

12/13/17
Date

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve State College of Florida Collegiate School-Venice
2. Full name Rod Thomson
Home Address 639 Oakford Road, Sarasota, FL 34240
Business Name and Address _____
Phone Number 941-914-6690
E-mail address rod@thomsonpr.com

- Resume and professional bio are attached here.
- Resume and professional bio are attached elsewhere in the application (specify). _____
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
 Yes No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
 Yes No

5. Why do you wish to serve on the board of the proposed charter school?
The success of the State College of Florida Charter School makes a convincing case for the philosophy of preparing high school students for higher education in this way.

-
6. What is your understanding of the appropriate role of a public charter school board member?
The role of the charter board member is oversight, done in conjunction with the State College of Florida, and its multiple campuses, departments and programs. The primary role of a charter school trustee is financial oversight, with an understanding of the program.
-
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
As a Trustee of the State College of Florida, we receive training regarding the purpose and goals of the college and the collegiate schools, as well as assistance from its lead administration and more veteran members.
-
8. Describe the specific knowledge and experience that you would bring to the board.
Specific experience relates to being a Trust of the State College of Florida and Board member of the SCF Collegiate School.
-

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The SCFCS-Venice's mission is to provide the opportunity for high school students to earn their Associate of Arts Degree in tandem with their high school diploma. The guiding beliefs are that students must have support from the school to be successful with the demands of college courses, as well as guidance to prepare for the next institution.
-
2. What is your understanding of the school's proposed educational program?
The educational goal is to prepare students for the rigor of a fully dual enrolled environment during the junior and senior years. The program focuses on the role of the academic coach and advisor who monitors the success of students, and is prepared to intervene when help is needed to succeed.
-
3. What do you believe to be the characteristics of a successful school?
The characteristics of a successful school from a business perspective include a conservative budget, measurable and attainable goals and incremental changes to assist the current students enrolled. Philosophically, a successful school is student centered, with teachers who have autonomy in the class to teach to the needs of the students in the room.
-
4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?
At SCF, the board meetings are formal, with monthly monitoring in place. The Head of School provides documentation regarding annual goals and progress. There is always the opportunity to ask questions during the meetings, discuss initiatives, and the ability to visit the school outside of board meetings.
-
5. What do you see as your role regarding the school leaders?
The role of the SCF Trustees is oversight of the charter school and college while allowing leaders the space to manage operations.
-

Governance

1. Describe the role that the board will play in the school's operation.
The trustees will work together to oversee operations, review monthly budget submittals and address questions and concerns at monthly meetings.
-

2. How will you know if the school is successful at the end of the first year of operation?
Success may be monitored with several indicators including prudent budgeting, a high retention rate and student success as defined by the number of courses passed and average grade point averages.

3. How will you know at the end of four years of the school is successful?
Success may be monitored again with several indicators, including a positive budget, low teacher and staff turnover and a high graduation rate of students with their AA degree. School success of the SCFCS-Venice campus will also be measured by the FDOE with a grade for the high school. The number of applications that are received every year will also be an indicator of the interest from the community.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The trustees should be actively involved in the monitoring of the charter school, understand the success of its sister school in Bradenton for cues on indicators that are positive for comparison and understand the barriers to success for the new school, as SCFCS-Venice will be different in nature because of location, demographics and size.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
The SCF Board of Trustees is formal in its make-up and execution of duties, follows state policies with attention to ethical standards and operates under Sunshine laws, leaving little opportunity for a member to act against the school. However, should a trustee find another trustee to be working against the best interests for the school or the college, they may discuss the issue with the college counsel, the college president or the board chair.

6. If your school intends to contract with a third-party ESP: N/A
a. Summarize your involvement in the selection process;
b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
 Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

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- (b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.*
- (c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
 - 1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
 - 2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*
- (b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*
- (c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve State College of Florida Collegiate School-Venice
2. Full name Robert Alan Wyatt
Home Address 852 Macewen Dr. Osprey, FL 34229
Business Name and Address Investor Protector Inc. 8499 S. Tamiami Trail # 226
Sarasota, FL 34238
Phone Number 941-416-1507
E-mail address Rwyatt852@gmail.com/info@investorprotector.org

Resume and professional bio are attached here.

Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes No

Trustee State College of Florida

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

Yes No

The SCF Collegiate School Board is the responsibility of the SCF trustees.

5. Why do you wish to serve on the board of the proposed charter school?

It's mission and goals are the same as the State College of Florida's, on which I serve as a board member.

6. What is your understanding of the appropriate role of a public charter school board member?
The role of the charter board member is in conjunction with the oversight of the State College of Florida, and its many campuses, departments and programs. The main role of a charter school trustee is financial oversight, with knowledge of the program.
Financial oversight & complete knowledge of its programs.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have received training regarding the goals & purpose of the college & collegiate school.

8. Describe the specific knowledge and experience that you would bring to the board.
Common sense, success, & a lot of experience in the financial world

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Provide opportunity for H.S. students to earn an AA degree along with their H.S. diploma.

2. What is your understanding of the school's proposed educational program?
Prepare students for a dual enrollment environment.

3. What do you believe to be the characteristics of a successful school?
Successful students – helping students reach their life's goals

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?
Monthly board meetings

5. What do you see as your role regarding the school leaders?
Oversight. SCF maintains an amazing staff.

Governance

1. Describe the role that the board will play in the school's operation.

Oversight only. Assisting the staff in anything to make sure all goals are achieved.

2. How will you know if the school is successful at the end of the first year of operation?
We already have a successful collegiate school on our Bradenton campus. We know the formula for success.

3. How will you know at the end of four years of the school is successful?
Stay on budget, high graduation rate of students with their A.A. Degree.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
We already have a successful collegiate school on our Bradenton Campus.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
The chosen people on our Board are of the highest ethical and moral background. Outside of that we have college counsel.

6. If your school intends to contract with a third-party ESP: N/A
- a. Summarize your involvement in the selection process;
 - b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
 - c. Indicate whether you have been involved in the review/negotiation of the management agreement.
-

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
 Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

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(c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

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(b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*

(c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Robert Wyatt

Robert Wyatt
Signature

12/15/17
Date

SCF's Board of Trustees



Rick Hager, of Bradenton, is the president of Goodwood and Stone Builders LLC. He was previously vice president of operations of Lifestream Technologies, and served in the United States Air Force. Hager received a bachelor's degree from the University of Florida and participated in the Utility Executive Program at the University of Michigan.

Term: 02/26/2013 -05/31/2017



Edward Bailey, of Palmetto, is a finance manager for Sarasota Ford. Since serving in the United States Marine Corps from 1995 to 1999, Bailey was a real estate agent with Rose Bay Realty from 2005 to 2007 and with Nettie Bailey Realty from 1999 to 2007. In addition, he has been actively involved in his community, chairing the Head Start Policy Council, as well as serving as president of the Manatee County NAACP since 2001 and director of the Manatee Chamber of Commerce since 2000. He is a member of the Suncoast Regional Workforce Board. He attended Manatee Technical Institute and State College of Florida.

Term: 8/3/2011 – 5/31/2021



Dominic DiMaio, of Lakewood Ranch, is the Central Florida Division CEO of Synovus. With his 20 plus years of commercial banking experience, Mr. DiMaio's area of responsibility encompasses eight central Florida Counties: Pasco, Pinellas, Hillsborough, Manatee, Sarasota, Lee, Collier and Orange. The market stretches from its northernmost point in New Port Richey over to its easternmost point in Orlando and finally to its southernmost point in Naples. Since his appointment in May, 2017, Dom has served as Board of Trustee and Foundation Board Member, State College of Florida. He also serves as Executive Board Member, Florida Bankers Association and the Bradenton Area Economic Development Council in addition to being a Board Member of the Lakewood Ranch Business Alliance. In early 2018, Dom will be stepping down as Council President, SW Florida Council of the Boy Scouts of America and formerly sat on the Boards of Foundation for Dreams and Juvenile Diabetes Research Foundation (JDRF) of Tampa Bay. Mr. DiMaio received his B.S. in Business Administration and MBA from Widener University, Chester, PA.

Term: 3/23/2017 – 5/31/2020



Richard Dorfman, of Sarasota, has spent more than 25 years in the sports business arena, predominantly in the areas of television sports rights management, acquisition and distribution. After serving as Director of Broadcasting for the NBA and later founder of NBA Entertainment, Richard joined sports rights giant IMG where he held senior level management positions in both their New York and London offices. In this capacity he represented the rights to such prestigious global events as Wimbledon Tennis, Rugby World Cup and the US and British Open golf championships among others. Richard later joined Kirch Sport in London, managing their distribution of the 2002 and 2006 FIFA Soccer World Cups. He has also served on a number of sports and media related boards. In 2009 Richard retired and moved to Sarasota, Florida where he became involved in local and state politics. In 2014 he was elected to the Sarasota County Charter Review Board and was subsequently named its Chair. In addition he was appointed by Florida Governor Rick Scott to the Board of Trustees, State College of Florida in 2017. He is also a past member of the Sarasota County Sports Commission. Richard received his BA from American University, Washington, DC. He is divorced and has no children.

Term: 3/23/2017 – 5/31/2020



Tracy Knight, of Venice, is the founder managing director of Knight Marketing, a 20-year marketing firm with locations in Sarasota, FL, Spokane, WA and Columbus, OH. The winner of multiple national awards for marketing excellence, Knight Marketing serves clients throughout the country in categories including healthcare, senior living, insurance, software and tourism. Prior to launching the firm Knight served as a creative director in several South Florida advertising agencies and in corporate public relations positions. She holds a B.S. in communication, with a major in public relations, from Florida State University. She has also completed the Kauffman Foundation's Urban Entrepreneur Partnership program and is a certified advertising agency financial manager. In addition to serving as a trustee for State College of Florida Manatee-Sarasota, Knight is a member of the board of directors for Gulf Coast Community Foundation. In the past she has served on the boards of various nonprofit and civic organizations including the Venice Theatre, Center for Building Hope and Venice Mainstreet. Knight grew up in Venice, FL, where she currently resides. She is married and has two daughters, one working in tourism marketing and one in public relations.

Term: 3/23/2017 – 5/31/2019



Peter Logan, of Parrish, is the president of Medallion Homes (Sarasota, FL). Mr. Logan has over 17 years of experience in real estate; primarily in land acquisition, development and new home construction. Mr. Logan is a member of the Manatee Sarasota Building Industry Association (BIA), Homebuilders Association (HBA) of Lake Sumter, Gulf Coast Builders Exchange (GCBX), Manatee County Transportation Users Group, and the Wabash College Alumni Association. He is a past Director of the HBA of Lake Sumter where he was voted by his peers as the 2015 Builder of the Year. Mr. Logan graduated from Wabash College (Crawfordsville, IN) with a Bachelor of Arts.

Term: 1/15/2016 – 5/31/2019



Rod Thomson, of Sarasota, is Founder and President of The Thomson Group, a Sarasota-based firm providing public relations, communications and media counsel to companies and organizations. He spent 30 years in newspapers as a reporter, columnist and executive editor. He has been published in the New York Times, People Magazine, Focus on the Family and Newsmax, and been a guest on several national talk radio programs. He has published two books. He graduated from Michigan State University with a bachelor's degree in journalism and minor in economics. Rod has been married for 36 years and has eight children and four grandchildren.

Term: 10/11/2016 – 5/31/2020

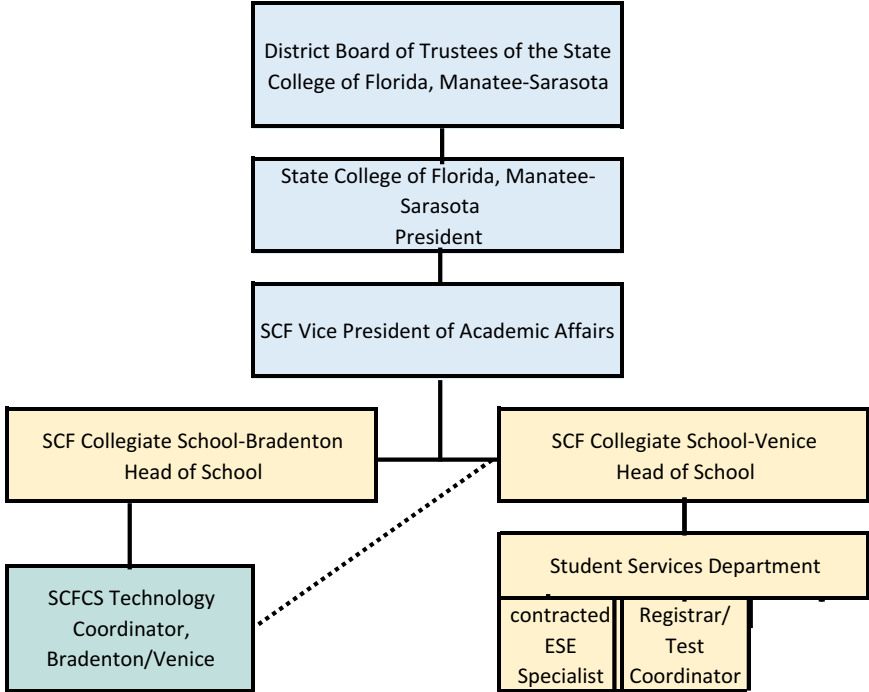


Robert Wyatt, of Osprey, is the president of Investor Protector Inc. He is a 35 year member and multiple membership owner at the Chicago Mercantile Exchange. He received his bachelor's degree from Southern Methodist University.

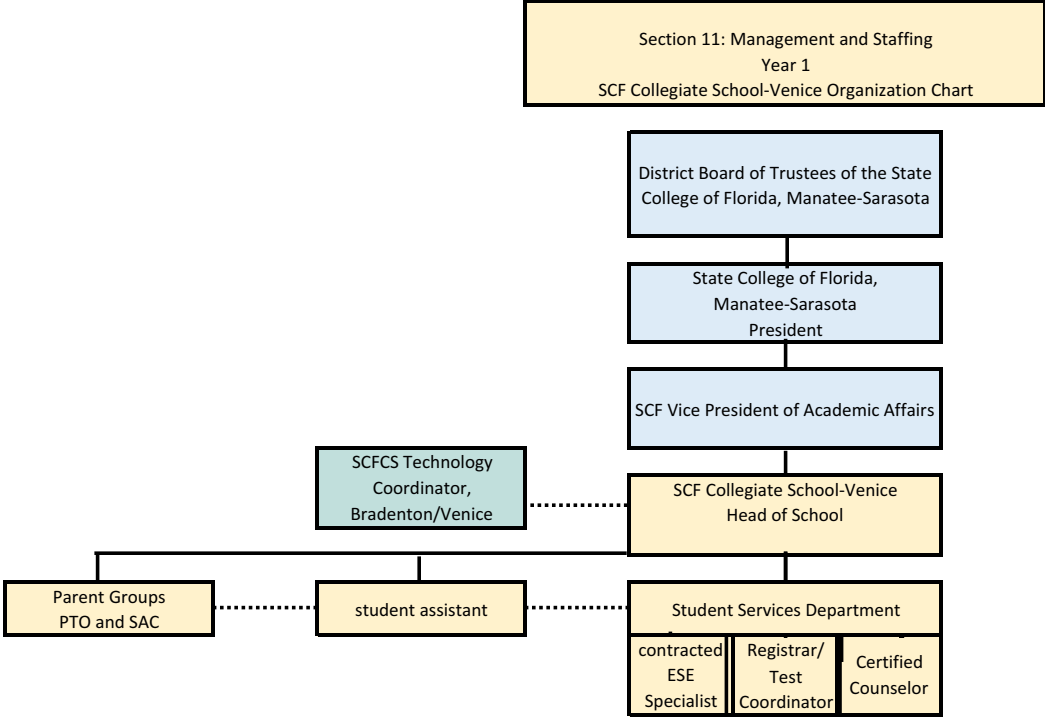
Term: 3/14/2014 – 5/31/2021

Section 11: Management and Staffing
Pre-operational
SCF Collegiate School-Venice Organization Chart

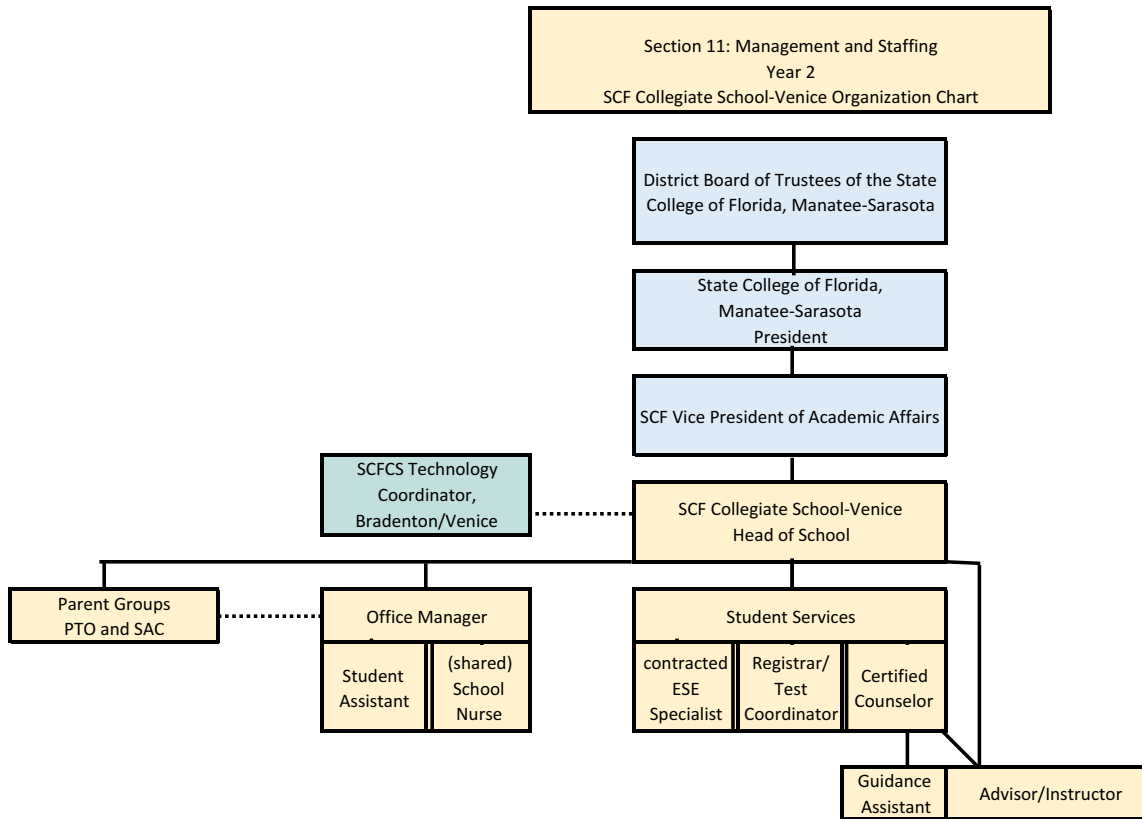
Preoperational staff in
2018



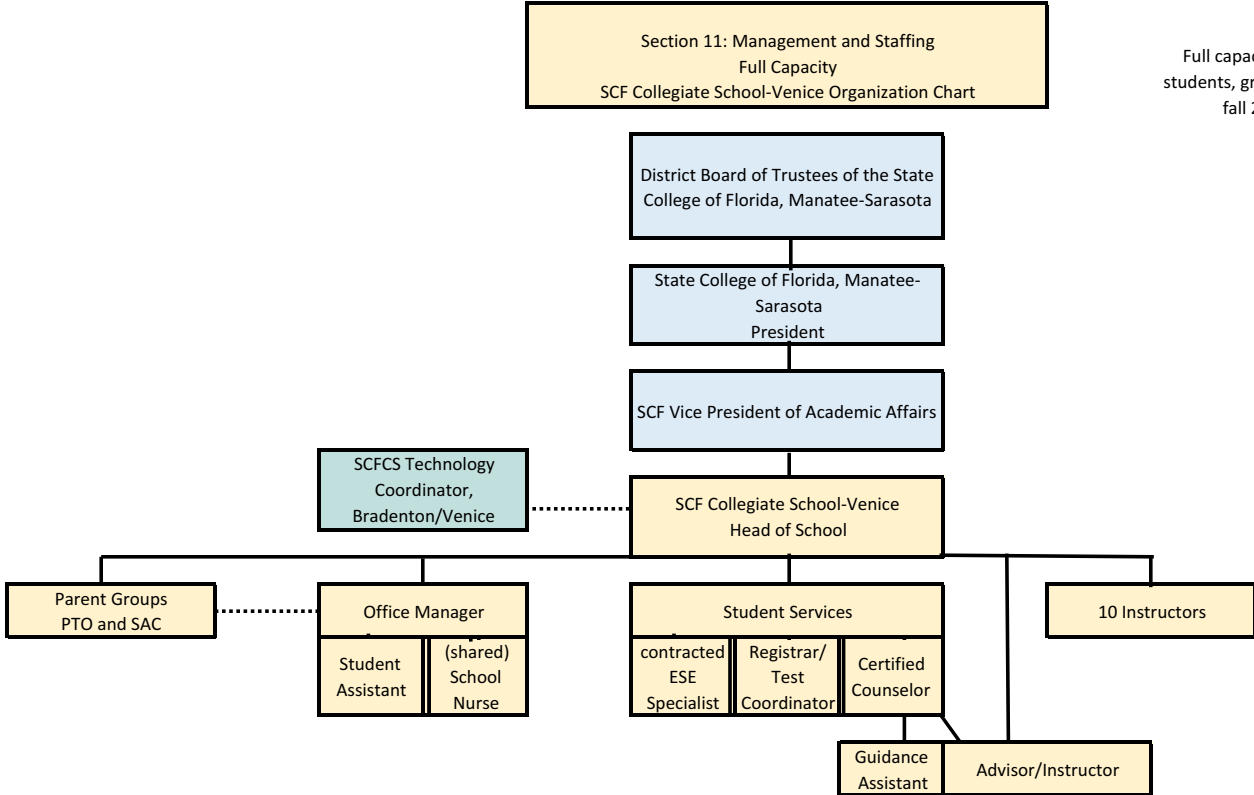
Year one capacity is 100 students, grade 11 in fall 2019



Year two capacity is 200 students, grade 11-12, in fall 2020



Full capacity is 400 students, grade 9-12, in fall 2022



**State College of Florida, Manatee-Sarasota
Job Description**

Job Title: Head of School (Venice)
Reports to: Vice President, Academic Affairs
FLSA Status: Exempt
Level: 218

Job Summary:

This is a highly responsible professional and managerial position charged with providing the leadership necessary to develop and administer educational programs offered through the State College of Florida Collegiate School (SCFCS)-Venice campus.

NOTE: Job descriptions and essential functions are subject to change due to advances in technology, utilization of work force, and other factors that may impact the College's need to modify position requirements.

Essential Duties and Responsibilities:

The following listing of essential job duties indicates the general nature and level of work required in this job. This is not designed to be a comprehensive listing of all the activities, duties, or responsibilities that may be required in this job. Individuals assigned to this job may be asked to perform other duties as required. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties and responsibilities of the job.

Applicants may be asked to demonstrate any or all of the following duties:

1. Directs and coordinates educational, administrative and counseling activities to ensure conformance to state standards.
2. Reports expenditures to school districts, develops and coordinates educational programs through meetings with staff, review and supervision of teachers' activities.
3. Confers with teachers, students and parents concerning educational and behavioral problems in school.
4. Establishes and maintains liaison with high school district, community (home school and private school organizations), and other schools to coordinate educational services.
5. Directs the allocation of supplies, equipment, and instructional materials; coordinates course schedule with college faculty and academic progress for dual enrollment; applies for federal and state grants available to charter schools.
6. Directs preparation of class schedules, cumulative records and attendance reports.
7. Hires teachers and evaluates assigned staff performance.
8. Directs the selection of teachers, volunteers, tutors and other staff.

9. Physically monitors building and property to ensure safety and security.
10. Plans and monitors school budget.
11. May develop and administer educational programs for students with special needs.
12. Attends college and county school board meetings as needed.
13. May perform studies and assignments and serve on special task committees.
14. Develops reports and conducts research as required.
15. Performs related duties as required.

Job Qualifications:

The requirements listed below are representative of the knowledge, skill, and/or ability required for the position.

- **Education/Experience:**

Master's degree from a regionally accredited institution of higher education. Leadership certification preferred.

Five (5) years experience in administrative, leadership positions in K-12 education management, preferably in a middle school and high school environment preferred. Experience with budgeting process and full time equivalent data collection, charter school funding, and middle school/secondary/postsecondary fiscal procedures and processes. Classroom experience preferred and a strong interest in innovative K-12 programs. Experience in recruiting/public relations preferred.

- **Other skills and abilities:**

Knowledge of dual enrollment, early college programs and charter school operations/legislation;
 Knowledge of current practices in the administration of secondary school programs;
 Knowledge of Federal and state laws, state regulations; curriculum development;
 Knowledge of current subject matter in areas taught;
 Knowledge of student confidentiality requirements;
 Knowledge of supervisory principles/procedures;
 Knowledge of staff development; and
 Knowledge of the school improvement process/Southern Association of Colleges and Schools accreditation (including analysis of student data as it relates directly to instruction and student performance).

- **Supervisory Experience:**

Five (5) years experience in a supervisory position preferred.

- **Language Ability:**

Ability to write reports and business correspondence. Ability to effectively present information in group settings, and to respond to general public, colleagues and students. Excellent English listening and speaking skills required. Ability to work effectively with student, facility, staff and administrators.

- **Math Ability:**

Ability to calculate figures and amounts such as proportions, percentages. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs. Ability to apply concepts of basic algebra and geometry.

Must have understanding of basic statistics used in data collection.

- **Reasoning Ability:**

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram/chart, or schedule form. Ability to exercise a high degree of attention to detail and organization.

- **Computer Skills:**

Must demonstrate effective use of instructional technology and be familiar with current office hardware and software and a good understanding of latest use of educational technology tools.

- **Preferred Certificates and Licenses:**

Current Florida State Certification School Principal (K-12), or eligible to hold certification. Other credentialing will be considered.

Responsibility for People and Property:

Responsible for the supervision of the SCFCS school personnel and budget for same.

Responsibility for Communication:

- **Internal Contacts:**

This position has routine contact with all levels of State College of Florida, Manatee-Sarasota staff and students.

- **External Contacts:**

This position has routine contact with prospective students, special interest groups, and community agencies. Frequent contact with parents, school counselors and faculty, and vendors. Occasional contact with local businesses and industry.

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 usually moderate.

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.

While performing the duties of this job, the employee is routinely required to sit, use manual dexterity, and talk or hear. The employee is frequently required to reach with hands and arms, and lift up to 10 pounds. The employee is occasionally required to stand, walk, and taste or smell,

and lift up to 25 pounds. Specific vision requirements include close, distance, color, and peripheral vision, depth perception, and the ability to adjust focus.

General Performance Standards and Expectations:

In addition to satisfactory performance on all of the essential job duties and responsibilities for this job, all State College of Florida, Manatee-Sarasota employees must fulfill the following basic performance expectations:

1. Mission and Goals: Each State College of Florida, Manatee-Sarasota employee is expected to know the College's mission and goals.
2. Service Excellence: All State College of Florida, Manatee-Sarasota employees will strive to provide outstanding service excellence to everyone they serve including students, the community, and fellow employees in accordance with Pride in Excellence standards as listed:

RESPECTFUL

Act in a courteous manner
Actively listen to gain full understanding
Demonstrate awareness of "everything speaks"
Show empathy and caring

RESPONSIVE

Approach people in an inviting and pleasing manner
Take ownership of actions and decisions
Plan, anticipate, and be forward thinking
Answer and return phone calls and emails
Use proper communication etiquette
Banish the phrase "not my job"
Provide assistance to all inquiries and follow through

ACCURATE

Do it right the first time
Be knowledgeable of product and how it interfaces with others
Ask probing questions
Use resources effectively and efficiently

COLLABORATIVE

Participate in teams
Develop team skill sets
Learn available resources to be responsive to your constituents
Develop internal and/or external connections

3. Grooming and Appearance: State College of Florida, Manatee-Sarasota employees are expected to maintain a neat and professional image at all times. When issued, College personnel must wear uniforms, and maintain a neat, clean, and well-groomed appearance.
4. Safety Awareness: State College of Florida, Manatee-Sarasota employees are expected to work diligently to maintain safe and healthful working conditions, and to adhere to proper operating practices and procedures designed to prevent injuries. Employees are required to wear personal protective equipment as provided.

5. Attendance Standards: State College of Florida, Manatee-Sarasota employees are expected to attend their work assignments and schedules at all times, in accordance with College Rules and Procedures.
6. Training: State College of Florida, Manatee-Sarasota employees are expected to attend College-provided training sessions and meetings when deemed necessary.
7. Continuous Improvement: State College of Florida, Manatee-Sarasota employees are expected to give attention to continuous assessment and improvement of the position's assigned set of duties and responsibilities.

Approvals:

This job description has been reviewed and approved by the leaders whose signatures appear below.

Title	Signature	Date
Preparing Manager		
Department Budget Manager		
Area Vice President		
Director, Human Resources		

**State College of Florida, Manatee-Sarasota
Job Description**

Job Title: Coordinator, Technology (all campuses)
Reports to: Head of School
FLSA Status: Non-Exempt
Level: 118
Position Class:

Job Summary:

The primary focus of the Coordinator, Technology is to enrich and support teaching and learning by strengthening the technology skills and resources of students, teachers, and staff. Assists administrators, teachers and students with the incorporation and troubleshooting of technological hardware and software in the K-12 classroom environment. Develops and offers instructional technology education for teachers and administrative staff. Assists in the evaluation, selection and implementation of technology integration projects. Collaborates with appropriate administrative, instructional and technical staff to support, manage, and optimize the use of instructional software and network resources to support quality teaching and learning.

This position works closely with SCFCS Head of School on the Venice campus to support the implementation and deployment of new hardware and software, management of and training on the Mobile Device Management (MDM) system, K-12 classroom technology management and training, annual software implementation, student annual testing and new student orientations and shared curriculum for teachers, students and parents.

NOTE: Job descriptions and essential functions are subject to change due to advances in technology, utilization of work force, and other factors which may impact the College's need to modify position requirements.

Essential Duties and Responsibilities:

The following listing of essential job duties indicates the general nature and level of work required in this job. This is not designed to be a comprehensive listing of all the activities, duties, or responsibilities that may be required in this job. Individuals assigned to this job may be asked to perform other duties as required. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties and responsibilities of the job.

Applicants may be asked to demonstrate any or all of the following duties:

1. Adheres to the rules and regulations as prescribed by the State Board of Education Florida Statutes, State College of Florida, the school board, and administrative procedures. Adheres to College Rules and Procedures, which reflect updated federal, state, and local legislation/regulations and college policy that govern the educational process.
2. Installs or assists service personnel in installation of computer hardware and peripheral components. Installs and oversees the Mobile Device Management (MDM) system for computers and iPads on all Collegiate School campuses. Coordinates and oversees installations by third-party vendors when required.

3. Manages an in-house help desk system. Responds to inquiries and troubleshoots user reports concerning system operations and diagnoses system hardware, software, or user problems. Recommends or performs actions to correct the problem either through remote control software or a classroom visit for teachers, staff and students.
4. Recommends and/or performs minor and/or major remedial actions to correct problems. These actions may include the repair or replacement of components or mobile technology, entire systems, or the re-installation of software. Works to collaborate with vendors and administration regarding insurance and claims on mobile technology.
5. Coordinates with SCF Information Technology department regarding technology managed by the campus – user accounts, imaging computers, networking, LMS and software integration, district collaboration, and/or printers and phones, for example.
6. Proficient in classroom technology (interactive whiteboards) and troubleshoots, repairs and provides training for instructors at all Collegiate School campuses.
7. Performs minor repairs, servicing and maintenance of all equipment. Sets up and operates all equipment and schedules equipment use.
8. Provides training in the use of equipment or software to the user and coordinates professional development for all hardware and software. Coordinates training schedules for teachers and students, providing curriculum to disseminate information about safety with technology on the internet and digital citizenship for all Collegiate School campuses.
9. Assists with new student orientations for all grades regarding training on technology hardware and software.
10. Prepares spreadsheets used to create student accounts in all educational software for annual subscription, and manages these user accounts for teachers and students.
11. Maintains laptops and portable equipment for students, teachers, staff and long-term substitute teachers at all campuses with MDM system.
12. Supervises IT computer lab assistant and designates tasks. Supervises students working in the computer lab.
13. Assists Head of School in the annual purchase and deployment of new technology at all campuses. Conducts research about advancements in educational technology tools and resources to inform decision making.
14. Attends training given by the Sarasota and Manatee County School Districts regarding computer-based high stakes testing, and works with the testing coordinator at all campuses during testing season to set up technology and testing schedules.
15. Works with team members and students to review and streamline current processes and participates in implementation of changes. Oversees student Tech Team to train students in technology for the benefit of peers and teachers in the school.
16. Performs other duties as assigned.

Job Qualifications:

The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Education/Experience:**

Associate's degree or equivalent from two-year college or technical school and three years related experience and/or training; or equivalent combination of education and experience. Experience with Apple products and MDM software preferred. Experience in a K-12 environment preferred.

- **Supervisory Experience:**

One or more years of experience as a “lead employee” with responsibility for scheduling and assigning work, training new employees and assisting others with problems is required.

- **Language Ability:**

Ability to read and understand basic instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to students, teachers, staff and other employees of the college.

- **Math Ability:**

Ability to add, subtract, multiply, and divide using whole numbers, common fractions, and decimals. Ability to calculate figures and amounts such as proportions, percentages. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs. Ability to apply concepts of basic algebra and geometry. Must have understanding of basic statistics used in data collection.

- **Reasoning Ability:**

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram/chart form. Ability to deal with problems involving several concrete changes in standardized situations.

- **Computer Skills:**

Installs or supervises IT lab assistant in installation of computer hardware and peripheral components. Must demonstrate effective use of instructional technology including interactive whiteboards, and the ability to install, manage and troubleshoot these technologies in an educational environment. To perform this job successfully, the candidate should have basic knowledge of word processing, spreadsheet, Internet, e-mail, and presentation software. Must be fluent in Outlook and familiar with Apple products. Experience with mobile technology and management software (MDM) preferred.

- **Certificates and Licenses**

None required.

Responsibility for People and Property:

This position provides supervision to an IT Lab Assistant.

Responsibility for Communication:

- **Internal Contacts**

This position has routine contact with all levels of College faculty, staff and students.

- **External Contacts**

This position has occasional contact with software and hardware vendors.

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 usually moderate.

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.

While performing the duties of this job, the employee is regularly required to sit, use manual dexterity, reach with hands and arms, and talk or hear. The employee is required to stand and walk in an active environment. The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color and ability to adjust focus.

General Performance Standards and Expectations:

In addition to satisfactory performance on all of the essential job duties and responsibilities for this job, all State College of Florida, Manatee-Sarasota employees must fulfill the following basic performance expectations:

1. **Mission and Goals:** Each State College of Florida, Manatee-Sarasota employee is expected to know the College's mission and goals.
2. **Service Excellence:** All State College of Florida, Manatee-Sarasota employees will strive to provide outstanding service excellence to everyone they serve including students, the community, and fellow employees in accordance with Pride in Excellence standards as listed:

RESPECTFUL

Act in a courteous manner

Actively listen to gain full understanding

Demonstrate awareness of "everything speaks"

Show empathy and caring

RESPONSIVE

Approach people in an inviting and pleasing manner

Take ownership of actions and decisions

Plan, anticipate, and be forward thinking

Answer and return phone calls and emails

Use proper communication etiquette

Banish the phrase "not my job"

Provide assistance to all inquiries and follow through

ACCURATE

- Do it right the first time
- Be knowledgeable of product and how it interfaces with others
- Ask probing questions
- Use resources effectively and efficiently

COLLABORATIVE

- Participate in teams
- Develop team skill sets
- Learn available resources to be responsive to your constituents
- Develop internal and/or external connections

3. **Grooming and Appearance:** State College of Florida, Manatee-Sarasota employees are expected to maintain a neat and professional image at all times. When issued, College personnel must wear uniforms, and maintain a neat, clean, and well-groomed appearance.
4. **Safety Awareness:** State College of Florida, Manatee-Sarasota employees are expected to work diligently to maintain safe and healthful working conditions, and to adhere to proper operating practices and procedures designed to prevent injuries. Employees are required to wear personal protective equipment as provided.
5. **Attendance Standards:** State College of Florida, Manatee-Sarasota employees are expected to attend their work assignments and schedules at all times, in accordance with College Rules and Procedures.
6. **Training:** State College of Florida, Manatee-Sarasota employees are expected to attend College-provided and Manatee County School District training sessions and meetings when deemed necessary.
7. **Continuous Improvement:** State College of Florida, Manatee-Sarasota employees are expected to give attention to continuous assessment and improvement of the position's assigned set of duties and responsibilities.

Approvals:

This job description has been reviewed and approved by the leaders whose signatures appear below.

Title	Signature	Date
Preparing Manager		
Department Budget Manager		
Area Vice President		
Director, Human Resources		

**State College of Florida, Manatee-Sarasota
Job Description**

Job Title: Registration Specialist/Testing Coordinator
Reports to: Head of School
FLSA Status: Non Exempt
Level: 115
Position Class:

Job Summary:

This position is a member of the Collegiate School student services office and assumes multiple roles, predominately as the registration specialist in educational records for middle school, high school and the college, and testing coordinator for state mandated exams for grades 6-12. The registrar facilitates student enrollment, record keeping and storage in compliance with federal, state and local guidelines. This position assists with the graduation processes and degree checks for both a high school diploma and an Associate of Arts degree.

The testing coordinator is responsible to oversee/supervise the effective implementation of required state and county and district assessments for grades 6-12. This position provides training to school staff in proctoring mandated assessments as well as facilitates the administration of state mandated assessments, while coordinating with the Manatee County School District and the Coordinator, Technology. Additionally, the Testing Coordinator will certify ethical testing practice within the school building. This position is also part of the Student Services and Data teams to provide information and analysis as requested.

NOTE: Job descriptions and essential functions are subject to change due to advances in technology, utilization of work force, and other factors, which may impact the College's need to modify position requirements.

Essential Duties and Responsibilities:

The following listing of essential job duties indicates the general nature and level of work required in this job. This is not designed to be a comprehensive listing of all the activities, duties, or responsibilities that may be required in this job. Individuals assigned to this job may be asked to perform other duties as required. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties and responsibilities of the job.

Applicants may be asked to demonstrate any or all of the following duties:

1. Maintains, monitors and manages an accurate K-12 and college student database according to federal and state laws and district policies and procedures. Adds and withdraws students, updates personal demographic information and creates student schedules for the middle and high school students.
2. Coordinates quarterly grade reporting, including directing teachers in the procedure, collecting, and printing, mailing and filing the grade reports. Provides data for various reports that may include grade reporting, October and February accountability reports and eligibility for honors or awards.

3. Assists with high school and college end of term processing including posting final grades and printing and mailing report cards and testing documents.
4. Maintains regular contact with faculty and administration regarding student grade changes, grade point averages, and academic standings. May assist in notifying parents.
5. Facilitates the student enrollment process by obtaining required paperwork, such as requesting records from previous schools; birth certificate, immunization records, standardized test results and grade reports. Determining residency requirements and informing families of our school and district policies. Transcribes graduation credits of transferring students. Copies and mails student records as requested, and oversees the care and storage of cumulative files.
6. Assists in the coordination of college and scholarship applications, providing a transcript and other requested information.
7. Builds the master high school schedule with administration, faculty and student requests. Examines student schedules to ensure they are complete and accurate. Makes any schedule changes and corrections as needed. Facilitates the distribution of schedules to students.
8. Provides student information systems training for new and existing employees and responds to requests for assistance in use of FOCUS the Manatee County Student Data System.
9. Maintains confidentiality of information required by the State of Florida's FERPA laws. Responsible for maintaining and purging student records in compliance with Florida's record retention requirements.
10. Coordinates the administration of all statewide assessments for middle school, high school and SCF, including preparation before and follow up after testing windows. Implements all policies and procedures for the statewide assessment as directed by the Test Coordinator's Manual, the Test Administration Manual & the Florida Department of Education (FDOE).
11. Adheres to all state policy regarding the reporting of security breaches and/or infractions. Assures the security of all secure testing documents. Adheres to all established timelines. Assures the accurate completion of all testing documents. Assures that students with disabilities take the correct tests and that students receive appropriate testing accommodations. Assures that appropriate testing environments are maintained and documentation is in order for possible audits.
12. Trains teachers in test security and administration; assures implementation of security and administration procedures. Collaborates with Information Technology regarding training for computer-based testing and predicts and complies with technological requirements.
13. Maintains school level records and documents for all statewide testing. Communicates and coordinates with school administration related to all School Testing Coordinator (STC) functions.
14. Performs other duties as assigned.

Job Qualifications:

The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Education/Experience:**

Bachelor's degree or equivalent from a four-year college or university; and one to two years of related experience and/or training; experience with college course equivalencies and degree completion requirements; or equivalent combination of education and experience.

- **Supervisory:**

One or more years of experience as a "lead" employee, with responsibility for training teachers in test security and administration, and assisting others with problems as required.

- **Language Ability:**

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of organization.

- **Math Ability:**

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs. Ability to apply concepts of basic algebra and geometry.

- **Reasoning Ability:**

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram/chart form. Ability to deal with problems involving several concrete changes in standardized situations.

- **Computer Skills:**

The employee must be proficient in word processing, spreadsheet, and internet software; must have a basic knowledge of web design software; must be able to use College required database software.

- **Certificates and Licenses:**

None required.

Responsibility for People and Property:

None.

Responsibility for Communication:

- **Internal Contacts:**

This position has frequent contact with SCF faculty, staff, and students.

- **External Contacts:**

This position has frequent contact with the general public, high school employees, potential students, vendors, and other colleges and universities.

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 for this position is moderate.

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.

While performing the duties of this job, the employee is regularly required to use manual dexterity. This employee is frequently required to stand, walk, sit and reach with hands and arms and occasionally lift up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception and ability to adjust focus.

General Performance Standards and Expectations:

In addition to satisfactory performance on all of the essential job duties and responsibilities for this job, all State College of Florida, Manatee-Sarasota employees must fulfill the following basic performance expectations:

1. Mission and Goals: Each State College of Florida, Manatee-Sarasota employee is expected to know the College's mission and goals.
2. Service Excellence: All State College of Florida, Manatee-Sarasota employees will strive to provide outstanding service excellence to everyone they serve including students, the community, and fellow employees in accordance with Pride in Excellence standards as listed:

RESPECTFUL

Act in a courteous manner
Actively listen to gain full understanding
Demonstrate awareness of "everything speaks"
Show empathy and caring

RESPONSIVE

Approach people in an inviting and pleasing manner
Take ownership of actions and decisions
Plan, anticipate, and be forward thinking
Answer and return phone calls and emails
Use proper communication etiquette
Banish the phrase "not my job"
Provide assistance to all inquiries and follow through

ACCURATE

Do it right the first time
Be knowledgeable of product and how it interfaces with others
Ask probing questions
Use resources effectively and efficiently

COLLABORATIVE

Participate in teams

Develop team skill sets

Learn available resources to be responsive to your constituents

Develop internal and/or external connections

3. Grooming and Appearance: State College of Florida, Manatee-Sarasota employees are expected to maintain a neat and professional image at all times. When issued, College personnel must wear uniforms, and maintain a neat, clean, and well-groomed appearance.
4. Safety Awareness: State College of Florida, Manatee-Sarasota employees are expected to work diligently to maintain safe and healthful working conditions, and to adhere to proper operating practices and procedures designed to prevent injuries. Employees are required to wear personal protective equipment as provided.
5. Attendance Standards: State College of Florida, Manatee-Sarasota employees are expected to attend their work assignments and schedules at all times, in accordance with College Rules and Procedures.
6. Training: State College of Florida, Manatee-Sarasota employees are expected to attend College-provided training sessions and meetings when deemed necessary.
7. Continuous Improvement: State College of Florida, Manatee-Sarasota employees are expected to give attention to continuous assessment and improvement of the position's assigned set of duties and responsibilities.

Approvals:

This job description has been reviewed and approved by the leaders whose signatures appear below.

Title	Signature	Date
Preparing Manager		
Department Budget Manager		
Area Vice President		
Director, Human Resources		

**State College of Florida, Manatee-Sarasota
Job Description**

Job Title: Certified School Counselor
Reports to: Head of School
FLSA Status: Exempt
Level: 210

Job Summary:

This is a responsible, professional academic support position who oversees the Accelerated College Program of 11-12th grade, accountable for student scheduling, advisement, and graduation. The position provides guidance and counseling support to all grades, and collaborates with the college's support services and admissions. The certified school counselor coordinates activities with Collegiate School academic coaches, communicates with Collegiate School staff and students to prepare and implement a comprehensive support program for the students.

NOTE: Job descriptions and essential functions are subject to change due to advances in technology, utilization of work force, and other factors that may impact the College's need to modify position requirements.

Essential Duties and Responsibilities:

The following listing of essential job duties indicates the general nature and level of work required in this job. This is not designed to be a comprehensive listing of all the activities, duties, or responsibilities that may be required in this job. Individuals assigned to this job may be asked to perform other duties as required. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties and responsibilities of the job.

Applicants may be asked to demonstrate any or all of the following duties:

1. Adheres to the rules and regulations as prescribed by the State Board of Education Florida Statutes, State College of Florida, the school board, and administrative procedures. Adheres to College Rules and Procedures, which reflect updated federal, state, and local legislation/regulations and college policy that govern the educational process.
2. Conducts counseling sessions with students to help them think critically in resolving conflicts, solving problems, or making decisions. Maintains currency in the counseling profession and demonstrates mature, professional judgments. Makes recommendations and connects students to additional counseling services provided by the college.
3. Supervises student services assistant and supervises, oversees and monitors progress of the advisor/instructor, who reports to the certified school counselor.
4. Demonstrates leadership in serving as a student development specialist, student advocate and consultant to faculty and staff.
5. Responds to individuals experiencing difficulties and/or personal problems through appropriate referrals to college and community resources. Maintains excellent communication with parents regarding student success.

6. Develops and make presentations addressing life skills and college success. Works closely with academic coaches to provide and assist with curriculum.
7. Facilitates student career planning and decision-making; interprets career assessment instruments. Works with academic coaches to assist with curriculum, such as My Career Shines.
8. Assists in developing annual departmental objectives and contributes to achieving these objectives.
9. Maintains and fosters collaboration activities with high schools, colleges, universities and academic programs.
10. Assists Head of School in the recruitment effort for the Accelerated College Program. Presents at after-hours information sessions, parent meetings, conducts new student orientation and collaborates with the testing coordinator to administer high stakes testing as needed.
11. Conveys accurate and current academic information to students, parents, instructors and staff. Makes referrals to the Disability Resource Center or other College services and/or programs as appropriate.
12. Collaborates with the staff assistant and registration specialist in registration of students. Interprets placement test results and makes appropriate course recommendations. Surveys transcripts to ensure graduation requirements are met. Assists in providing recommendations for students.
13. Follows federal, state, college and department guidelines that relate to the job. Included as a member of the school leadership team, implementing new legislation to current policies and procedures.
14. Promotes positive public relations for the department and the institution.
15. Performs related duties as required.

Job Qualifications:

The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

● **Education/Experience:**

Master's degree from a regionally accredited institution of higher education in Counseling or a Master's degree from a regionally accredited institution of higher education including 18 graduate hours in Counseling.

Must hold and maintain the State of Florida Certification in Guidance (or eligible).
Experience in counseling at the middle/high school preferred.

● **Other Skills/Abilities:**

Knowledge of student confidentiality requirements. Knowledge of Florida education system

and high school graduation requirements. Knowledge of college admissions, dual enrollment and college scheduling.

Embraces a multicultural and diverse environment, demonstrates an understanding of first-generation college families, and supports the College's diversity initiatives.

- **Supervisory Experience:**

One to two years of direct supervisory experience including performance management, training and coaching

- **Language Ability:**

Ability to write reports and business correspondence. Ability to effectively present information in group settings, and to respond to general public, colleagues and students. Excellent English listening and speaking skills required. Ability to work effectively with student, faculty, staff and administrators.

- **Math Ability:**

Ability to calculate figures and amounts such as proportions and percentages. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs. Ability to apply concepts of basic algebra and geometry.

Must have understanding of basic statistics used in data collection

- **Reasoning Ability:**

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram/chart, or schedule form. Ability to exercise a high degree of attention to detail and organization.

- **Computer Skills:**

Must demonstrate effective use of instructional technology and be familiar with current office hardware and software.

To perform this job successfully, the candidate should have basic knowledge of word processing, spreadsheet, Internet, e-mail, and presentation software and ability to learn the enterprise software of the College within one month of hire.

- **Certificates and Licenses:**

Must hold and maintain the State of Florida Certification in Certified School Counselor (or eligible).

Responsibility for People and Property:

Supervises Collegiate School advisor/instructor and staff assistant.

Responsibility for Communication:

- **Internal Contacts:**

This position has routine contact with all levels of State College of Florida, Manatee-Sarasota staff and students.

- **External Contacts:**

This position has routine contact with prospective students, special interest groups, and community agencies. Frequent contact with parents, high school counselors and faculty, and vendors. Occasional contact with local businesses and industry.

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 usually moderate.

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.

While performing the duties of this job, the employee is routinely required to sit, use manual dexterity, and talk or hear. The employee is frequently required to reach with hands and arms, and lift up to 10 pounds. The employee is occasionally required to stand, walk, and taste or smell, and lift up to 25 pounds. Specific vision requirements include close, distance, color, and peripheral vision, depth perception, and the ability to adjust focus.

General Performance Standards and Expectations:

In addition to satisfactory performance on all of the essential job duties and responsibilities for this job, all State College of Florida, Manatee-Sarasota employees must fulfill the following basic performance expectations:

1. **Mission and Goals:** Each State College of Florida, Manatee-Sarasota employee is expected to know the College's mission and goals.
2. **Service Excellence:** All State College of Florida, Manatee-Sarasota employees will strive to provide outstanding service excellence to everyone they serve including students, the community, and fellow employees in accordance with Pride in Excellence standards as listed:

RESPECTFUL

Act in a courteous manner
Actively listen to gain full understanding
Demonstrate awareness of "everything speaks"
Show empathy and caring

RESPONSIVE

Approach people in an inviting and pleasing manner
Take ownership of actions and decisions
Plan, anticipate, and be forward thinking
Answer and return phone calls and emails
Use proper communication etiquette
Banish the phrase "not my job"
Provide assistance to all inquiries and follow through

ACCURATE

Do it right the first time

Be knowledgeable of product and how it interfaces with others

Ask probing questions

Use resources effectively and efficiently

COLLABORATIVE

Participate in teams

Develop team skill sets

Learn available resources to be responsive to your constituents

Develop internal and/or external connections

3. **Grooming and Appearance:** State College of Florida, Manatee-Sarasota employees are expected to maintain a neat and professional image at all times. When issued, College personnel must wear uniforms, and maintain a neat, clean, and well-groomed appearance.
4. **Safety Awareness:** State College of Florida, Manatee-Sarasota employees are expected to work diligently to maintain safe and healthful working conditions, and to adhere to proper operating practices and procedures designed to prevent injuries. Employees are required to wear personal protective equipment as provided.
5. **Attendance Standards:** State College of Florida, Manatee-Sarasota employees are expected to attend their work assignments and schedules at all times, in accordance with College Rules and Procedures.
6. **Training:** State College of Florida, Manatee-Sarasota employees are expected to attend College-provided training sessions and meetings when deemed necessary.
7. **Continuous Improvement:** State College of Florida, Manatee-Sarasota employees are expected to give attention to continuous assessment and improvement of the position's assigned set of duties and responsibilities.

Approvals:

This job description has been reviewed and approved by the leaders whose signatures appear below.

Title	Signature	Date
Preparing Manager		
Budget Manager		
Area Vice President		
Director, Human Resources		

**State College of Florida, Manatee-Sarasota
Job Description**

Job Title: Office Supervisor Collegiate School
Reports to: Head of School
FLSA Status: Non-exempt
Level: 116
Position Class:

Job Summary:

Serves as Office Supervisor and assistant to the SCF Collegiate School- Head of School, and provides assistance to instructors. Organizes and maintains front desk, updates and houses policies and procedures, duties of purchasing and bookkeeping, and otherwise relieves officials of clerical work and routine administrative details by performing the following duties:

NOTE: Job descriptions and essential functions are subject to change due to advances in technology, utilization of work force, and other factors which may impact the College's need to modify position requirements.

Essential Duties and Responsibilities:

The following listing of essential job duties indicates the general nature and level of work required in this job. This is not designed to be a comprehensive listing of all the activities, duties, or responsibilities that may be required in this job. Individuals assigned to this job may be asked to perform other duties as required. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties and responsibilities of the job.

Applicants may be asked to demonstrate any or all of the following duties:

1. Ensures that all federal, state and local laws, and College policies, procedures and departmental standards are followed. Works with the Head of School and instructors in their implementation of daily tasks and duties, as well as special projects.
2. Works closely with the Head of School to develop procedures and best practices. Provides input in management decisions, supports the mission and vision of the department and works to maintain a positive office environment.
3. Assists in maintaining a high level of customer satisfaction. Assists in the collecting and compilation of information used for quality assurance. Receives and greets visitors and callers and provides information.
4. Assigns various areas of responsibility per the Head of School's instructions to the administrative staff and provides supervision and oversight. Supervisory responsibilities include coordinating the work of the student assistants, office interns and SCF volunteers, including parent volunteers with the Parent Teacher Organization (PTO).
5. Coordinates special projects (example: student recruitment, PTO events, graduation, accreditation): collaborates with creative services and facilities with marketing, venues and set up.

6. Manages the ordering of school materials, including books, technology, supplies, instructor and club advisor needs.
7. Works with the Head of School in the development and updating of an office policies and procedures.
8. Maintains department-specific database, inputs data and other related information and utilizes data to prepare reports. Maintains data for reporting including monitoring from the county and the state. Creates and maintains spreadsheets as needed.
9. Acts as Budget Specialist when preparing requisitions, purchase orders, encumbrances, working in Banner and budget spreadsheets, as well as maintaining accurate records and documentation, and other related work as needed.
10. Coordinates travel arrangements for all teachers and staff, prepares travel forms and arranges for payments and reimbursement of funds, including student travel for fieldtrips and coordinates transportation.
11. Receives, screens and direct calls in a timely and efficient manner. Types, proofreads, processes letters, and creates reports. Takes notes, minutes at meetings, prepares memorandums, forms, schedules, and related paperwork. Prepares Power Point presentations for Head of School.
12. Creates and distributes the Collegiate School Newsletter weekly.
13. Works with departments on campus including facilities, purchasing, food service and custodians. Works with school district departments including district liaison for charters and district accounting.
14. Oversees weekly timecards for career employees and the office set-up for new employees and substitutes, including submitting requests for computers, telephones, long distance access codes, email and Banner access.
15. Works closely with Head of School to coordinate internal and external calendars and meeting planning for instructors, students, parents and other stakeholders.
16. Performs other duties as assigned.

Job Qualifications:

The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

● **Education/Experience:**

High school diploma or general education degree (GED), and four (4) or more years of related experience. Associate's Degree preferred.

Experience in writing, editing and proof reading documents, reports, and letters. Experience with maintaining and safeguarding confidential records.

- **Supervisory Experience:**
One or more years of experience as a supervisor, with responsibility for scheduling and assigning work, training new employees, and assisting others with problem solving, is required.
- **Language Ability:**
Ability to read and interpret documents such as Florida legislation related to education. Ability to write routine reports, business correspondence and procedure manuals. Ability to speak effectively before groups of customers or employees of organization.
- **Math Ability:**
Ability to calculate figures and amounts. Ability to compute rate, ratio, and percent and to draw and interpret graphs. Ability to apply concepts of basic algebra.
- **Reasoning Ability:**
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram/chart, or schedule form.
- **Computer Skills**
The employee must have intermediate knowledge of Microsoft and Apple products, word processing, internet, spreadsheet, database, and presentation software. The employee must operate database software used by the department.
- **Certificates and Licenses**
None required.

Responsibility for People and Property:

Responsible for supervising the administrative staff including student employees and interns.

Responsibility for Communication:

- **Internal Contacts**
This position has routine contact with all levels of college faculty, staff, students and administrators.
- **External Contacts**
This position has routine contact with external contacts such as accrediting agencies, government or other academic institutions, employment applicants, vendors and the general public, depending on employing unit.

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 usually moderate.

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.

While performing the duties of this job, the employee is regularly required to sit, use manual dexterity, reach with hands and arms, and talk or hear. The employee is occasionally required to stand, walk, stoop, kneel, crouch or crawl. The employee must frequently lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, depth perception and ability to adjust focus.

General Performance Standards and Expectations:

In addition to satisfactory performance on all of the essential job duties and responsibilities for this job, all State College of Florida, Manatee-Sarasota employees must fulfill the following basic performance expectations:

1. Mission and Goals: Each State College of Florida, Manatee-Sarasota employee is expected to know the College's mission and goals.
2. Service Excellence: All State College of Florida, Manatee-Sarasota employees will strive to provide outstanding service excellence to everyone they serve including students, the community, and fellow employees in accordance with Pride in Excellence standards as listed:

RESPECTFUL

Act in a courteous manner
Actively listen to gain full understanding
Demonstrate awareness of "everything speaks"
Show empathy and caring

RESPONSIVE

Approach people in an inviting and pleasing manner
Take ownership of actions and decisions
Plan, anticipate, and be forward thinking
Answer and return phone calls and emails
Use proper communication etiquette
Banish the phrase "not my job"
Provide assistance to all inquiries and follow through

ACCURATE

Do it right the first time
Be knowledgeable of product and how it interfaces with others
Ask probing questions
Use resources effectively and efficiently

COLLABORATIVE

Participate in teams
Develop team skill sets
Learn available resources to be responsive to your constituents
Develop internal and/or external connections

3. **Grooming and Appearance:** State College of Florida, Manatee-Sarasota employees are expected to maintain a neat and professional image at all times. When issued, College personnel must wear uniforms, and maintain a neat, clean, and well-groomed appearance.
4. **Safety Awareness:** State College of Florida, Manatee-Sarasota employees are expected to work diligently to maintain safe and healthful working conditions, and to adhere to proper operating practices and procedures designed to prevent injuries. Employees are required to wear personal protective equipment as provided.
5. **Attendance Standards:** State College of Florida, Manatee-Sarasota employees are expected to attend their work assignments and schedules at all times, in accordance with College Rules and Procedures.
6. **Training:** State College of Florida, Manatee-Sarasota employees are expected to attend College-provided training sessions and meetings when deemed necessary.
7. **Continuous Improvement:** State College of Florida, Manatee-Sarasota employees are expected to give attention to continuous assessment and improvement of the position's assigned set of duties and responsibilities.

Approvals:

This job description has been reviewed and approved by the leaders whose signatures appear below.

Title	Signature	Date
Preparing Manager		
Department Budget Manager		
Area Vice President		
Director, Human Resources		

**State College of Florida, Manatee-Sarasota
Job Description**

Job Title: Staff Assistant III
Reports to: Various
FLSA Status: Non-Exempt
Level: 114
Position Class:

Job Summary:

Serves as administrative assistant to an administrative director or other administrative manager or department. Schedules appointments, gives information to callers, and otherwise relieves officials of clerical work and routine administrative details by performing the following duties.

NOTE: Job descriptions and essential functions are subject to change due to advances in technology, utilization of work force, and other factors which may impact the College's need to modify position requirements.

Essential Duties and Responsibilities:

The following listing of essential job duties indicates the general nature and level of work required in this job. This is not designed to be a comprehensive listing of all the activities, duties, or responsibilities that may be required in this job. Individuals assigned to this job may be asked to perform other duties as required. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties and responsibilities of the job.

Applicants may be asked to demonstrate any or all of the following duties:

1. Provides clerical support to director or other administrative manager or department, including correspondence. Coordinates supervisor's calendar, schedules appointments, screens calls and responds to inquiries as appropriate.
2. Makes copies of correspondence or other printed materials.
3. Prepares outgoing mail and correspondence, including e-mail and faxes.
4. Organizes and maintains electronic and hard copy files (some of which may be confidential) and files correspondence and other records.
5. Greets scheduled visitors and directs or ushers to appropriate area or person.
6. Arranges and coordinates travel schedules and reservations.
7. Conducts research, and compiles and types statistical reports.
8. Coordinates and arranges meetings, prepares agendas, reserves and prepares facilities, and records.
9. Creates and maintains database and/or spreadsheet files. Inputs and updates department information into current College computer system. May oversee and maintain functional

area web pages.

10. Maintains administrative inventory, orders and maintains supplies, and processes payments according to College requisition system. Arranges for equipment maintenance and/or facility maintenance. May handle petty cash.
11. Assists with preparation of department budget, and maintains budget expenditures and balances.
12. Assigns and coordinates work of student assistants, as necessary.
13. Performs other related tasks to meet department and job-specific requirements.

Job Qualifications:

The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Education/Experience:**
High school diploma or general education degree (GED) and four (4) or more years' related experience and/or training.
- **Supervisory Experience:**
No supervisory experience required.
- **Language Ability:**
Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of organization.
- **Math Ability:**
Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs. Ability to apply concepts of basic algebra and geometry.
- **Reasoning Ability:**
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- **Computer Skills:**
To perform this job successfully, an individual should have advanced knowledge of word processing software; intermediate knowledge of spreadsheet, Internet, email, and database software. Proficiency in use of current College email and database software essential.
- **Certificates and Licenses**
None required.

Responsibility for People and Property:

This job has no supervisory responsibilities.

Responsibility for Communication:

- **Internal Contacts:**

This position has routine contact with all levels of college faculty, staff, students and administrators.

- **External Contacts:**

This position has routine contact with external contacts such as accrediting agencies, government or other academic institutions, student and or employment applicants, vendors, and the general public, depending on employing unit.

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 usually moderate.

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.

While performing the duties of this job, the employee is regularly required to sit, use manual dexterity, reach with hands and arms, and talk or hear. The employee is occasionally required to stand and walk. The employee must frequently lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color and ability to adjust focus.

General Performance Standards and Expectations:

In addition to satisfactory performance on all of the essential job duties and responsibilities for this job, all State College of Florida, Manatee-Sarasota employees must fulfill the following basic performance expectations:

1. Mission and Goals: Each State College of Florida, Manatee-Sarasota employee is expected to know the College's mission and goals.
2. Service Excellence: ALL State College of Florida, Manatee-Sarasota employees will strive to provide outstanding service excellence to everyone they serve including students, the community, and fellow employees in accordance with Pride in Excellence standards as listed:

RESPECTFUL

Act in a courteous manner

Actively listen to gain full understanding

Demonstrate awareness of "everything speaks"

Show empathy and caring

RESPONSIVE

Approach people in an inviting and pleasing manner

Take ownership of actions and decisions
 Plan, anticipate, and be forward thinking
 Answer and return phone calls and emails
 Use proper communication etiquette
 Banish the phrase “not my job”
 Provide assistance to all inquiries and follow through

ACCURATE

Do it right the first time
 Be knowledgeable of product and how it interfaces with others
 Ask probing questions
 Use resources effectively and efficiently

COLLABORATIVE

Participate in teams
 Develop team skill sets
 Learn available resources to be responsive to your constituents
 Develop internal and/or external connections

3. Grooming and Appearance: State College of Florida, Manatee-Sarasota employees are expected to maintain a neat and professional image at all times. When issued, College personnel must wear uniforms, and maintain a neat, clean, and well-groomed appearance.
4. Safety Awareness: State College of Florida, Manatee-Sarasota employees are expected to work diligently to maintain safe and healthful working conditions, and to adhere to proper operating practices and procedures designed to prevent injuries. Employees are required to wear personal protective equipment as provided.
5. Attendance Standards: State College of Florida, Manatee-Sarasota employees are expected to attend their work assignments and schedules at all times, in accordance with College Rules and Procedures.
6. Training: State College of Florida, Manatee-Sarasota employees are expected to attend College-provided training sessions and meetings when deemed necessary.
7. Continuous Improvement: State College of Florida, Manatee-Sarasota employees are expected to give attention to continuous assessment and improvement of the position’s assigned set of duties and responsibilities.

Approvals:

This job description has been reviewed and approved by the leaders whose signatures appear below.

Title	Signature	Date
Area Vice President		
Director, Human Resources		

**State College of Florida, Manatee-Sarasota
Job Description**

Job Title: **Advisor/Instructor**
Reports to: **Certified School Counselor**
FLSA Status: **Exempt**
Level **211**

Job Summary:

This is a responsible, professional educator position accountable for enabling all students to succeed in school and graduate with the skills, knowledge and attitudes to be successful workers, responsible citizens and college-ready. This position is also responsible for providing developmental advising to students, and implementing collaborative programs and services, which support student achievement of career, educational, and life goals.

NOTE: Job descriptions and essential functions are subject to change due to advances in technology, utilization of work force, and other factors which may impact the College's need to modify position requirements.

Essential Duties and Responsibilities:

The following listing of essential job duties indicates the general nature and level of work required in this job. This is not designed to be a comprehensive listing of all the activities, duties, or responsibilities that may be required in this job. Individuals assigned to this job may be asked to perform other duties as required. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties and responsibilities of the job.

Applicants may be asked to demonstrate any or all of the following duties:

1. Adheres to the rules and regulations as prescribed by the State Board of Education Florida Statutes, State College of Florida, the school board, and administrative procedures. Adheres to College Rules and Procedures, which reflect updated federal, state, and local legislation/regulations and college policy that govern the educational process.
2. Prepares, maintains, and submits accurate and complete student records and reports as required by the State Board of Education Florida Statutes, the school board, and administrative procedures.
3. Assists in upholding and enforcing school rules, administrative procedures and Board policies. Maintains a classroom and school environment, which is safe, orderly, and conducive to effective learning, and appropriate to the maturity and interest of all students.
4. Meets and instructs assigned classes in the locations and at the times designated. Is available to support students during time that is not scheduled or assigned.
5. Acts as a mentor to motivate and encourage students to learn across all subject areas. Supports the student learning plan through mentoring, coaching, and presentations, including collaboration from educational institutions.

6. Maintains open communication with parents, administrators, and other instructors about student progress. Seeks and researches new information about the college to convey to high school students and parents.
7. Prepares and maintains lesson plans for classes assigned, and shows written evidence of preparation upon request of supervisor. Evaluates student progress and advises for student improvement on a continual basis. Works collaboratively with other teachers, certified counselor and administrators to develop teaching materials.
8. Provides educational services in individual and group settings that promote student self-sufficiency in creating and achieving career and educational plans. Assists certified counselor to provide education regarding postsecondary policies and procedures, and the prerequisites requirements to students for placement in academic courses.
9. Assists in registration of students. Liaisons with specific academic departments and admissions to ensure student is enrolled in required courses and acts as a liaison between college faculty and the parents of students.
10. Provides leadership, coordination and communication assisting students with transition to a four-year university, providing advising with scholarships, including Bright Futures, and writing recommendations to assist students in the pursuit of their academic goals. Coordinates and provides a full array of academic co-curricular and career advising services for all students.
11. Advises and provides oversight and referrals for students with personal, social, or academic concerns that may interfere with satisfactory academic progress. A member of the school leadership team providing periodic reports to detailing advising activities and overall progress of 11th-12th grade students.
12. Assists in the recruiting efforts for the Accelerated College program, and assists in orientations for all new students. Assists in the communication to parents through email, newsletters and information nights regarding important grade level information.
13. Pursues innovative approaches to instructional delivery, including creative and effective uses of technology and online instruction, differentiated instruction and project-based assessments, and incorporation of current original events.
14. Understands and integrates available technology, materials and tools related to the job on a regular basis, including mobile technology, active board, and online resources. Exhibits the willingness and ability to adapt to an environment of continuous growth and fast-paced change.
15. Performs related duties as required.

Job Qualifications:

The requirements listed below are representative of the knowledge, skill, and/or ability required for the position.

- **Education/Experience:**
Bachelor's from a regionally accredited institution of higher education and one to two years of experience. Master's degree preferred.

Required:

Valid Florida teacher certification or equivalent and teaching experience.

Experience in a high school and/or college advisor position preferred.

Knowledge of dual enrollment programs and the high school to college continuum, and beyond

Knowledge of resources available for an academic coach/ life skills/ career advisor.

Embraces a multicultural and diverse environment, demonstrates an understanding of first-generation college families, and supports the College's diversity initiatives.

- **Other Skills and Abilities:**
A record of excellence in professional or teaching career with demonstrated ability to work with colleagues, staff, and community constituents throughout the community. Strong written and oral communication and computer skills required.
- **Supervisory Experience:**
No supervisory experience required.
- **Language Ability:**
Ability to write reports and business correspondence. Ability to effectively present information in group settings, and to respond to general public, colleagues and students. Excellent English listening and speaking skills required. Ability to work effectively with students, parents, faculty, staff and administrators.
- **Math Ability:**
Ability to calculate figures and amounts such as proportions, percentages. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs. Ability to apply concepts of basic algebra and geometry. Must have understanding of basic statistics used in data collection.
- **Reasoning Ability:**
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram/chart, or schedule form.
- **Computer Skills:**
Must demonstrate effective use of instructional technology. To perform this job successfully, the candidate should have basic knowledge of word processing, spreadsheet, Internet, e-mail, and presentation software. Candidate should have experience with mobile technology, activboards, and be able to incorporate these technologies into an educational environment.
- **Certificates and Licenses:**
Maintains a valid Florida Teaching Certificate or appropriate certification.

Responsibility for People and Property:

None required.

Responsibility for Communication:

• **Internal Contacts:**

This position has routine contact with all levels of State College of Florida, Manatee-Sarasota staff and students.

• **External Contacts:**

This position has routine contact with prospective students, special interest groups, and community agencies. Frequent contact with parents, school counselors and faculty.

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 usually moderate.

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.

While performing the duties of this job, the employee is routinely required to sit, use manual dexterity, and talk or hear. The employee is frequently required to reach with hands and arms, and lift up to 10 pounds. The employee is occasionally required to stand, walk, and taste or smell, and lift up to 25 pounds. Specific vision requirements include close, distance, color, and peripheral vision, depth perception, and the ability to adjust focus.

General Performance Standards and Expectations:

In addition to satisfactory performance on all of the essential job duties and responsibilities for this job, all State College of Florida, Manatee-Sarasota employees must fulfill the following basic performance expectations:

1. **Mission and Goals:** Each State College of Florida, Manatee-Sarasota employee is expected to know the Collegiate School's mission and goals.
2. **Service Excellence:** All State College of Florida, Manatee-Sarasota employees will strive to provide outstanding service excellence to everyone they serve including students, the community, and fellow employees in accordance with Pride in Excellence standards as listed:

RESPECTFUL

Act in a courteous manner

Actively listen to gain full understanding

Demonstrate awareness of "everything speaks"

Show empathy and caring

RESPONSIVE

Approach people in an inviting and pleasing manner

Take ownership of actions and decisions
 Plan, anticipate, and be forward thinking
 Answer and return phone calls and emails
 Use proper communication etiquette
 Banish the phrase “not my job”
 Provide assistance to all inquiries and follow through

ACCURATE

Do it right the first time
 Be knowledgeable of product and how it interfaces with others
 Ask probing questions
 Use resources effectively and efficiently

COLLABORATIVE

Participate in teams
 Develop team skill sets
 Learn available resources to be responsive to your constituents
 Develop internal and/or external connections

3. Grooming and Appearance: State College of Florida, Manatee-Sarasota employees are expected to maintain a neat and professional image at all times. When issued, College personnel must wear uniforms, and maintain a neat, clean, and well-groomed appearance.
4. Safety Awareness: State College of Florida, Manatee-Sarasota employees are expected to work diligently to maintain safe and healthful working conditions, and to adhere to proper operating practices and procedures designed to prevent injuries. Employees are required to wear personal protective equipment as provided.
5. Attendance Standards: State College of Florida, Manatee-Sarasota employees are expected to attend their work assignments and schedules at all times, in accordance with College Rules and Procedures.
6. Training: State College of Florida, Manatee-Sarasota employees are expected to attend College-provided training sessions and meetings when deemed necessary.
7. Continuous Improvement: State College of Florida, Manatee-Sarasota employees are expected to give attention to continuous assessment and improvement of the position’s assigned set of duties and responsibilities.

Approvals:

This job description has been reviewed and approved by the leaders whose signatures appear below.

Title	Signature	Date
Preparing Manager		
Department Budget Manager		
Area Vice President		
Director, Human Resources		

**State College of Florida, Manatee-Sarasota
Job Description**

Job Title: Instructor – Collegiate School
Reports to: Academic Administrator (Bradenton)/Head of School (Venice)
FLSA Status: Exempt
Level:
Position Class:

Job Summary:

This is a responsible, professional educator position accountable for enabling all students to succeed in school and graduate with the skills, knowledge and attitudes to be successful workers, responsible citizens and college-ready.

NOTE: Job descriptions and essential functions are subject to change due to advances in technology, utilization of work force, and other factors which may impact the College's need to modify position requirements.

Essential Duties and Responsibilities:

The following listing of essential job duties indicates the general nature and level of work required in this job. This is not designed to be a comprehensive listing of all the activities, duties, or responsibilities that may be required in this job. Individuals assigned to this job may be asked to perform other duties as required. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties and responsibilities of the job.

Applicants may be asked to demonstrate any or all of the following duties:

1. Adheres to the rules and regulations as prescribed by the State Board of Education Florida Statutes, State College of Florida, the school board, and administrative procedures.
2. Adheres to College Rules and Procedures, which reflect updated Federal, state, and local legislation/regulations and College policy that govern the educational process.
3. Prepares, maintains, and submits accurate and complete records and reports as required by the State Board of Education Florida Statutes, the school board, and administrative procedures.
4. Assists in upholding and enforcing school rules, administrative procedures and Board policies.
5. Maintains a classroom and school environment which is safe, orderly, and conducive to effective learning, and appropriate to the maturity and interest of all students.
6. Demonstrates a professional attitude, philosophy, compassion, and commitment that promotes student growth and learning.
7. Supports the student learning plan through presentations, mentoring, coaching, and tutoring individual students.

8. Meets and instructs assigned classes in the locations and at the times designated.
9. Is available to support students during time that is not scheduled or assigned.
10. Acts as a mentor to motivate and encourage students to learn across all subject areas.
11. Holds students accountable for weekly schedules and learning goals.
12. Maintains open communication with parents, administrators, and other instructors about student progress.
13. Evaluates student progress and makes recommendations for student improvement on a continual basis.
14. Prepares and maintains lesson plans for classes assigned, and shows written evidence of preparation upon request of supervisor.
15. Works collaboratively with other teachers and administrators to develop teaching materials.
16. Pursues innovative approaches to instructional delivery, including creative and effective uses of technology and online instruction, differentiated instruction and project-based assessments, and incorporation of current original events.
17. Understands and integrates available technology, materials and tools related to the job on a regular basis, including mobile technology, active board, and online resources
18. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of all individuals or student groups involved.
19. Actively participates in the College's sustainability practices and initiatives.
20. Embraces a multicultural environment, demonstrates an understanding of first-generation college families, and supports the College's diversity initiatives.
21. Exhibits the willingness and ability to adapt to an environment of continuous growth and fast-paced change.
22. Maintains a professional appearance at all times.
23. Maintains attendance and punctuality.
24. Promotes positive public relations for the school and the institution.
25. Performs related duties as required.

Job Qualifications:

The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Education/Experience:**
Bachelor's or Master's degree from a regionally accredited institution of higher education in the specific teaching discipline as outlined below.

Valid Florida teacher certification or equivalent
Maintains a valid Florida Teaching Certificate or appropriate certification.
- **Other Skills/Abilities:**
A record of excellence in professional or teaching career with demonstrated ability to work with colleagues, staff, and community constituents throughout the community. Strong written and oral communication and computer skills required.
- **Supervisory Experience:**
No supervisory experience required.
- **Language Ability:**
Ability to write reports and business correspondence. Ability to effectively present information in group settings, and to respond to general public, colleagues and students. Excellent English listening and speaking skills required. Ability to work effectively with student, faculty, staff and administrators.
- **Math Ability:**
Ability to calculate figures and amounts such as proportions, percentages. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs. Ability to apply concepts of basic algebra and geometry. Must have understanding of basic statistics used in data collection.
- **Reasoning Ability:**
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram/chart, or schedule form.
- **Computer Skills:**
Must demonstrate effective use of instructional technology. To perform this job successfully, the candidate should have basic knowledge of word processing, spreadsheet, Internet, e-mail, and presentation software. Candidate should have experience with mobile technology, activboards, and be able to incorporate these technologies into an educational environment.
- **Certificates and Licenses:**
Maintains a valid Florida Teaching Certificate or appropriate certification.

Responsibility for People and Property:

None required.

Responsibility for Communication:

- **Internal Contacts:**
This position has routine contact with all levels of State College of Florida, Manatee-Sarasota staff and students.

- **External Contacts:**

This position has routine contact with prospective students, special interest groups, and community agencies. Frequent contact with parents, school counselors and faculty.

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 usually moderate.

Physical Demands:

While performing the duties of this job, the employee is routinely required to sit, use manual dexterity, and talk or hear. The employee is frequently required to reach with hands and arms, and lift up to 10 pounds. The employee is occasionally required to stand, walk, and taste or smell, and lift up to 25 pounds. Specific vision requirements include close, distance, color, and peripheral vision, depth perception, and the ability to adjust focus.

General Performance Standards and Expectations:

In addition to satisfactory performance on all of the essential job duties and responsibilities for this job, all State College of Florida, Manatee-Sarasota employees must fulfill the following basic performance expectations:

1. **Mission and Goals:** Each State College of Florida, Manatee-Sarasota employee is expected to know the College's mission and goals.
2. **Service Excellence:** All State College of Florida, Manatee-Sarasota employees will strive to provide outstanding service excellence to everyone they serve including students, the community, and fellow employees in accordance with Pride in Excellence standards as listed:

RESPECTFUL

Act in a courteous manner
Actively listen to gain full understanding
Demonstrate awareness of "everything speaks"
Show empathy and caring

RESPONSIVE

Approach people in an inviting and pleasing manner
Take ownership of actions and decisions
Plan, anticipate, and be forward thinking
Answer and return phone calls and emails
Use proper communication etiquette
Banish the phrase "not my job"
Provide assistance to all inquiries and follow through

ACCURATE

Do it right the first time
Be knowledgeable of product and how it interfaces with others
Ask probing questions
Use resources effectively and efficiently

COLLABORATIVE

Participate in teams

Develop team skill sets

Learn available resources to be responsive to your constituents

Develop internal and/or external connections

3. Grooming and Appearance: State College of Florida, Manatee-Sarasota employees are expected to maintain a neat and professional image at all times. When issued, College personnel must wear uniforms, and maintain a neat, clean, and well-groomed appearance.
4. Safety Awareness: State College of Florida, Manatee-Sarasota employees are expected to work diligently to maintain safe and healthful working conditions, and to adhere to proper operating practices and procedures designed to prevent injuries. Employees are required to wear personal protective equipment as provided.
5. Attendance Standards: State College of Florida, Manatee-Sarasota employees are expected to attend their work assignments and schedules at all times, in accordance with College Rules and Procedures.
6. Training: State College of Florida, Manatee-Sarasota employees are expected to attend College-provided training sessions and meetings when deemed necessary.
7. Continuous Improvement: State College of Florida, Manatee-Sarasota employees are expected to give attention to continuous assessment and improvement of the position's assigned set of duties and responsibilities.

Approvals:

This job description has been reviewed and approved by the leaders whose signatures appear below.

Title	Signature	Date
Preparing Manager		
Budget Manager		
Area Vice President		
Director, Human Resources		


RULE

Subject	Appointment of Personnel	Number: 6HX14-2.06
Authority	F.S. 1001.64, 1001.65	Date: 6/24/09
History	01/18/84, 2/16/00, 2/18/04	
Source	Human Resources	

All appointments must be approved by the President, or designated representative, and the Board of Trustees.
See SCF Procedure 6HX14-2.06.01.

The College will not discriminate on the basis of race, color, national origin, religion, sex, age, disability, marital or veteran status in its employment practices.

PROCEDURE

Subject	Appointment of Personnel Page 1 of 7	Number: 2.06.01
Source	Human Resources	Reference (Rule#) 6HX14-2.06
President's Approval/Date: 02/25/2014		

I. PURPOSE

- A. To work with Managers to fill vacant positions with the best suited candidate for the position.
- B. To provide Human Resources expertise and counsel to Managers in the recruitment process.
- C. To provide a flexible recruitment process that will meet each Manager's individual recruitment style, while working within Federal and State laws and College policy.

II. HIRING PROCEDURE

- A. Hiring manager must:
 1. For new positions, hiring manager must complete a job description questionnaire to aid in the creation of the job description and submit to HR. The position will go through the scoring process to determine the appropriate salary level.
 2. Complete an online job posting to be submitted to the next level manager to approve to post on our employment site. Training on the employment software is provided by a member of human resources department.
- B. Human Resources:
 1. Obtains approval to staff the position from the President.
 2. Receives the online job posting after it has been approved by the Department Director, respective Vice President and Executive Director of Human Resources.
 3. Positions are posted electronically on the employment website, advertised on position specific websites, and local newspapers based on input from the hiring manager.
- C. Temporary Employee Hiring: See SCF Procedure 2.47.02 Temporary Personnel Services.

III. APPLICATION PROCESS

- A. Applicants must submit the required online application and supplemental documents (i.e. cover letter, resume, and transcripts, if applicable). Once the application is complete, the applicant will receive a confirmation number and an

- email verifying their application has been successfully submitted to the position.
- B. Human Resources reviews all resumes and applications from internal and external applicants and screens out those applicants who do not meet the minimum qualifications of the position.

IV. SELECTION PROCEDURE

- A. Faculty, Professional and Administrative Positions** - A Search Committee is appointed for faculty, professional and administrative positions and charged by the Office of Human Resources. Composition of Search Committee, as determined by direct supervisor with approval of area Vice President, will be diverse in terms of gender and race.
1. Executives, Administrators and Professional Support Staff Search
 - a. Administrator or his/her designee will serve as Committee Chair
 - b. Diversity Representative (appointed by the Human Resources Office)
 - c. At least three or four other members (representatives from various functions of the College is highly recommended)
 2. Teaching Faculty Search
 - a. Department Chair or Provost will serve as Committee Chair
 - b. Diversity Representative (appointed by Human Resources Office)
 - c. A minimum of four (4) full-time faculty members with at least one (1) full-time faculty member from outside the respective department.
 - d. Department members not serving on the Search Committee may have the opportunity to observe finalist applicant presentations and provide written input to the committee chair. Copies of curriculum vitae of finalists will be available for review in the committee chair's office.
 3. Teaching Faculty Search – SCF Collegiate School
 - a. Administrator from Collegiate School will serve as Committee Chair
 - b. Diversity Representative (appointed by Human Resources Office)
 - c. At least four (4) other members, two (2) of which must be SCFCS instructors and two (2) from SCF is highly recommended.
 4. Department Chair/Program Chair Search
 - a. The respective Academic Administrator will serve as Committee Chair
 - b. Four (4) department full-time faculty members (elected by the department) with at least one (1) member from each campus
 - c. Department Chair from another department
 - d. Diversity Representative (appointed by Human Resources Office).
 - e. In filling a vacancy for Department Chair, the position is posted internally for a minimum of five (5) days, then advertised externally if desired. When requested, Human Resources will copy transcripts from the applicant's personnel file and attach it to the application materials.
 - f. Department or Division members not serving on the Search Committee may have the opportunity to provide written input to the Committee Chair.

NOTE: It is the applicant's responsibility to provide updated official transcripts for their personnel file.

B. Search Committee Procedures

1. The Search Committee will be charged by the Manager, Employment/Equity, the Director of HR Operations or the Executive Director of Human Resources. The Charge will provide instructions on the procedure for the search, including:
 - a. A summary of recruitment procedures used to create a diversified applicant pool.
 - b. A review of the College's current employee profile and emphasis on hiring qualified employees to meet College's diversity goals.
 - c. EO/ADA guidelines.
 - d. Legally defensible interviewing practices.
 - e. Information regarding telephone, videoconference and on-campus interview policies.
 - f. Mandatory first level interview requirements (i.e. current employees who have been employed for at least 6 months in a "regular" budgeted position and who meet the minimum requirements).
2. Human Resources will review all applications to determine minimum qualifications. If these qualifications are met, Human Resources will move the application into a queue viewable to the search committee.
3. The Search Committee will screen the applications to identify those for future consideration. Additional screening may be accomplished through telephone interviews prior to selection for on-campus or videoconference interviews. Note: To maintain equity, both local and out of area applicants must receive the same type of interview process at each level (telephone or on-campus/videoconference). The Diversity Representative shall review the applicant pool for diversity and adhering to EO/ADA guidelines.

Reminder: If utilizing the recording function for a videoconference, the Diversity Representative is responsible for having applicants sign the release form giving permission to record.

4. After the appropriate screening, the Search Committee recommends to the area Vice President, or other responsible administrator, at least two applicants for the next level interview by creating hiring proposals for each finalist in the employment site. The search committee chair will complete the "Recommendation to Interview" form identifying the selected finalists in alphabetical order and then attach to each hiring proposal. The Vice President, or other responsible administrator, in collaboration with the Search Committee Chair, recommends the top applicant to Human Resources by approving one of the hiring proposals. Human Resources will interview the finalist and send the President an email asking for approval to hire the selected finalist. Dependent on need, use of video conferencing through LifeSize or other programs will be encouraged. The Process will be managed by the Manager, Employment/Equity of Human Resources. If deemed appropriate, travel for the top two (2) to five (5) finalists for Directors and above positions, and travel for top two (2) or three (3) faculty positions, will be

arranged through Human Resources. Exceptions require Presidential approval.

5. Reference checks from previous supervisors are to be conducted on candidates designated as finalists, prior to on-campus/videoconference interviews. The Committee Chair and/or other search committee members (not office assistants or direct reports to the open position) are responsible for completing the reference checks. At least three (3) of the most recent supervisory employment references should be obtained. A candidate's current employer may not be contacted without permission. However, if expensive travel is required and permission to contact current employer is not granted, authorization for travel payment must be granted by area Vice President or other responsible administrator, prior to making travel arrangements. No offer of employment may be made without reference from the current employer. When an on-campus interview is conducted, the interview schedule will be prepared for the applicants by the Search Committee Chair, substantially as follows:
 - a. The Search Committee
 - b. Other Administrators, as appropriate
 - c. Executive Director of Human Resources or Director of HR Operations (administrators and faculty positions)
 - d. Area Vice President, as desired
 - e. President (Faculty, Directors and above)
6. Once a candidate is selected for an offer, the candidate's application is reviewed to establish a salary offer. Human Resources will determine the salary amount based on experience, market value and internal equity. Salary recommendations over mid-point must be approved by the Director of HR Operations or Executive Director of Human Resources. For teaching faculty positions the salary and certification is completed by an academic administrator, or Vice President, Academic Affairs.
7. Human Resources will extend the verbal offer. A tentative start date is determined by consultation with Human Resources, the direct supervisor and the candidate.

NOTE: No position may be offered until it is posted for a minimum of five (5) working days unless filled under the terms of D.I. (d) below.

8. Once, a verbal offer is extended and accepted by the candidate, Human Resources initiates a Payroll Authorization Form ("P.A. form") and forwards it through the approval process. Candidates, interviewed but not selected, will be notified by the Search Committee Chair by telephone, followed by an e-mail of non-selection.
9. An offer letter is mailed to the candidate by Human Resources.
10. Working with the Search Committee Chair, the Diversity Representative will designate the status of each applicant in the on-line recruiting system. Once the committee decides to remove an applicant from the applicant pool, the Diversity Representative will change the "status" in the recruiting system and the applicant will automatically be notified, via email. For applicants that received an on-campus or videoconference interview, the Search Committee Chair will contact the applicant to inform him/her that the position has been filled before the

Diversity Representative changes the status in the system.

11. Upon completion of the search, the Committee Chair is responsible for providing Human Resources with signed applications, verifying statements and references from all that interviewed on-campus or videoconference, interview questions (both telephone and on-campus/videoconference), logs of search committee meetings, final applicant score sheet, Recommendation to Interview" EEO Summary and a completed Initial Rank and Salary form (for Faculty positions). If a videoconference interview was conducted, the record release document also needs to be submitted to HR.

C. Career Positions:

1. Application procedures are as stated in Section III, Application Process.
2. Human Resources will review all applications to determine minimum qualifications. If these qualifications are met, HR will move the application into a queue viewable to the hiring manager.
3. The Hiring Manager identifies the top applicants and calls for an interview. Each applicant MUST complete an SCF employment application prior to any interview. The Hiring Manager may choose to interview alone or with other staff chosen by the Hiring Manager. Note: To maintain equity, both local and out of area applicants must receive the same type of interview process at each level (telephone or on-campus/videoconference).
4. Covered Veteran Applicants who meet the minimum qualifications and submit the required DD214 documentation will have a first level screening interview with the hiring manager. Hiring Managers are required to complete the Veteran's Preference -Interview form as documentation of the interview.
5. Reference checks will be conducted by the Hiring Manager and should contact three (3) previous supervisors including the most recent supervisor (with candidate's permission) for input.
6. Once the finalist(s) are determined by the Hiring Manager, Human Resources provides a screening interview to establish salary expectations, examines applicants work history and identify potential problems and/or continued interest of applicant.
7. After the HR interview(s) are conducted, HR and the hiring manager will narrow the selection process to select a candidate for an offer or to continue the recruitment process.
8. The Manager, Employment/Equity, Director of HR Operations or Executive Director of Human Resources establishes the salary offer to be discussed with the Hiring Manager and, if agreed, with the candidate. If the offer is above the "market rate," approval is sought from the Director of HR Operations or Executive Director of Human Resources.
9. Human Resources will extend the verbal offer. A tentative start date is determined by consultation with Human Resources, the Hiring Manager and the candidate.

10. Once a verbal offer is extended and accepted by the candidate, Human Resources will initiate a Payroll Authorization Form ("P.A. form") and forward it through the approval process.
11. An offer letter is mailed to the candidate by Human Resources.
12. Human Resources gathers all the recruitment materials (i.e. interview questions). The hiring manager is responsible for changing the "statuses" in the recruiting system to reflect who was interviewed and those who were not selected for the position. Once a "status" has been changed in the system, the applicant will automatically receive an email indicating that they were not selected for the position. Those applicants that were interviewed on-campus but not selected should be contacted by the Hiring Manager to inform the applicant that the position has been filled.

D. Internal Applicants:

1. An internal applicant is defined as an employee in a "regular" budgeted position.
2. Generally, internal candidates must have completed six months in the current position before they are eligible for a transfer. However, the area Vice-President or Executive Director of Human Resources may waive this rule if it is deemed to be in the best interest of the College.
3. Internal applicants are included in the process as stated in Section A. or C.
4. All searches begin as soon as a position opening is posted. No position may be offered until it is posted for a minimum of five (5) working days.
5. Internal applicants (as defined above) who meet the minimum qualifications will have a first level screening interview with the Search Committee and/or Hiring Manager dependent on the level.
6. Covered Veteran Applicants who meet the minimum qualifications and submit the required DD214 documentation will have a first level screening interview with the hiring manager. Hiring Managers are required to complete the Veteran's Preference -Interview form as documentation of the interview.
7. Once an internal applicant is selected for a first level interview, he/she MUST notify the current supervisor of their intention to interview for the position. Human Resources will verify supervisor's notification, prior to the first interview.
8. The Hiring Manager is responsible to check references for the internal applicants with their current SCF supervisor. Hiring Managers are encouraged to contact Human Resources to review references from employment prior to SCF.
9. If an internal applicant is selected for the position, the current supervisor and new supervisor negotiate transfer date to provide a smooth transition. A minimum of two (2) weeks and maximum of four (4) weeks' notice should be provided to the current supervisor.
10. Once a position has been offered and accepted, if an internal candidate is not

selected, he/she will be notified by telephone by the Hiring Manager.

NOTE: Offers are always contingent upon two things:

1. Completion of satisfactory background and reference checks
2. Final approval from the President

E. Special Circumstances:

1. The Executive Director of Human Resources is authorized to waive the five (5) day posting requirement as well as the minimum experience and training requirements for administrative or career positions under the following conditions:
 - a. The request for waiver of posting requirement must be submitted in writing, documenting special and/or emergency situations necessitating the waiver.
 - b. Waiver of the minimum experience and/or training requirements may be made only after a concerted effort to solicit qualified applicants.
 - c. The department director will submit to the Executive Director of Human Resources, or designee, a report which includes documentation of all interviews conducted, including reasons why applicants meeting minimum qualifications do not satisfy department needs.
 - d. The candidate for the position has been involved in a formal or informal professional development program to prepare for a future promotion. Under these situations the proposed candidate must be approved by the Vice President, President and Executive Director of Human Resources with documentation supporting this hire.
2. There may be times when it may not be possible, and others when it is not practical, to follow the guidelines of this procedure. (Examples of such situations may include, but are not limited to, grants with certain specified personnel or very brief recruitment times for completing contract requirements; special reassignments within the College by the College President; potential contribution of candidate's skills/abilities/knowledge/ experiences to achieve the mission of the College or the equity/accountability goals or strategic diversity initiatives.) The College President reserves the right in these, and other unusual circumstances, to depart from the selection process described in this procedure.

RULE

Subject	Background Checks and Fingerprinting for Employment	Number: 6HX 14-2.57
Authority	FS 1001.64, FS 1001.65, FS 768.096, FS 943.0542, FS 1002.33, FS 1012.32	Date: 8/18/10
History	11/15/04, 6/24/09	
Source	Office of Human Resources	Reference (Rule #) 6HX14-2.57

Purpose:

State College of Florida, Manatee-Sarasota shall provide criminal background checks for designated employees, students, volunteers and contracted staff to support its goal to provide a professional and safe learning environment for its students, staff and community members using its facilities and services.


Policy:

1. All new employees, and current employees in positions of “special trust” or responsibility or in sensitive locations, and/or others as designated by the President, shall be subject to background checks and fingerprinting as a condition of employment. Positions of “special trust” include those specifically designated as working with minors, persons with disabilities, and/or the elderly, or those who handle money as a significant responsibility of their position, or those with extensive access to College property and/or hazardous materials. Examples of such positions include, but are not limited to, employees of Kid Summer Spectrum, sports camps, Disability Resource Center, SCF Collegiate School, etc.

Any person who is required to undergo such security background investigation and who refuses to submit fingerprints shall not be eligible for employment at State College of Florida, Manatee-Sarasota.

2. Information obtained from criminal background checks shall be reviewed by the Executive Director, Human Resources, and/or her/his designee. The Executive Director, Human Resources and/or designee receives negative background check information, and where appropriate will work in consultation with the area vice president in making any recommendations to the President for employment decisions.

PROCEDURE

Subject	Background Checks and Fingerprinting for Employment Page 1 of 3	Number: 2.57.01
Source	Office of Human Resources	Reference (Rule #) 6HX14-2.57
President's Approval/Date: 02/25/2014		

PURPOSE:

State College of Florida, Manatee-Sarasota shall require criminal background checks for designated employees, students, volunteers and contracted staff to support its goal to provide a professional and safe learning environment for its students, staff and community members using its facilities and services.

POLICY:

I. Definitions:

Employee:

New Personnel – “New Personnel” is defined as any person, whether an external applicant or current employee of State College of Florida, Manatee-Sarasota, who is offered employment to fill a vacancy for a regular full/part-time position or temporary instructional (excluding overload teaching for which the faculty member is certified) or non-instructional positions.

Regular Employee – Regular employees are those employees hired into budgeted positions included in the annual or amended Board approved staffing plan.

Temporary Instructional Staff – Teaching faculty, also called “adjunct faculty”, who are hired on an “as needed” basis by semester or part of term. These also include “extended adjunct” positions.

Temporary Non-instructional Staff - Temporary non-instructional employees in non-teaching positions who are hired on an “as needed” basis from time-to-time.

Positions of “special trust or responsibility” or in “sensitive locations”– Positions specifically designated in programs dedicated to working with minors, persons with disabilities, and/or the elderly; those who handle money as a significant responsibility of their position or have primary responsibility for the finances of the College; safety/security positions; human resources positions or, positions with extensive access to College property and/or hazardous materials, and/or others as designated by the President.

Contracted Personnel:

Contractors/sub-contractors – Persons providing services to the College on a continuous basis for more than six consecutive months.

Contracted Staffing Agency Personnel – Temporary staff hired by one of the College’s contracted staffing agencies.

Volunteers:

Persons providing regular volunteer services to the College (except for parents/and or guardians of students involved in their own child’s activity).

Student Assistant:

Students who work in areas where they are exposed to primarily minors such as; SCF Collegiate School (SCFCS), Summer Spectrum, sports camps or others as deemed necessary.

II. Procedure

Beginning January 3, 2005, New Personnel who will begin work on, or any time following January 3, 2005, will be fingerprinted for the purpose of conducting criminal background checks. This applies to the following positions: all regular full and part-time positions, temporary instructional and non-instructional, and positions of special trust or responsibility or those in sensitive locations as designated by the President. Current employees who have not previously undergone criminal background checks and fingerprinting within the last three (3) years, and who work within positions that are designated as having special trust or responsibility or in sensitive locations will also be fingerprinted.

Temporary Instructional Staff and Temporary Non-Instructional Staff are required to complete a criminal background check if two or more years have lapsed since their most recent employment at SCF.

Contractors/Subcontractors, as defined above, are required to provide background checks for personnel placed at SCF.

Contracted Staffing Agency Personnel must complete a background check through the contracted agency.

The College shall provide for the taking of fingerprints by trained personnel and request State of Florida and National background checks of all positions referenced above using College approved or law enforcement equipment.

1. The President of the College shall delegate responsibility to the Executive Director, Human Resources to develop policies and procedures, identify equipment, vendors or

other sources to provide for the taking of fingerprints and providing background checks that meet regulatory requirements.

2. Information obtained from criminal background checks is accessed through the FDLE website and reviewed by the Executive Director, Human Resources, and/or her/his designee. The Executive Director, Human Resources and/or designee receives negative background check information, and where appropriate will work in consultation with the area vice president in making any recommendations to the President for employment decisions. For Contracted Staffing Agency Personnel and Contractor/Subcontractors negative results from a criminal background check is sent by the vendor to the Human Resources department and reviewed by the Executive Director, Human Resources, and/or her/his designee. After review of the negative results the Executive Director, Human Resources, and/or her/his designee makes a determination regarding the placement of such personnel.
3. Determination of the status of a current employee whose background check discloses a criminal record not formerly disclosed on the employee's application shall be made by the President based upon information and research from the Human Resources Office. Employment may be denied to a person because of past misconduct if determined to be in the best interest of the College.
4. All records related to fingerprinting and criminal background checks shall be maintained in locked files separate from personnel records, in the Human Resources Office and/or stored in electronic format in the College's document management system. Only employees with a designated need to know may view criminal background checks.
5. Employees or job applicants whose criminal background check discloses negative information, which may affect the continued employment or new employment of said employee or applicant, shall be provided the opportunity to review and discuss the criminal background check with the Executive Director, Human Resources. If there is a disagreement as to accuracy of the record, a determination will be made by the Executive Director, Human Resources as to the process for resolving the issue.

This procedure does not preclude the College from conducting additional background or law enforcement checks when in the best interests of the College.



STATE COLLEGE OF FLORIDA COLLEGIATE SCHOOL

<p>Prospective Student Application <i>Selection period for grade 11 is through August 2019</i></p>
<p>SCFCS IS A LIMITED ENROLLMENT SCHOOL. IF MORE APPLICATIONS ARE RECEIVED THAN AVAILABLE SEATS, A RANDOM SELECTION IS USED TO SELECT STUDENTS.</p>

8000 S. Tamiami Tr., Venice, FL 34293 • 941-752-5494

Intent to Enroll School Year 2019-20

STUDENT INFORMATION PLEASE PRINT

Legal Name _____
(FIRST) (MIDDLE) (LAST)

Birth Date ___/___/___ Gender Male Female Social Security # _____

Grade entering Fall 2018 Ninth Tenth Eleventh

Address* _____
(STREET ADDRESS)

(CITY) (STATE) (ZIP CODE) (COUNTY)

***Notification of Acceptance and All Correspondence will be mailed to this address.**

State College of Florida Collegiate School does not discriminate on the basis of ethnicity, national origin, age, citizenship, gender, sexual orientation, disability, familial educational background, religious or political beliefs in administration of its educational policies, admissions policies, and other school administered programs.

The following information is for record-keeping purposes only and will in *no way* impact student admission. Ethnic group/race choose as many as necessary; choose at least one.

- Asian / Pacific Islanders
- Black (not Hispanic origin)
- Hispanic
- American Indian/Alaskan Native
- Native Hawaiian/Pacific Islander
- White (not Hispanic origin)
- Ethnic Origin Not Reported

FAMILY /CONTACT INFORMATION

Parent/Guardian (1) Name _____
(FIRST) (MIDDLE) (LAST)

Address (if different than above) _____ Relationship _____

Home Phone _____ Cell Phone _____

Work Phone _____ E-mail _____

-Please turn over to complete-

OFFICE USE ONLY: Date contacted _____ By _____ Orientation Date _____ Accepted Declined Date _____

G00 _____ Student email _____@student.scf.edu 11th grade GPA _____ PERT Yes _____ No

Scores Reading _____ Writing _____ Math _____ Enrolling Parent Name _____

Banner Canvas Focus Outlook Mail Chimp Sibling applying: _____ grade

Parent/Guardian (2) Name _____
(FIRST) (MIDDLE) (LAST)

Address (if different than page 1) _____ Relationship _____

Home Phone _____

Cell Phone _____

Work Phone _____

E-mail _____

Highest grade completed by Parent/Guardian (1) (CIRCLE ONE)

8 9 10 11 12 GED Associate Degree Bachelor Degree Graduate Degree

Highest grade completed by Parent/Guardian (2) (CIRCLE ONE)

8 9 10 11 12 GED Associate Degree Bachelor Degree Graduate Degree

What language is spoken at home? _____ Parent's primary language? _____

Will you require an interpreter for student / parent / teacher meetings? Yes No

Do you have Internet access at home? Yes No

STUDENT EDUCATION BACKGROUND

School where child is currently enrolled

Middle or High School child is districted to attend

(NAME OF SCHOOL)

(NAME OF SCHOOL)

Has child ever been enrolled in the Sarasota County School District? Yes No If yes, what year? _____

Has child ever been enrolled at SCFCS? Yes No If yes, what year? _____

Do you have other children interested in attending SCFCS? No Yes if so, please list name and grade.

NAME GRADE 2019-20

NAME GRADE 2019-20

NAME GRADE 2019-20

NAME GRADE 2019-20

I certify that I am the **enrolling parent** as currently listed on my child's education record and that all information on this form is correct. I understand that any misrepresentation or false information constitutes grounds for immediate dismissal from SCFCS and any subsequent admission to or attendance at SCFCS.

I am meaningfully interested in enrolling my child at State College of Florida Collegiate School.

(ENROLLING PARENT/GUARDIAN SIGNATURE)

____/____/____
(DATE SIGNED)

February 28th, 2018

Attachment T

Lenore Canavarros
6112 45th Street West
Bradenton, FL 34210

To Whom It May Concern,

I am writing this letter in support of the Collegiate School and the possibility of opening up a new branch on the Venice SCF campus. I choose to take the time express my support here due to the significant impact this program has had on my three children's lives. I believe that this opportunity would benefit yet many others if made available on the Venice campus.

Through the State College of Florida Collegiate School, Bradenton campus, my children have each in their own way, had the chance to participate in accelerated academic opportunities. They have had the privilege of taking college classes while earning credit for both high school and college requirements. This has given them the opportunity to be exposed to higher level courses at a younger age and thus to be appropriately challenged. It has also helped them to achieve their goals more efficiently leaving more time for other enriching experiences like a gap year for study abroad. They have also benefited from the enormous cost savings the program has provided which will inevitably impact their options for future studies.

I wholeheartedly recommend this program model be emulated in other settings including the Venice campus. I sincerely support the continued growth and improvement of this program. As stakeholders, community members, staff and students alike continue to dedicate themselves to making this the life changing opportunity it can be, the expansion to the Venice program will help to attract strong students and promising future results.

Very sincerely,



Lenore Canavarros

February 28, 2018

Durst Family
1510 52nd St. W
Bradenton, FL 34209

State College of Florida Collegiate School has given our three children a strength in strong education and opportunity to be debt free in starting their adult life. The school teaches strong skills in being organized to learn, to use technology, to gain knowledge.

We have one child who graduated in 2015. She started in 11th grade. Our next child graduated in 2017. She started the Collegiate school in 6th grade. Our son is in the 10th grade. He started at SCFCS in 6th grade.

Our oldest daughter graduated HS with an AA degree and was State Champion on her Manatee High School Volleyball team. She continued on and in the next two years completed getting her B.S. in Hospitality at F.G.C.U. and is now going in the Peace Corp. She graduated debt free.

Our next daughter graduated and went right into the Teaching program at U.S.F. Manatee. She started right in her degree program and is debt free. She is already interning and doing mission work in Haiti.

Our son is in 10th grade. The Collegiate school keeps a focused mindset on school and learning. There is a strive to push ahead and learn. There is not time for laziness.

If children are motivated to succeed and put in the time and effort, then a Collegiate school can provide the environment. Hard working students can be rewarded with accelerated education. The school is a benefit financially but also in confidence. Our children were pushed past their peers in other schools. They met higher standards earlier. It takes parental/guardian coaching, self discipline, school coaching, along with teacher motivation and guidance. The structure of the whole program pushes motivated students. Students can not be slackers.

Deciding a major of study obviously becomes a concentration at an early age. The collegiate school gives opportunity.

Tammy & Matt Durst

March 3, 2018

Whalen Family
6806 Staggerbush Gln
Bradenton, FL 34202

To whom it may concern,

My three daughters have been attending SCFCS in Bradenton since 6th grade. Alexis and Laura graduate May 2018 and Viviana graduates next year. I am so confident that my daughters are ready for College and for a successful career in the future. SCFCS has played a huge role shaping them into strong leaders through clubs, organizations and classroom presentations as well as community services. I could not thank SCFCS enough for the support and dedication they have invested, not only in my daughters, but in all of their students. This school has been a blessing for my girls and their success is a direct testament to the education they have received at SCFCS which I know will last them a lifetime.

With respect to building another SCFCS in Venice, it's a no-brainer. Not only should there be a replica of this school in Venice, there should be replicas all over the State of Florida. SCFCS would make a perfect model in our education system. Other states should take a closer look at this school and start changing lives all over the USA.

Thank you.

Maribel Whalen

March 3, 2018

To whom it may concern,

I am a parent of twins, who currently attend SCFCS and are in the 6th grade. As I began the journey to find a school that would meet both my children's needs, one who is typically developing and the other who has high functioning autism, I would continuously hear about SCFCS. After touring and interviewing numerous middle schools in both Manatee County and Sarasota County, it was very apparent to our family that SCFCS was the right fit for both of my children. We were fortunate to receive letters of acceptance even though many other families we knew did not, due to lack of space. Both of my children have grown tremendously since starting last fall. The teachers and staff are dedicated to their students beyond measure and they constantly give them feedback on their work which allows for growth and overall improvement. As a member of the Student Advisory Committee and Parent Teacher Organization, I am able to see first hand the commitment that is made to the students that attend SCFCS.

I am asked several times a week by interested families about our experience so far at SCFCS. My response to them never waivers about the amazing opportunity my children have been given, they are in a school that values their success and it shows on a daily basis. I completely support a high school in Venice, the possibilities it brings to students in our area is unrivaled.

Sincerely,


Corin Huffman

Lisa A. Bell
3617 57th Street East
Palmetto, Florida 34221
(941) 962-1703

March 4, 2018

Ms. Kelly Monod, Head of School
State College of Florida Collegiate School
5840 26th Street West
Bradenton, Florida 34207

re: Application for SCFCS Venice campus

Dear Ms. Monod:

I am writing to tell you and the other board members why I believe that a Venice campus is necessary for our community and why the Manatee Campus has been a blessing to our family. First, I believe in the value of public education. Next, I believe that many of the schools in Manatee and Sarasota County are too large. Finally, I believe that the Collegiate School model works.

Public Schools are the back bone of our society and the key to an educated citizenry. My children have been educated within the Manatee County School District, both thriving at Wakeland Elementary School and here at the Collegiate School. While they have been a part of each school they have been exposed to the best curriculum and teaching staff available in our area. I believe that every student in the nation should be so blessed. I believe that more important than that; both schools offered a small setting and a chance to be a part of a community of students, teachers and parents who value lifelong learning.

The Manatee County and Sarasota County Public schools are taxed beyond many in the nation. As a result, the schools are too big and are over-crowded, resulting in the use of portables, long-term substitute teachers, teachers out-of-area etc. These schools disconnect students and teachers alike. They do not breed a sense of community or connectedness. When this happens, students in turn disconnect and turn away from the opportunity to learn. That sense of isolation and disconnect results in an apathetic student, and usually further disconnects the parents/guardians at home. The end result is a citizenry which is uneducated and uninterested in bettering the community at-large.

The Collegiate School Manatee Campus is a proven model that works to foster the best in students, teachers, staff and parents. The students are encouraged to engage in their academic life and to push themselves to the best of their abilities. The program provides students from all corners of the county to achieve at the high school level, and pushes them safely beyond high school onto a community college campus. The program creates students who are not only academically minded, but who are connected to one another and their community.

This model benefits not only the student, but the State College of Florida by building its success as well as connecting the students back to the college and the community it serves. For example, this year the SCFCS, Manatee campus learned of a student working as a teacher abroad, and another poised to enter into AmeriCor. Both of these students reflect the best and brightest that Manatee County has to offer.

I encourage the State College of Florida, Venice Campus to expand the Collegiate School. The Students of South Sarasota County deserve a chance to commit to lifelong learning and the betterment of their community. I believe that the success seen in Bradenton will be duplicated in Venice and as a result the State College of Florida and its reputation will be enhanced. The benefit to the students is endless as each one will be an asset to their home and community.

Should you have any questions about my support of the expansion of the Collegiate School program to the Venice campus, please feel free to give me a call.

Sincerely,

Lisa A. Bell

Lisa A. Bell

March 5, 2018

Greetings Charter Application Review Committee:

It is with great enthusiasm that I share our family's experience, in order to support the approval of the Collegiate School charter for the Venice campus location.

As the parent of two children who attended and graduated from the State College of Florida Collegiate School in Bradenton, FL I can say without question that this opportunity significantly impacted my daughters in a defining way. My oldest, Nelly, joined the program the first year that 11th grade opened, coming from Lakewood Ranch High School. All of the students that year came from different schools and communities, however, they were united in their goal to pursue their AA degrees while in high school.

Having an option for students who seek this kind of challenge is essential for the well-being of our children! Nelly had the maturity and desire to attend college, and was much happier at SCFCS than in the traditional high school. She was ready to be more independent, wanted greater academic responsibility and was eager to begin exploring college classes to discover what direction she wanted for her life. Upon graduation Nelly was accepted to several colleges and offered multiple scholarships. She chose to attend the University of Florida, in large part because all of her credits transferred. She said, "Mom, with 2 years already done, I can afford to do a combined degree program and add a master's degree to my educational goals". That kind of thinking came from already having participated in a high school accelerated program and understanding that it was possible for her to achieve more. Dec. 2017, at the age of 20, Nelly graduated UF with her bachelors in Information Systems - with a semester of graduate work also completed. Continuing in Jan. 2018, Nelly has 2 semesters left to graduate with her masters in Information Systems & Operations Management. Because of the SCFCS program experience, in addition to saving significant time and money, this is possible for Nelly. LIFE CHANGING!

Gracey, my youngest daughter, went to SCFCS in 10th grade and started taking a class at the college at the age of 15. The ability to do so shaped her attitude towards education. She came home one day and said "Mom, the people in my college classes have to pay their own money and find the time from work and their families to go to school. I never realized how lucky I am to get to go now, and not have to worry about paying for it." Gracey was very impacted by attending college as a young person with veterans, returning adult students, etc. One of her lab partners was a 45 year old woman, returning to school and wanting to be an engineer after raising kids. This woman inspired my daughter. Today, Gracey attends Olin College of Engineering, ranked #3 in the nation for undergraduate engineering education. Gracey was also accepted at the #1 undergrad engineering school, Rose Hulman – Institute of Technology. Gracey would not have been offered admission without the classes she was able to access as a student at SCFCS. Having college course work on her transcript such as Calculus with Physics I & II, demonstrated to the admissions team that she had the capacity to be successful in their program, and more importantly, prepared her to excel when given the opportunity to attend this highly selective college. Without the collegiate school option, Gracey would not be studying engineering today. LIFE CHANGING!

I URGE YOU to support the approval of the Venice charter. Our children need the opportunities this program provides. This powerful educational option shapes the future of a young person. For those who are willing and want it, it can be LIFE CHANGING!

Sincerely,

Annie Wilson

Annie Wilson, Parent of two SCFCS graduates (2015 & 2016)
5345 Vaccaro Ct., Bradenton, FL 34211

**OPERATING
LEASE AGREEMENT
STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA AND
STATE COLLEGE OF FLORIDA COLLEGIATE SCHOOL**

THIS LEASE AGREEMENT is entered into effective the 1st day of July, 2012 by and between the District Board of Trustees of State College of Florida, Manatee-Sarasota, whose mailing address is P.O. Box 1849, Bradenton, Florida 34206, ("**College**") and The State College of Florida Collegiate School, a charter school established under the laws of the State of Florida, whose mailing address is P.O. Box 1849, Bradenton, Florida 34206, ("**SCFCS**").

WITNESSETH:

WHEREAS, SCFCS is a charter school established in accordance with Section 1002.33, Florida Statutes, with the mission of providing middle and high school level students with the opportunity to simultaneously earn a high school diploma and an associate in arts degree; and

WHEREAS, the College desires to lease to SCFCS, and SCFCS desires to lease from the College on such terms and conditions as set forth below, a portion of the College's premises located on its Bradenton Campus ("Building 19"), as is more fully described in Paragraph 2 below ("Leased Premises"); and

NOW THEREFORE, in consideration of the premises and one dollar and other good and valuable consideration, the receipt and adequacy of which is hereby acknowledged, and the promises and covenants contained herein, the parties hereto agree as follows:

1. **RECITALS.** The recitals set forth above are true and correct and are incorporated herein by reference.
2. **LEASED PREMISES.** The College hereby leases to SCFCS and SCFCS does hereby lease from the College Building 19 of the College's premises located at the Bradenton Campus, consisting of 36,549 square feet, more or less, and all appurtenances, including, ingress and egress thereto.
3. **TERM.** The term of this Lease shall be for a period of one hundred twenty (120) months commencing effective July 1, 2012 ("Term"). Either party may terminate this Agreement at any time upon giving the other party no less than three hundred sixty (360) days' notice from the date of termination set forth in the notice. This Lease Agreement shall automatically terminate if SCFCS's charter is non-renewed or terminated as of the date of notice to SCFCS of such non-renewal or termination of the charter.
4. **BASE RENT.** In consideration of this Lease, SCFCS shall make an initial payment of \$100,000 upon full execution hereof. Thereafter, SCFCS shall pay to the College base rent for the Leased Premises for each year during the Term as set forth herein ("Base Rent"). Base Rent shall be an amount equal to \$70,000 for Year One of the term and \$75,000 for each Year of the term thereafter, to be paid first from allocations received by SCFCS which are restricted for Capital Outlay Projects (PECO funds). Additionally, the College may charge SCFCS from net revenues an amount as may be determined by College up to the Fair Market Rental Value of comparable rental property as of June 30 each year so long as such charge shall not result in a negative fund balance for SCFCS. Base Rent shall be paid annually no later than the last day during such applicable Term year.
5. **MAINTENANCE.** The College shall provide to SCFCS for the Leased Premises: (i) utilities,

including electrical, heating, ventilation and air conditioning, water, garbage and sewer; (ii) custodial services; (iii) maintenance services, including maintenance of HVAC systems, roof, exterior walls and structural systems; and (iv) other miscellaneous services which include handling and landscaping, networking, phone lines, internet access, and technical support services.

6. USE. The Leased Premises shall be used and occupied by SCFCS for educational and administrative purposes, consistent with the SCFCS charter, and for no other purposes. All use of the Leased Premises shall be in compliance with all laws. For purposes of this Agreement, "Laws" means all applicable present and future (i) federal, state, and local laws, statutes, ordinances, rules regulations, and codes and the federal and state constitutions; (ii) decrees, orders, applicable equitable remedies and decisions by courts in cases where such decisions are binding precedent in the State of Florida; (iii) decisions of federal courts applying the Laws of the State of Florida; and (iv) rules, regulations and orders of quasi- official entities or bodies (e.g., boards and bureaus), as the same may be amended or supplemented from time to time.
7. HOURS OF USE. Unless otherwise agreed to by the College, the Bradenton Campus shall be open 6:30am to 10:00pm, Monday-Thursday, and 6:30am to 6:00pm Friday and 12:00pm to 6:00pm on Saturday and Sunday.
8. ALTERATIONS TO THE PREMISES. SCFCS will not, without the College's prior consent, make any material changes or alterations, additions or improvements in or about the Leased Premises.
9. NO FURTHER ENCUMBRANCES. SCFCS shall not have any right to encumber or mortgage the Leased Premises or otherwise place a lien or judgment upon its leasehold interest or the fee, and shall save the College harmless from any liens, claims judgments and demands, of whatsoever nature, made by any third party, including, but not limited to, any subcontractors, material men and vendors in connection with any work performed upon the Leased Premises by or on behalf of SCFCS.
10. DEFAULT. Default by SCFCS. "Default" shall be the occurrence of any one or more of the following events which shall permit the College, subject to the cure periods herein stated, to immediately terminate this Lease and take possession of the Leased Premises.
 - a. SCFCS's failure to pay any sums payable to the College which shall be and remain unpaid for more than thirty (30) days after the same are due and payable.
 - b. SCFCS's abandonment or vacation of the Leased Premises.
 - c. SCFCS's voluntary or involuntary transfer of its leasehold interest hereunder to any other person or other entity, without the prior written approval of the College.
 - d. SCFCS's material breach of the performance of any of the other covenants, agreements, stipulations or conditions herein and such breach shall not be cured within a period of thirty (30) days after written notice by the College to SCFCS of such breach.
 - e. The termination or non-renewal of SCFCS's Charter
 - f. Use of the Leased Premises by SCFCS other than as specified in Paragraph 6 or in non-compliance therewith.
 - g. SCFCS's encumbrance of the Leased Premises or the fee, or its allowing the Leased Premises or fee to be encumbered, or any other breach of the provisions in paragraph 9, herein.
11. ASSIGNMENT. SCFCS shall not have the right to assign, sublease or otherwise dispose of this Lease or any part thereof, or of its right, title or interest therein or its power to execute this Lease or any amendment or modification thereto, to any person, company or corporation, without the

prior written consent of the College, which consent may be withheld in the sole discretion of the College.

12. **INSURANCE.** SCFCS shall maintain and carry general liability insurance throughout the Term for personal injury and/or bodily injury including death, in such amounts as the parties agree to from time to time.
13. **TAXES.** SCFCS shall be responsible for and shall pay before delinquency all municipal, county, state and federal taxes assessed during the Term, against personal property of any kind owned by or placed in, upon or about the Leased Premises by SCFCS. SCFCS shall pay all applicable fees and taxes, if any, levied on the Leased Premises or the contents thereof including but not limited to sales taxes, property taxes and stormwater fees, and provide notice to the College of the payment of the same.
14. **FUNDING FOR THE COLLEGE AND SCFCS.** The College and SCFCS rely upon the State of Florida to provide funding for their respective programs and services. Should legislative appropriations be insufficient for SCFCS to pay its obligations hereunder or if the College is unable to continue with the operation of the Bradenton Campus due to lack of funding from the State, the respective party affected by such lack of State funding may terminate this Lease Agreement.
15. **THIRD PARTY CLAUSE.** This Lease Agreement is for the sole benefit of SCFCS and the College and not for any third party. SCFCS's sponsoring entity, the Manatee County School Board, shall have no rights, title or interests in or to the Leased Premises. Except as expressly provided in this Agreement, there are no third-party beneficiaries of this Agreement. This Agreement does not create or confer any legal claim or cause of action in favor of any party not a signatory to this Agreement and the obligations and legal duties imposed on any party by this Agreement are owed exclusively to the other party or parties and are not owed to any party not a signatory to this Agreement.
16. **DISCRIMINATION.** Neither the College nor SCFCS will discriminate in its employment practices, provision of services to SCFCS or the College or SCFCS's students and the general public or otherwise on the basis of race, color, religion, age, sex, marital status or national origin nor will either discriminate against any qualified person with a disability.
17. **ENVIRONMENTAL/HAZARDOUS WASTE.** Both the College and SCFCS shall not use, generate, manufacture, produce, store, release, discharge or dispose of, on, under or about the Leased Premises, or transport to or from the Leased Premises, any Hazardous Substances (as defined herein) or allow any other person or entity to do so. Both parties shall keep and maintain the Leased Premises in compliance with, and shall not cause or permit the Leased Premises to be in violation of, any applicable environmental laws. The College shall have the right to inspect the Leased Premises and audit SCFCS' s operations thereon to ascertain SCFCS's compliance with the provisions of this Lease at any reasonable time, and SCFCS shall provide periodic certifications to the College, upon request, that the College shall have the right but not the obligation, to enter upon the Leased Premises and perform any obligation of SCFCS hereunder of which SCFCS is in default, including, without limitation, any remediation necessary due to environmental impact of SCFCS's operations on the Leased Premises, without waiving or reducing SCFCS's liability for SCFCS's default hereunder. All terms and provisions of this paragraph shall survive expiration or termination of the Lease for any reason whatsoever. **"Hazardous Substance"** means any substance, whether solid, liquid or gaseous which is listed,

defined or regulated as a "hazardous substance," "hazardous waste" or "solid waste," or pesticide, or otherwise classified as hazardous or toxic, in or pursuant to any environmental requirement; or which is or contains asbestos, radon, any polychlorinated biphenyl, urea formaldehyde foam insulation, explosive or radioactive material, or motor fuel or other petroleum hydrocarbons; or which causes or poses a threat to cause a contamination or nuisance on the Leased Premises or any adjacent property or a hazard to the environment or to the health or safety of persons on the Leased Premises.

18. **RADON GAS DISCLOSURE:** Radon is a naturally occurring radioactive gas that, when it has accumulated in a building in sufficient quantities, may present health risks to persons who are exposed to it over time. Levels of Radon that exceed federal and state guidelines have been found in buildings in Florida. Additional information regarding Radon and Radon testing may be obtained from your county public health unit.
19. **INSPECTION AND ACCESS TO PREMISES.** The College shall have the right to enter the Leased Premises at all times upon reasonable notice to SCFCS (except in the case of an emergency, in which case no prior notice need be given), to examine the Leased Premises, to survey the Leased Premises and make such repairs, alterations, improvements, or additions as the College may deem necessary or desirable at the College's expense, except for expenses incurred for such examination, surveying, repairs, alterations improvements or additions due to the actions of SCFCS, its officers, directors, agents, employees, contractors, invitees or licensees.
20. **CONDEMNATION.** In the event of condemnation of the Leased Premises or any portion thereof or of the Bradenton Campus which affects the Leased Premises, the College, at its sole discretion, may terminate this Lease Agreement as of the date the condemning authority takes title or possession, whichever first occurs. Any award or payment made in connection with a condemnation shall be the property of the College, whether such award shall be made in settlement of contemplated condemnation proceedings or as compensation for diminution in value of the leasehold or for the taking of the fee, or as severance or other damages; provided, however, SCFCS shall be entitled to any separate award made to SCFCS which does not diminish the College's award, such as for loss of or damage to SCFCS's trade fixtures and removable personal property and any business damages or moving expenses. In the event that this Lease is not terminated by reason of such condemnation, the College shall, to the extent of severance damages received by College in connection with such condemnation, repair any damage to the Leased Premises caused by such condemnation, except to the extent that SCFCS has been reimbursed therefore by the condemning authority.
21. **CASUALTY.**
 - (a) If the Leased Premises or any portion thereof is destroyed or substantially damaged by fire or other casualty, the College shall proceed with reasonable diligence to repair and restore the Leased Premises (exclusive of SCFCS's trade fixtures, signs, contents and personal property) to substantially the same condition as the Leased Premises was in immediately before the happening of the casualty. However, the College shall not be required to restore any portion of the Bradenton Campus which is not leased to SCFCS.
 - (b) Anything contained in paragraph (a) above to the contrary notwithstanding, the College may terminate this Lease Agreement and shall have no obligation to SCFCS to restore the Leased Premises in the event that the Leased Premises or any portion thereof is destroyed or substantially damaged by fire or other casualty, if: (i) the fire or other casualty is caused by the acts, omissions or negligence of SCFCS, its officers, directors, employees, agents, contractors, or invitees; (ii) the Leased Premises is damaged in whole or in part as a result of a risk that is not covered by the College's insurance policies; or (iii) the insurance proceeds

are inadequate to restore the Leased Premises to substantially the same condition as the Leased Premises was in immediately before the happening of the casualty.

22. PUBLIC RECORDS/STUDENT RECORDS. The provisions of Chapter 119, Florida Statutes; Family Educational Rights and Privacy Act (FERPA); and Section 1002.22, Florida Statutes shall apply to this Lease Agreement.

23. NOTICES. All notices given to SCFCS hereunder shall be forwarded to SCFCS at the following address, until the College is notified otherwise:

State College of Florida Collegiate School
Attn: Kelly Monod, Head of School
P.O. Box 1849
Bradenton, FL 34206

All notices given to the College hereunder shall be forwarded to the College by registered or certified mail, return receipt requested at the following address, until SCFCS is notified otherwise:

State College of Florida, Manatee-Sarasota
Attn: Vice President Business and Administrative Services
P. O. Box 1849
Bradenton, FL 34206

24. CONSTRUCTION OF LEASE. This Lease Agreement shall be governed by the laws of the State of Florida. Any changes in the applicable laws, which govern this Lease, will necessitate a change in Lease terms and conditions, which may be effected thereby, at the time such changes may arise.

25. LOSS; DAMAGE; INJURY; DEFECTS. SCFCS shall store its property in and shall occupy the Leased Premises at its own risk. The College shall not be responsible or liable at any time for damage to SCFCS's merchandise, equipment, fixtures or other personal property of SCFCS or SCFCS's business regardless of the cause, unless such damage is due to the College's negligence or wrongful act. The College shall not be responsible or liable to SCFCS for damage to either person or property that may be occasioned by or through the acts or omissions of third parties. Unless due to the College's negligence, wrongful act, or failure to comply with this Lease Agreement, the College shall not be liable for any defect in the Bradenton Campus, or parking area or any of the equipment, machinery, utilities, appliances or apparatus therein, nor shall it be responsible or liable for any damage to any person or to any property of SCFCS or other person caused by the running, backing up, seepage, or overflow of water or sewage in any part of the Leased Premises, the failure of any public utility in supplying utilities to the Leased Premises or for any damage caused by or resulting from any defect or negligence in the occupancy, construction, operation, use of any of the Leased Premises, Bradenton Campus, equipment, machinery, utilities, appliances or apparatus by any other person or by or from the acts of negligence of any occupant of the Leased Premises or the Bradenton Campus.

26. QUIET ENJOYMENT. Subject to the terms, covenants and conditions of this Lease Agreement, the College warrants and covenants SCFCS shall peacefully and quietly have, hold and enjoy the Leased Premises during the Term.

- 27. SEVERABILITY. If any clause or provision herein shall be adjudged invalid or unenforceable by a court of competent jurisdiction or by operation of any applicable law, it shall not affect the validity of any other clause or provision, which shall remain in full force and effect.
- 28. WAIVER. The failure of either party to enforce any of the provisions of this Lease shall not be considered a waiver of that provision or the right of the party to thereafter enforce the provision.
- 29. COMPLETE AGREEMENT. This Lease constitutes the entire understanding of the parties with respect to the subject matter hereof and may not be modified except by an instrument in writing and signed by the parties.
- 30. COUNTERPARTS. This Lease may be executed in any number of counterparts, each of which shall be effective only on delivery and thereafter shall be deemed an original, and all of which shall be taken to be one and the same instrument, for the same effect as if all parties hereto had signed the same signature page. Any signature page of this Lease may be detached from any counterpart of this Lease without impairing the legal effect of any signatures thereon and may be attached to another counterpart of this Lease identical in form hereto but having attached to it one or more additional signature pages.

IN WITNESS WHEREOF the parties set their hands and seals on the ____ day of October, 2013.

District Board of Trustees of State College
of Florida, Manatee-Sarasota

Witnesses as to the College:

By: _____
Dr. Carol Probstfeld, President

State College of Florida Collegiate School

Witnesses as to the SCFCS

By: _____
Kelly Monod, Head of School

Revenue Estimate Worksheet for __SCF Collegiate School-Venice__ Charter School

Based on the 2017-18 FEFP Second Calculation

School District:

Sarasota

1. 2017-18 FEFP State and Local Funding

Base Student Allocation

\$4,203.95

District Cost Differential:

1.0113

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2017-18
				Base Funding (WFTE x BSA x DCD)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3		1.107	0.0000	\$ -
111 Basic K-3 with ESE Services		1.107	0.0000	\$ -
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12	100.00	1.001	100.1000	\$ 425,571
113 Basic 9-12 with ESE Services		1.001	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.619	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.526	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.212	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.212	0.0000	\$ -
130 ESOL (Grade Level 9-12)		1.212	0.0000	\$ -
300 Career Education (Grades 9-12)		1.001	0.0000	\$ -
Totals	100.00		100.1000	\$ 425,571

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	Additional Base Funds	2017-18
			Base Funding (WFTE x BSA x DCD)
Advanced Placement		\$	-
International Baccalaureate		\$	-
Advanced International Certificate		\$	-
Industry Certified Career Education		\$	-
Early High School Graduation		\$	-
Small District ESE Supplement		\$	-
Total Additional FTE	0.0000	Additional Base Funds	\$ -
Total Funded Weighted FTE	100.1000	Total Base Funding	\$ 425,571

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.		PK-3	251	\$ 1,028
		PK-3	252	\$ 3,318
		PK-3	253	\$ 6,771
		4-8	251	\$ 1,152
		4-8	252	\$ 3,442
		4-8	253	\$ 6,895
		9-12	251	\$ 820
		9-12	252	\$ 3,110
		9-12	253	\$ 6,563
	Total FTE with ESE Services	0.00		Total ESE Guarantee

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 100.00 ÷ District's Total UFTE: 42,936.88 = 0.2329%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 100.10 ÷ District's Total WFTE: 47,501.29 = 0.2107%

4. Supplemental Academic Instruction (UFTE share) 300 Lowest Performing Schools Allocation	(b)	<u>8,758,112</u>	x	0.2329%	\$	<u>20,398</u>
	(d)				\$	<u>-</u>
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds.						
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>0</u>	x	0.2329%	\$	<u>-</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	<u>1,167,840</u>	x	0.2329%	\$	<u>2,720</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>952,133</u>	x	0.2329%	\$	<u>2,218</u>
8. Instructional Materials Allocation (UFTE share) Dual Enrollment Instructional Materials Allocation	(b)	<u>3,274,632</u>	x	0.2329%	\$	<u>7,627</u>
ESE Applications Allocation:	(f)				\$	<u>-</u>
					\$	<u>-</u>

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	0.2107%	\$	<u>-</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.2107%	\$	<u>-</u>
11. Reading Allocation (WFTE share)	(c)	<u>2,007,791</u>	x	0.2107%	\$	<u>4,230</u>
12. Discretionary Local Effort (WFTE share)	(c)	<u>42,266,205</u>	x	0.2107%	\$	<u>89,055</u>
13. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.2107%	\$	<u>-</u>
14. Discretionary Lottery (WFTE share)	(c)	<u>742,632</u>	x	0.2107%	\$	<u>1,565</u>

15. Class Size Reduction Funds:

	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	=	
PK - 3	0.0000		1.0113		1,317.03	=	<u>0</u>
4-8	0.0000		1.0113		898.36	=	<u>0</u>
9-12	100.1000		1.0113		900.53	=	<u>91,162</u>
Total *	<u>100.1000</u>						Total Class Size Reduction Funds \$ <u>91,162</u>

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation

Enter All Adjusted Fundable Riders	(g)		x	381	\$	<u>-</u>
Enter All Adjusted ESE Riders			x	1,389	\$	<u>-</u>

17. Federally Connected Student Supplement

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				<u>\$ -</u>

18. Florida Teachers Classroom Supply Assistance Program

	(i)		\$	<u>-</u>
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19. Food Service Allocation

	(j)		\$	<u>-</u>
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Total \$ 644,546

**20. Funding for the purpose of calculating the administrative fee for ESE charter schools.
If you have more than a 75% ESE student population, please place a 1 in the following box:**

(k) \$ _____ -

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.
- (b) District allocations multiplied by percentage from item 3A.
- (c) District allocations multiplied by percentage from item 3B.
- (d) Additional funds are provided within the Supplemental Academic Instruction Allocation to support an additional hour of reading instruction in the 300 lowest performing elementary schools pursuant to s. 1011.62(1)(f), F.S. Charter schools that are on the list of 300 lowest performing elementary schools could consult their district sponsor to obtain these additional funds.
- (e) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S.
- (f) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.
- (g) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.
- (h) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.
- (i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.
- (j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (k) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

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

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

Attachment XY
Full enrollment

SCF Collegiate School - Venice 2018-23 estimation		BUDGET PROJECTIONS							
ATTACHMENT X		START UP BUDGET ATTACHMENT Y							
Assumptions:		2018-19 Pre-operational budget	2019-20 proposed budget- minimum number of students funding	2020-21 proposed budget- minimum number of students funding	2021-22 proposed budget- minimum number of students funding	2022-23 proposed budget- minimum number of students funding			
High School			approx figures	approx figures	approx figures	approx figures			
Total			100	200	100	100	9th	100	9th
			100	200	100	100	11th	100	10th
					100	100	12th	100	11th
					300	300	total	100	12th
								400	total
			\$ 644,500.00	\$ 1,289,000.00	\$ 1,933,500.00	\$ 2,578,000.00			
			\$ 32,225.00	\$ 64,450.00	\$ 81,625.00	\$ 81,625.00			
Total ESTIMATED Revenues-\$6445. per student		0	\$ 612,275.00	\$ 1,224,550.00	\$ 1,851,875.00	\$ 2,496,375.00			
Expenses:									
Personnel Expenses:									
51100	Academic Admin - HOS	40,000 HOS	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00			
52003	Counselor and advisor (2020)		\$ 55,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00			
54010	career staff - guidance assistant (2020), office manager (2020) and registrar	20000 reg	\$ 40,000.00	\$ 120,000.00	\$ 120,000.00	\$ 120,000.00			
58000	student assistant		\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00			
52001	Instructional 5 + 5				\$ 240,000.00	\$ 480,000.00			
52102	Instructional overload				\$ 5,000.00	\$ 10,000.00			
	PT school nurse				\$ 15,000.00	\$ 15,000.00			
	PT food service				\$ 25,000.00	\$ 25,000.00			
56120	Substitute Teachers				\$ 5,000.00	\$ 10,000.00			
Total Salaries		\$ 60,000.00	\$ 191,000.00	\$ 316,000.00	\$ 606,000.00	\$ 856,000.00			
59100	FICA								
59101	MCARE								
59203	Retirement								
59701	Health								
59702	Life								
59704	LTD								
Calculated Benefits		16800.00	\$ 51,800.00	\$ 86,800.00	\$ 165,200.00	\$ 232,400.00			
Total Personnel		\$ 76,800.00	\$ 242,800.00	\$ 402,800.00	\$ 771,200.00	\$ 1,088,400.00			

SCF Collegiate School - Venice
2018-23 estimation

ATTACHMENT X

BUDGET PROJECTIONS

START UP
BUDGET
ATTACHMENT
Y

Assumptions:	2018-19 Pre-operational budget	2019-20 proposed budget- minimum number of students funding	2020-21 proposed budget- minimum number of students funding	2021-22 proposed budget- minimum number of students funding	2022-23 proposed budget- minimum number of students funding
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Current Expenses:

60501	TRAVEL - IN DISTRICT			\$ 500.00		\$ 500.00		\$ 500.00		\$ 500.00
60502	TRAVEL - OUT OF DISTRICT and Professional development funding			\$ 1,000.00		\$ 1,000.00		\$ 5,000.00		\$ 5,000.00
60503	TRAVEL - OUT OF STATE			\$ -		\$ -		\$ -		\$ -
60506	TRAVEL - STUDENT			\$ 10,000.00		\$ 10,000.00		\$ 50,000.00	1 bus	\$ 50,000.00
61000	POSTAGE AND FREIGHT			\$ 150.00		\$ 150.00		\$ 300.00		\$ 300.00
62001	PRINTING - VENDOR			\$ 1,500.00		\$ 3,000.00		\$ 4,500.00		\$ 4,500.00
62002	PRINTING/DUPLICATING - COLLEGE			\$ 1,500.00		\$ 3,000.00		\$ 4,500.00		\$ 4,500.00
62502	REPAIRS & MAINTENANCE - FURN/EQUIP			\$ -		\$ -		\$ -		\$ -
63005	Rentals					\$ 8,000.00	graduation	\$ 8,000.00		\$ 8,000.00
63006	Lease Payments									
63505	GENERAL LIABILITY INSURANCE			\$ 3,000.00		\$ 6,000.00		\$ 10,000.00		\$ 10,000.00
64501	Other Contractual Services	\$ 2,000.00	ESE	\$ 2,000.00	ESE	\$ 2,000.00		\$ 5,000.00		\$ 5,000.00
64502	Institutional Memberships			\$ 1,000.00		\$ 1,000.00		\$ 1,000.00		\$ 1,000.00
64507	Contracted instructional DE to SCF			\$ 216,000.00	\$2160 student	\$ 432,000.00	\$2160 student	\$ 432,000.00	\$2160 student	\$ 442,000.00
64508	Contract non Instructional Services									
64509	Other NON Contracted Services	\$10,000.00	website	\$ 1,000.00		\$ 1,000.00		\$ 1,000.00		\$ 1,000.00
64510	Advertising	\$8,000.00	advertising campaign	\$ 8,000.00		\$ 8,000.00		\$ 8,000.00		\$ 8,000.00
64514	Contracted SVCS - Temp Empl									
65004	Auditing Fees					\$ 10,000.00		\$ 12,000.00		\$ 12,000.00
65008	Accreditation			\$ 1,000.00		\$ 1,000.00		\$ 1,000.00		\$ 1,000.00
65501	Edu materials and supplies			\$ 90,000.00	includes books (800/student) + 10k	\$ 180,000.00	includes books (800/student) + 20k	\$ 250,000.00	book purchase DE +HS (50k) + 10th (10k) + 30k	book purchase DE +HS (50k) + 10th (10k) + 40k
65502	Office Materials and Supplies	\$2,000.00	new offices	\$ 3,000.00		\$ 3,000.00		\$ 3,000.00		\$ 3,000.00
65701	Educational Software							\$ 15,000.00		\$ 25,000.00
66501	ATHLETIC MATERIALS & SUPPLIES							\$ 5,000.00		\$ 5,000.00
66503	Student Food			\$ 20,000.00		\$ 20,000.00		\$ 20,000.00		\$ 20,000.00
70601	Educational computer Equip					\$ 35,000.00	student computer cart	\$ 155,000.00	computer carts (70k)/staff tech(15k)/classroom tech(40k)	computer carts (70k)/staff tech(15k)/classroom tech(40k)
66507	Office computer equip	\$1,500.00		\$ 10,000.00	Staff computers	\$ 4,000.00		\$ 75,000.00		\$ 75,000.00
	RENT									

Total Current Expenses	\$ 23,500	\$ 369,650	\$ 728,650	\$ 1,065,800	\$ 1,104,800
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Total Expenditures	\$ 100,300	\$ 612,450	\$ 1,131,450	\$ 1,837,000	\$ 2,193,200
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Excess Revenue over Expense	\$ (100,300)	\$ (175)	\$ 93,100	\$ 14,875	\$ 303,175
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Total Capital Outlay Estimate					
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Total excess revenue over expense with Capital Outlay	\$ (100,300)	\$ (175)	\$ 93,100	\$ 14,875	\$ 303,175
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Current Expenses:														
60501	TRAVEL - IN DISTRICT		\$ 500.00		\$ 500.00		\$ 500.00		\$ 500.00		\$ 500.00			
60502	TRAVEL - OUT OF DISTRICT and Professional development funding		\$ 1,000.00		\$ 1,000.00		\$ 5,000.00		\$ 5,000.00		\$ 5,000.00			
60503	TRAVEL - OUT OF STATE		\$ -		\$ -		\$ -		\$ -		\$ -			
60506	TRAVEL - STUDENT		\$ -		\$ -		\$ 50,000.00	1 bus	\$ 50,000.00		\$ 50,000.00			
61000	POSTAGE AND FREIGHT		\$ 150.00		\$ 150.00		\$ 300.00		\$ 300.00		\$ 300.00			
62001	PRINTING - VENDOR		\$ 1,500.00		\$ 2,000.00		\$ 3,000.00		\$ 4,500.00		\$ 6,000.00			
62002	PRINTING/DUPLICATING - COLLEGE		\$ 1,500.00		\$ 2,000.00		\$ 3,000.00		\$ 4,500.00		\$ 4,500.00			
62502	REPAIRS & MAINTENANCE - FURN/EQUIP		\$ -		\$ -		\$ -		\$ -		\$ -			
63005	Rentals				\$ 8,000.00	graduation	\$ 8,000.00		\$ 8,000.00		\$ 10,000.00			
63006	Lease Payments													
63505	GENERAL LIABILITY INSURANCE		\$ 2,000.00		\$ 2,000.00	ESE	\$ 4,000.00		\$ 8,000.00		\$ 10,000.00			
64501	Other Contractual Services	\$ 2,000.00	ESE \$ 2,000.00		\$ 2,000.00		\$ 3,000.00		\$ 4,000.00		\$ 5,000.00			
64502	Institutional Memberships		\$ 1,000.00		\$ 1,000.00		\$ 1,000.00		\$ 1,000.00		\$ 1,000.00			
64507	Contracted instructional DE to SCF		\$ 108,000.00		\$ 270,000.00	\$2160 DE student	\$ 324,000.00	\$2160 DE student	\$ 334,000.00	\$2160 DE student/10th DE 216 course	\$ 388,000.00	\$2160 DE student/10th DE 216 course	\$ 442,000.00	\$2160 DE student/10th DE 216 course
64508	Contract non Instructional Services													
64509	Other NON Contracted Services	\$10,000.00	website \$ 1,000.00		\$ 1,000.00		\$ 1,000.00		\$ 1,000.00		\$ 1,000.00		\$ 1,000.00	
64510	Advertising	\$8,000.00	advertising campaign \$ 8,000.00		\$ 8,000.00		\$ 8,000.00		\$ 8,000.00		\$ 8,000.00		\$ 8,000.00	
64514	Contracted SVCS - Temp Empl													
65004	Auditing Fees				\$ 10,000.00		\$ 12,000.00		\$ 12,000.00		\$ 12,000.00		\$ 12,000.00	
65008	Accreditation		\$ 1,000.00		\$ 1,000.00		\$ 1,000.00		\$ 1,000.00		\$ 1,000.00		\$ 1,000.00	
65501	Edu materials and supplies		\$ 45,000.00		\$ 110,000.00	includes books (800/ student)	\$ 190,000.00	book purchase DE +HS (50k) + 20k	\$ 210,000.00	book purchase DE +HS (50k) + 10th (10k) + 30k	\$ 185,000.00	book purchase DE + 10th (10k) + 35k	\$ 210,000.00	book purchase DE + 10th (10k) + 40k
65502	Office Materials and Supplies	\$2,000.00	\$ 3,000.00		\$ 3,000.00		\$ 3,000.00		\$ 3,000.00		\$ 3,000.00		\$ 3,000.00	
65701	Educational Software						\$ 20,000.00		\$ 25,000.00		\$ 25,000.00		\$ 25,000.00	
66501	ATHLETIC MATERIALS & SUPPLIES				\$ 5,000.00		\$ 5,000.00		\$ 5,000.00		\$ 5,000.00		\$ 5,000.00	
66503	Student Food		\$ 10,000.00		\$ 20,000.00		\$ 20,000.00		\$ 20,000.00		\$ 20,000.00		\$ 20,000.00	
70601	Educational computer Equip				\$ 35,000.00	student computer cart	\$ 155,000.00	computer carts (70k)/staff tech(15k)/classroom tech(40k)	\$ 155,000.00	computer carts (70k)/staff tech(15k)/classroom tech(40k)	\$ 35,000.00	student computer cart	\$ 35,000.00	student computer cart
66507	Office computer equip	\$1,500.00	\$ 10,000.00	Staff computer			\$ 75,000.00		\$ 75,000.00		\$ 75,000.00		\$ 75,000.00	
	RENT													
Total Current Expenses		\$ 23,500	\$ 195,650		\$ 478,650		\$ 895,800		\$ 945,800		\$ 852,300		\$ 933,300	
Total Expenditures		\$ 100,300	\$ 438,450		\$ 721,450		\$ 1,615,800		\$ 2,034,200		\$ 1,940,700		\$ 2,021,700	
Excess Revenue over Expense		\$ (100,300)	\$ (132,313)		\$ 43,894		\$ (85,113)		\$ 139,925		\$ 426,425		\$ 510,300	
Total Capital Outlay Estimate														
Total excess revenue over expense with Capital Outlay		\$ (100,300)	\$ (132,313)		\$ 43,894		\$ (85,113)	*under from 2019-2022 \$(273,831)	\$ 139,925		\$ 426,425		\$ 510,300	

Pre-operational

SCFCS VC Twelve Month Cash Flow Pre-Operational 2018-19

	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	
Cash on Hand (Beginning of Month)	0	0	0	0	0	0	0	83,584	66,868	50,152	33,436	16,720	totals
CASH RECEIPTS													
Local Government Support (SCF)							100,300						100,300
Food Service Sales													
Federal Grants and Programs													
State Support (through Sarasota CDS)													
TOTAL CASH RECEIPTS	0	0	0	0	0	0	100,300	0	0	0	0	0	
Total Cash Available Before Cash Out	0	0	0	0	0	0	100,300	83,584	66,868	50,152	33,436	16,720	
CASH PAID OUT													
Personnel Expenses							12,800	12,800	12,800	12,800	12,800	12,800	76,800
Operating Expenses (Current)							3,916	3,916	3,916	3,916	3,916	3,916	23,497
TOTAL CASH PAID OUT	0	0	0	0	0	0	16,716	16,716	16,716	16,716	16,716	16,717	
Cash Position - end of Month	0	0	0	0	0	0	83,584	66,868	50,152	33,436	16,720	3	

Year 1

SCFCS VC Twelve Month Cash Flow FY 2019-20

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	
Cash on Hand (Beginning of Month)	3	-11	-26	-40	-54	-68	-83	-97	-111	-125	-140	-154	totals
CASH RECEIPTS													
Local Government Support (SCF)													
Food Service Sales													
Federal Grants and Programs													
State Support (through Sarasota CDS)	51,023	51,023	51,023	51,023	51,023	51,023	51,023	51,023	51,023	51,023	51,023	51,023	612,275
TOTAL CASH RECEIPTS	51,023	51,023	51,023	51,023	51,023	51,023	51,023	51,023	51,023	51,023	51,023	51,023	
Total Cash Available Before Cash Out	51,026	51,012	50,997	50,983	50,969	50,955	50,940	50,926	50,912	50,898	50,883	50,869	
CASH PAID OUT													
Personnel Expenses	20,233	20,233	20,233	20,233	20,233	20,233	20,233	20,233	20,233	20,233	20,233	20,233	242,796
Operating Expenses (Current)	30,804	30,804	30,804	30,804	30,804	30,804	30,804	30,804	30,804	30,804	30,804	30,804	369,650
TOTAL CASH PAID OUT	51,037	51,037	51,037	51,037	51,037	51,037	51,037	51,037	51,037	51,037	51,037	51,037	
Cash Position - end of Month	-11	-26	-40	-54	-68	-83	-97	-111	-125	-140	-154	-168	

Year 2

SCFCS VC Twelve Month Cash Flow FY 2020-21

	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	
Cash on Hand (Beginning of Month)	-168	7,591	15,350	23,109	30,868	38,627	46,386	54,145	61,904	69,663	77,422	85,181	totals
CASH RECEIPTS													
Local Government Support (SCF)													
Food Service Sales													
Federal Grants and Programs													
State Support (through Sarasota CDS)	102,046	102,046	102,046	102,046	102,046	102,046	102,046	102,046	102,046	102,046	102,046	102,046	1,224,550
TOTAL CASH RECEIPTS	102,046	102,046	102,046	102,046	102,046	102,046	102,046	102,046	102,046	102,046	102,046	102,046	
Total Cash Available Before Cash Out	101,878	109,637	117,396	125,155	132,914	140,673	148,432	156,191	163,950	171,709	179,468	187,227	
CASH PAID OUT													
Personnel Expenses	33,566	33,566	33,566	33,566	33,566	33,566	33,566	33,566	33,566	33,566	33,566	33,566	402,792
Operating Expenses (Current)	60,721	60,721	60,721	60,721	60,721	60,721	60,721	60,721	60,721	60,721	60,721	60,721	728,650
TOTAL CASH PAID OUT	94,287	94,287	94,287	94,287	94,287	94,287	94,287	94,287	94,287	94,287	94,287	94,287	
Cash Position - end of Month	7,591	15,350	23,109	30,868	38,627	46,386	54,145	61,904	69,663	77,422	85,181	92,940	

Year 3

SCFCS VC Twelve Month Cash Flow FY 2021-22

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	
Cash on Hand (Beginning of Month)	92,940	94,179	95,418	96,658	97,897	99,136	100,376	101,615	102,854	104,094	105,335	106,575	totals
CASH RECEIPTS													
Local Government Support (SCF)													
Food Service Sales													
Federal Grants and Programs													
State Support (through Sarasota CDS)	154,323	154,323	154,323	154,323	154,323	154,323	154,323	154,323	154,323	154,323	154,323	154,323	1,851,875
TOTAL CASH RECEIPTS	154,323	154,323	154,323	154,323	154,323	154,323	154,323	154,323	154,323	154,323	154,323	154,323	
Total Cash Available Before Cash Out	247,263	248,502	249,741	250,981	252,220	253,459	254,698	255,938	257,177	258,417	259,657	260,896	
CASH PAID OUT													
Personnel Expenses	64,267	64,267	64,267	64,267	64,267	64,267	64,267	64,267	64,266	64,266	64,266	64,266	771,200
Operating Expenses (Current)	88,817	88,817	88,817	88,817	88,817	88,817	88,817	88,817	88,817	88,817	88,817	88,817	1,065,800
TOTAL CASH PAID OUT	153,084	153,084	153,084	153,084	153,084	153,084	153,084	153,084	153,083	153,083	153,083	153,083	
Cash Position - end of Month	94,179	95,418	96,658	97,897	99,136	100,376	101,615	102,854	104,094	105,335	106,575	107,815	

Year 4

SCFCS VC Twelve Month Cash Flow FY 2022-23

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	
Cash on Hand (Beginning of Month)	107,815	133,079	158,343	183,607	208,871	234,135	259,399	284,664	309,928	335,192	360,458	385,723	totals
CASH RECEIPTS													
Local Government Support (SCF)													
Food Service Sales													
Federal Grants and Programs													
State Support (through Sarasota CDS)	208,031	208,031	208,031	208,031	208,031	208,031	208,031	208,031	208,031	208,032	208,032	208,032	2,496,375
TOTAL CASH RECEIPTS	208,031	208,031	208,031	208,031	208,031	208,031	208,031	208,031	208,031	208,032	208,032	208,032	
Total Cash Available Before Cash Out	315,846	341,110	366,374	391,638	416,902	442,166	467,430	492,695	517,959	543,224	568,490	593,755	
CASH PAID OUT													
Personnel Expenses	90,700	90,700	90,700	90,700	90,700	90,700	90,700	90,700	90,700	90,700	90,700	90,700	1,088,400
Operating Expenses (Current)	92,067	92,067	92,067	92,067	92,067	92,067	92,067	92,067	92,067	92,067	92,067	92,067	1,104,802
TOTAL CASH PAID OUT	182,767	182,767	182,767	182,767	182,767	182,767	182,767	182,767	182,767	182,767	182,767	182,767	
Cash Position - end of Month	133,079	158,343	183,607	208,871	234,135	259,399	284,664	309,928	335,192	360,458	385,723	410,988	

Model Florida Charter School Application Addendum

Instructions

This addendum to the Model Florida Charter School Application is required of any applicant seeking any of the following:

- *Replication of existing schools or school models**
- *School operation or management via contract with a third-party education service provider (ESP**)*

**An applicant may be considered to be replicating an existing school design if: 1) the proposed school is substantially similar overall to at least one school, AND 2) the individuals or organization involved in the establishment and operation of the proposed school are deeply involved in the operation of the similar school(s). For example, a plan to implement a specific program, such as a widely-used curriculum, would not be categorized as the replication of an existing school design.*

***An ESP is any third-party entity, whether non-profit or for-profit, that provides comprehensive education management services to a school via contract with the school's governing board.*

Complete each section as applicable:

Addendum A – Applicants seeking to replicate an existing school or school model

Addendum A1 – Applicants seeking to replicate a high-performing charter school per s. 1002.331, F.S.

The SCF Collegiate-School-Venice is substantially similar to the SCF Collegiate School-Bradenton and the District Board of Trustee of the State College of Florida, Manatee-Sarasota, seeks its status as a replication of the SCF Collegiate School-Bradenton. The Bradenton charter school is designated a high-performing charter by Florida Department of Education.

Addendum B – Applicants contracting with a third-party ESP (n/a)

Applicants must complete all applicable sections of the addendum. Some applicants will be required to complete multiple addenda. Schools replicating a high-performing charter school pursuant to s. 1002.331, F.S., are not required to complete Addendum A.

Addendum A1: HIGH-PERFORMING REPLICATIONS

- A. *Identify the High-Performing Charter School that is submitting the application and include as Attachment AA the Commissioner of Education letter pursuant to s. 1002.331(5)F.S., designating such school as High-Performing.*

The State College of Florida Collegiate School, Bradenton, Manatee County, is seeking to replicate its high-performing charter school. The charter is located on the State College of Florida (SCF) Bradenton campus and is applying to replicate the school on the SCF Venice campus. The Bradenton charter school was designated high-performing in December 2013, by the Florida Commissioner of Education, Pam Stewart. See confirmation letter as attachment AA.

- B. *Identify the High-Performing Charter School that the applicant intends to replicate, if different from the school identified in the previous question. (n/a)*
- C. *Describe how the proposed school will be substantially similar to the high-performing school that is being replicated.*

The proposed school, SCF Collegiate School-Venice, will be the same model of the Bradenton charter school. The mission, “to guide and mentor student achievement by equipping them to attain a high school diploma and an Associate in Arts Degree concurrently upon graduation,” is identical, as well as the programs guiding tenets. The new charter will begin with 11th grade dual enrolled students who have met criteria to enroll in the SCF Collegiate School Accelerated College Program (ACP), which offers the opportunity of earning 60 credit hours. The (ACP) in Bradenton is graduating its 5th cohort of seniors this year and is eager to share all of the knowledge its gained to help students with its sister school in Venice. The school will be identical for the ACP students as they will be located on the college campus, taking full time dual enrollment courses and will have the same student services department ready to support them. They will have access to the certified counselor but also the same seminar class with their academic coach and advisor. They will also have the opportunity to thrive from the same curriculum that helps students first figure out life in college, then how to navigate in the next institution.

The pre-collegiate program in the 9th grade in Venice, will also mirror the 9th-10th grades in Bradenton. They will be preparing students to continue on the college campus, fully dual enrolled by 11th grade. The programs are the same in its courses, content and curriculum development, as well as the presentation of lessons in the younger grades. The teachers will share their courses through the Canvas Learning Management System from one campus to the other as the new charter increases grades in the coming years. The high school teachers at the new Venice charter will also take a role as an academic coach ready to support students through the curriculum developed in the guidance office. The new campus will also have access to mobile devices and utilize the same cloud and web-based resources found in the technology rich environment in Bradenton. The role of a ‘collegiate student’ in Venice will be the anchored in the school culture, as in Bradenton, and students will mirror each other in the same uniforms for 9th-10th grade.

The teachers will have a connection with each other because they will be fulfilling the same roles at both schools. There will be an opportunity for collaboration in charters schools, just as the professors on campus. The high collegial relationships between faculty on campus allow for continued innovation in the classrooms.

Recruitment for both campus would also continue to be directed towards families who would benefit the most from an experience in a collegiate school, those who may be generally classified as first-generation college going. The schools will both work to educate and inform families about navigating higher education, while supporting the students the whole way through the program.

- D. *If the applicant's projected student population is substantially different than the student population in the high-performing school that is being replicated, describe any modifications to the educational program that are necessary to ensure student success.*

The student population in Venice is projected to be similar than that of Bradenton, working to bring in first generation families, and overall having a very diverse population because of the lottery, that mirrors the community demographics. The main difference is that the SCF Collegiate School-Bradenton has grades 6-12 on its campus. The SCF Collegiate School-Venice is proposed to have only high school, grades 9-12. There would not be modifications to the program since it is not expanding. The difference is that some families would not have the collegiate environment for the additional years before entering high school. The adaption would be that 9th grade would have to absorb the many important lessons from the middle school academic coaching curriculum. The culture and expectations of the school will have to be a major focus for students and teachers. That said, there are many students who begin in their 9th grade year at the Bradenton campus and are very successful, understanding the expectations of the rigor and environment quickly.

- E. *Explain how the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.*

From a business and management perceptive, the schools will share the same Board of Trustees and college administrative offices, including human resources, finance and academics. The heads of schools will also share the same supervisor, the VP of academic affairs, in an effort to remain efficient and to share ideas. The head of school at the Bradenton campus will be the point person establishing the SCF Collegiate School-Venice campus and available as it grows. The two charters will significantly share the same organization and structure, the same programs and the innovative teaching culture that strives to create a nurturing environment to support student success. The charters will also share the State College of Florida's mission to be guided by measureable standards of institutional excellence, providing engaging and accessible learning environments that result in student success and community prosperity.

FLORIDA DEPARTMENT OF EDUCATION



STATE BOARD OF EDUCATION

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Pam Stewart
Commissioner of Education

December 20, 2013

Ms. Kelly Monod
Head of School
State College of Florida Collegiate School
5840 26th Street W.
Bradenton, Florida 34207

Dear Ms. Monod:

This letter serves as notification that the Florida Department of Education has verified that State College of Florida Collegiate School (41-2141) currently meets the criteria for high-performing charter school status pursuant to section 1002.331, Florida Statutes.

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

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

Sincerely,

A handwritten signature in cursive script that reads "Pam Stewart".

Pam Stewart

PS/jh

cc: Ms. Linda Guilfoyle, Charter School Liaison

Charter Applicant History Worksheet
Form IEPC-M1A Rule 6A-6.0786 August 2015

District Board of Trustees of the State College of Florida, Manatee-Sarasota			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)	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.
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year -1 (2010-11)								
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	Audit Finding (Yes/No)
Manatee	SCF Collegiate School	2141	active	151/31%	A	\$4,911.05	0%	No

District Board of Trustees of the State College of Florida, Manatee-Sarasota			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.
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year -2 (2011-12)								
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)	
Manatee	SCF Collegiate School	2141	212/38%	A	\$54.02	0%	No	

District Board of Trustees of the State College of Florida, Manatee-Sarasota			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.	
year -3 (2012-13)							
District	School Name	MSID	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)	
Manatee	SCF Collegiate School	2141	A	\$15,973	1%	No	
District Board of Trustees of the State College of Florida, Manatee-Sarasota			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.
year -4 (2013-14)							
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)
Manatee	SCF Collegiate School	2141	504/39%	A	\$ 302,553.00	11%	No

District Board of Trustees of the State College of Florida, Manatee-Sarasota			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.
year -5 (2014-15)							
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)
Manatee	SCF Collegiate School	2141	517/28%	A	\$ 520,556.00	17%	No
					accounting for GASB 68 the balance is (\$154,222)		

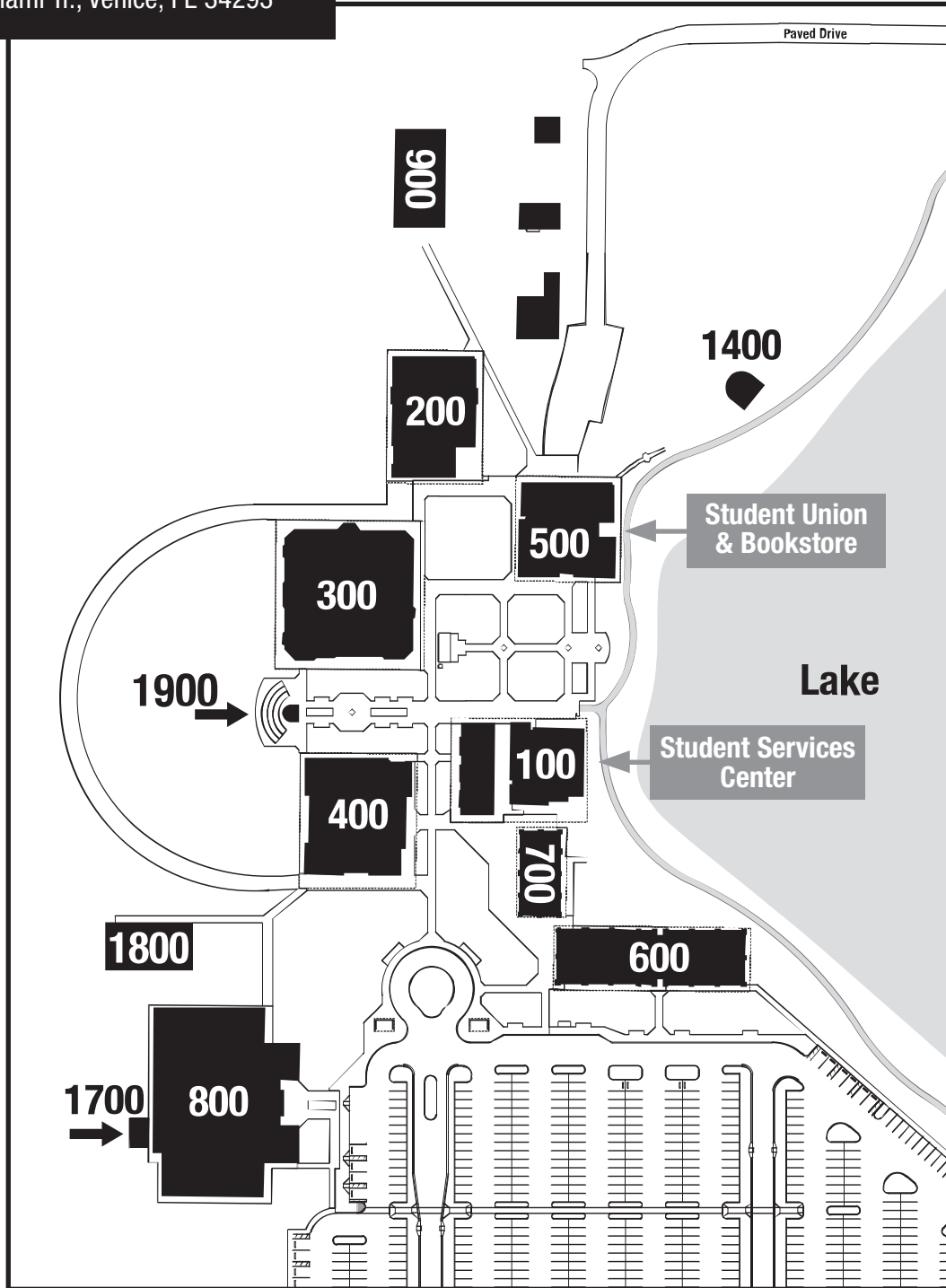
District Board of Trustees of the State College of Florida, Manatee-Sarasota			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued 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.
year -6 (2015-16)							
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)
Manatee	SCF Collegiate School	2141	532/33%	A	\$ 543,211.00	17%	No
					accounting for GASB 68 the balance is (\$182,413)		

District Board of Trustees of
the State College of Florida,
Manatee-Sarasota

District Board of Trustees of the State College of Florida, Manatee-Sarasota			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)	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	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Manatee	SCF Collegiate School	2141	522/35%	A	\$ 616,300.00	20%	No
					accounting for GASB 68 the balance is (\$240,332)		

SCF Venice

8000 S. Tamiami Tr., Venice, FL 34293



All SCF campuses are tobacco-free.

Directory

100 Student Services Center
200 Science
300 Library
400 Academic Resource Center

500 Student Union & Bookstore
600 Faculty Offices
700 Fine Arts
800 Professional Development Center

900 Facilities Planning & Maintenance
1400 Environmental Education Center
1700 Music Practice
1800 Portable: Student Services Center Extension
1900 Performance Pavilion

STATE COLLEGE OF FLORIDA - SCF Venice Building Descriptions

(See reverse side for detailed map of Venice campus)

Bldg. 100—Student Services Center

Administrative offices, admissions, advising, financial aid and registration

Bldg. 200—Natural Science Building

Laboratories for chemistry, physics and biology, and greenhouse

Bldg. 300—Library

Books, electronic resources, online databases, photocopying, classrooms and art gallery in foyer

Bldg. 400—Academic Resource Center

Computer science classrooms, laboratories, and math, English, science and language tutorial center

Bldg. 500—Student Union

Café and food service, public safety, bookstore, and student life offices

Bldg. 600—Faculty Office Building

Faculty offices, conference room, and classrooms

Bldg. 700—Fine Arts Building

Art laboratories

Bldg. 800—Sarah H. Pappas Professional Development Center

Classrooms, nursing laboratories, Corporate and Community Development offices, and multipurpose room with caterer's kitchen

Bldg. 900—Facilities Planning and Maintenance

Bldg. 1400—Environmental Education Center

Base for science department field activities

Bldg. 1700—Music Practice

Music practice and private lesson classroom

Bldg. 1800—Portable: Student Services Center Extension

Veteran services and university advising center

Bldg. 1900—Georgia and Michael Miller Performance Pavilion

Outdoor pavilion for performances